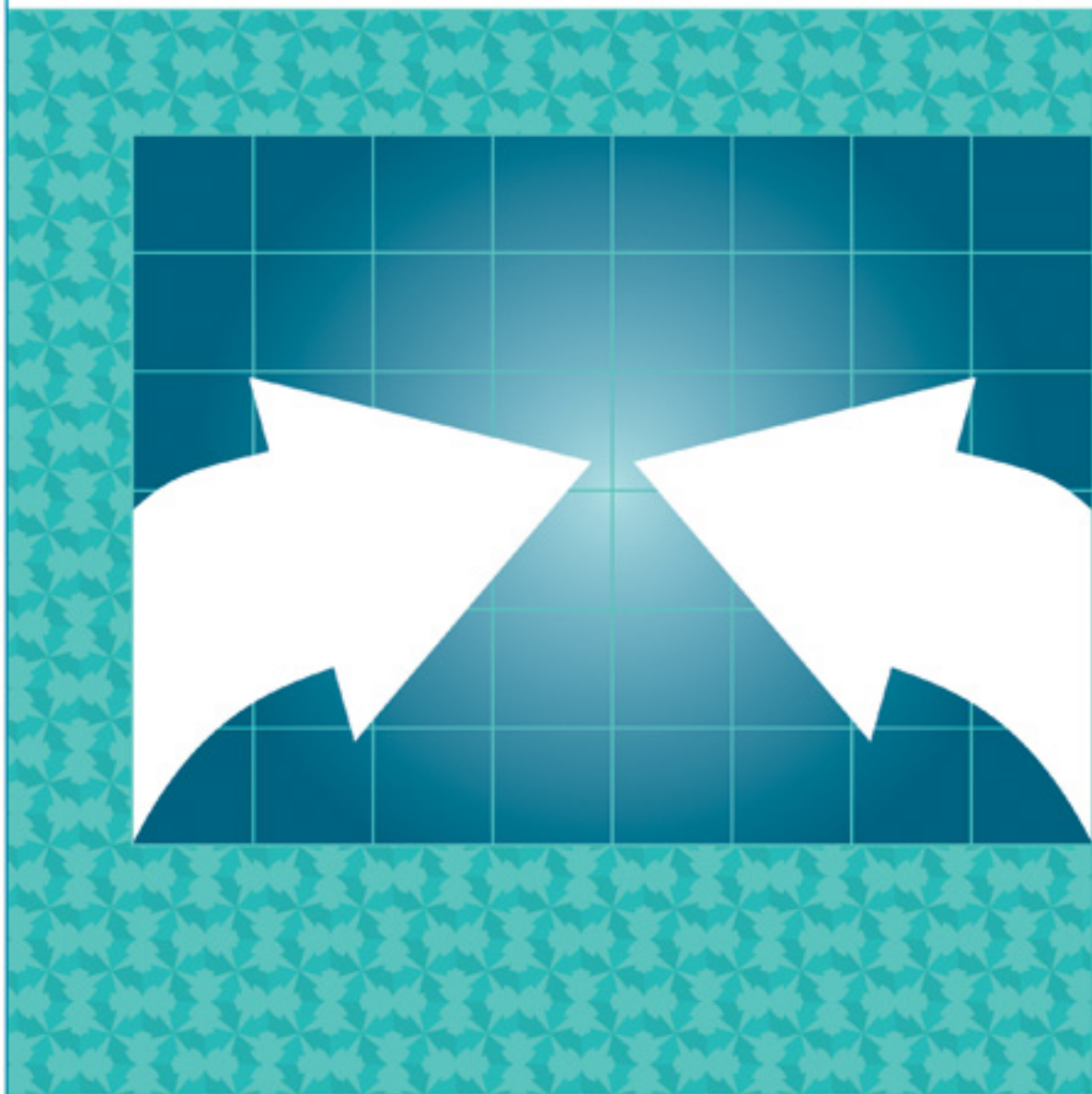


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GREAT AMERICAN CONFRONTATIONS



Brief, Interactive Historical Dramatizations

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Bill Lacey
John Bovberg



About the Authors

BILL LACEY has been writing for Interact since 1974. He has written well over fifty simulations or units, including ones he considers his favorites: Civil War (coauthor), Patriots (coauthor), Bones & Stones (coauthor), Greeks, Vietnam, Fifties, Vikings, and Alamo (coauthor). After graduating from the University of Southern California with a Master's degree in history, Bill taught U.S. history for more than thirty-five years in California and one year (1970-71) in London, England. Since his retirement from full-time teaching, he has supervised student teachers for the California State University system, played lots of golf, and he continues to enjoy hanging out with his family, including his eight grandchildren.

JOHN BOVBERG has written several episodes in the Great American Confrontation series. He and his team-teaching partner, Bill Lacey, conceived the series and together coauthored the prototype, *Who Really Discovered America?* John also teamed with Bill to originate the Great American Lives project, authoring Ben Franklin and coauthoring Abraham Lincoln and Martin Luther King, Jr. Professionally, John taught U.S. History, supervised the student teacher program, and sponsored junior-senior class activities at Fountain Valley High School in Fountain Valley, California. He was a California mentor teacher and frequent presenter at social studies workshops.

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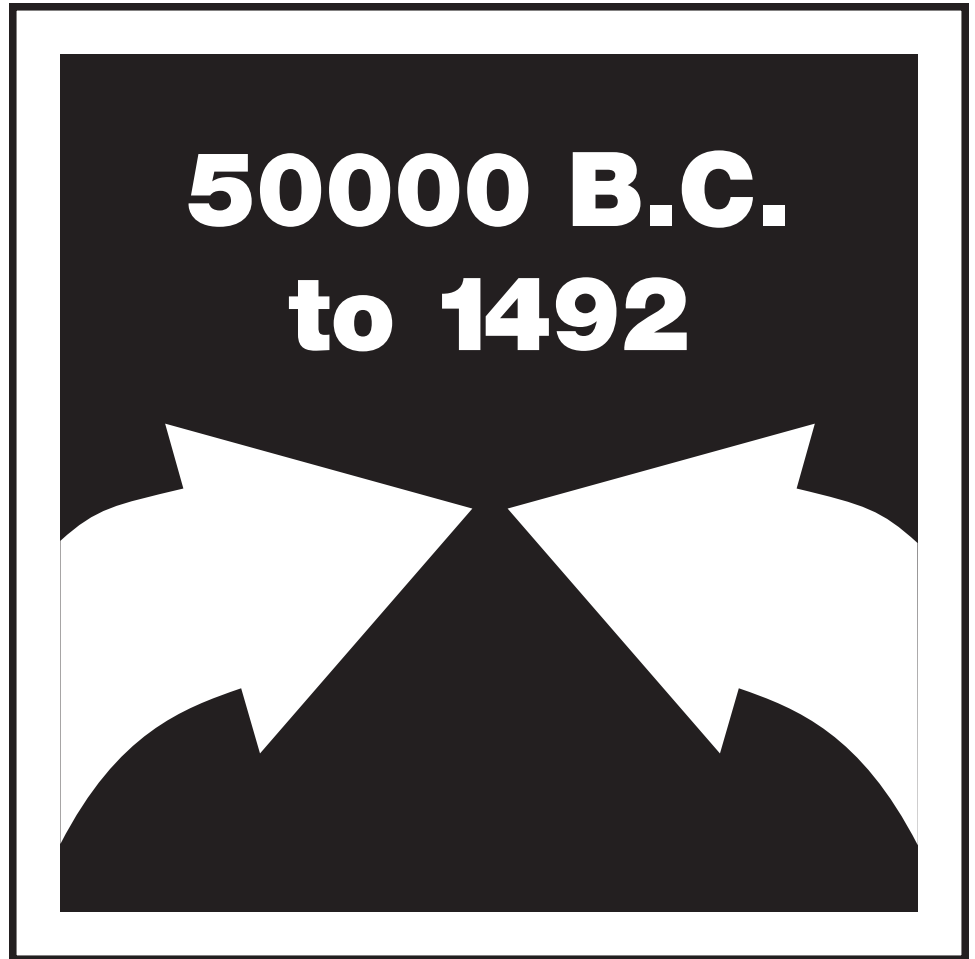
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Teacher Feedback Form

Release Form for Photographic Images

WHO REALLY DISCOVERED AMERICA?

Seven explorers argue over who was first



Great American Confrontations

PURPOSE

History teachers throughout the United States are being asked to perform Herculean tasks. Not only are they expected to cover nearly 400 years of history in great detail, they are also expected to present some aspects of career and computer education and to introduce their students to *critical thinking skills*. **Interact** created this Great American Confrontations series for your history classroom to help with the latter responsibility.

Interact's experience has been that these historical confrontations present controversial historical subjects in an imaginative, interesting way. Your students should be instantly involved. They will *confront* those individuals in our past who put careers, fortunes, and, frequently, their actual lives on the line. Thus, these persons in our past lived the tradition of free speech and active citizenship in our society. Having done so, they enriched our American heritage with their diverse opinions and active lives.

From this confrontation experience, your students will specifically gain the following:

- Understand the impact explorers had on North American history.
- Learn the philosophies and legacies of these daring men.
- Appreciate the importance of the give and take of a panel show discussion group.
- Understand the idea that all ideas have merit and that there is usually more than one side to important issues.
- Understand that open debate/forum is healthy, and that an exchange of differing ideas is an integral necessity of a democratic society.
- Sharpen the skill of differentiating fact and opinion.
- Sharpen listening, note taking, and discussing skills.

NATURE OF THIS SERIES

While unique in some ways, this confrontation, *Who Really Discovered America?*, illustrates the nature of all the episodes in this series.

1. The question of who *really* discovered America is a moot point. No doubt we will never know conclusively. No revealing diaries, monuments, or letters will likely be unearthed to alter to any degree what has already been written about any issue in this series. Yet controversial historical issues allow students to vigorously debate existing historical evidence, and that goal is central to this series.
2. This activity about discoverers, like all the other confrontations in the series, is fiction: it never occurred. Of course, the whole idea of a group of explorers, ranging from Hoei-Shin in 495 to Columbus around 1500, meeting on a panel show with modern TV-show-like trappings is intended to have a light touch—though at the same time we have worked diligently to make it scholarly.
3. The formats in the Great American Confrontation series are those to which this TV generation of young people can clearly relate, whether it is a panel show, a situation comedy, a trial, or a late-night type activity.
4. This confrontation is a nearly perfect activity to use to begin the first semester of your history course, for it “breaks the ice” and gives your students a taste of the kind of *participatory* class you will likely be giving them.
5. These confrontations can be presented in *one* class period—a distinct plus for this series. Students dress up and role play famous “discoverers.” Their goal is to convince the studio audience or a blue ribbon jury that while others say they might have stepped on American shores earlier, only one is the true *first* discoverer of America. (Students will have carefully studied background sheets in advance so that they can answer tough questions asked them by inquisitors. Students not role playing in this confrontation will take detailed notes during the presentations.)
6. As participants or observers students will gain much from this experience. It will heighten awareness of the historical controversy, introduce the importance of evidence, and develop ability to recognize persuasion techniques. Students will focus upon the difference between *substance* and *style* while listening to the role players. And of course, the confrontation will add excitement to the school day. After all, how many times in life do persons get to dress up in outrageous costumes and be a Norseman, a Genoese admiral, a Chinese Buddhist monk, a bold Irish priest, an adventurous Welch prince, or a Cree Indian chief?

Anyone doubting that such presentations can be effective should check out Steve Allen’s marvelous **Meeting of the Minds** series.

OVERVIEW

In this activity several of your students role play explorers over many centuries, individuals who claim to be the real, genuine discoverer of America. They present evidence and answer questions as they strive to convince the audience of the accuracy of their claims. A master of ceremonies keeps the presentation going by following a script. As the presentation takes place, all students—including each explorer—take notes on their STUDIO AUDIENCE FORM.

Six “discoverers” and one optional character

- **Hoei-Shin** A Buddhist monk from China, Hoei-Shin claims he touched upon the shores of California, Mexico, and South America circa 495.
- **Brendan the Bold** An Irish priest, Brendan the Bold sailed across the Atlantic in a small curragh made of animal skins circa 550.
- **Prince Madoc** A disinherited son of a Welch king, Prince Madoc claims that he came to America in the 12th century and sailed up the Mississippi River into the American hinterland where his men intermarried with the native Indians.
- **Bjarni Herjulfsson** The first of two Norse claimants, Herjulfsson gazed upon but did not actually step on North America proper in 986. His exploits, however, led to subsequent Viking voyages over the next 100 years or so.
- **Leif Ericsson** A sagacious Viking adventurer, Ericsson has many supporters who say he colonized America about 1000, stayed a season or two, then left in his wake solid historical evidence substantiating his claim.
- **Christopher Columbus** As every history student knows, Columbus, a Genoese admiral, sailed under Spanish flags in ships bound for the East Indies only to “bump” into America in 1492.
- **Chief Howling Wind** (*optional*) A Cree Indian, Chief Howling Wind is the one panelist who criticizes the academic hairsplitting and points out that everyone was second to the Native Americans.

SETUP DIRECTIONS - 1

1. **Understanding the confrontation** Read the entire packet at least 10-15 days prior to assigning any roles or determining how you will introduce the activity.
2. **Assigning roles** Once you are familiar with exactly what happens, carefully determine the students you will have play each key role. Your brightest and most articulate will likely do the best work, but you may want to give responsibility to others—particularly if you are going to be doing several of these confrontations or other *participatory* activities during your course (e.g., you might be doing several of Interact's 25 American history re-creations). We have found that many students rise to the occasion when they are in a class where *everyone* is expected to help teach. Then again, if this is your first student-presented activity of the year, you may want top students playing key roles in order to present a model for the remaining students for the rest of the year. Finally, you may well choose to be the emcee yourself in order to insure that everything goes as it should.
3. **Allocating time** Care has been taken so that this activity requires only one class period for the actual confrontation. Additional time should be allowed for the appropriate debriefing. Some preparation, however, is necessary.



*This activity
requires only one
class period.*

Five or more days before the confrontation

- Duplicate all handouts (see #4).
- Choose the students for key roles. Give them their handouts.
- Plan to setup your classroom to resemble a panel show studio. Find and order all equipment, stage risers, tables, etc., that you intend to use for your "set."
- Make ID tags for each explorer to wear or placards to put in front of each explorer while they sit at the explorers' table.

One day before the confrontation


- Meet with persons playing key roles, answer all questions and insure that everyone knows what to do.
- Plan and present a lesson integrating material close to the issue of who discovered America. Possibilities: filmstrip or slide show, lecture, a reading from one of the sources listed in the Bibliography.
- Confirm all deliveries of equipment, costumes, props, and visitations of other teachers/administrators.
- Consider locating some dynamic theme music to help set a mood on Confrontation Day.

4. **Duplicating handouts** Duplicate the following materials:
 - SAMUEL ELIOT MORISON'S CONCLUSIONS (class set)
 - All role sheets (appropriate handout for each role-player)
 - STUDIO AUDIENCE FORM (class set)

SETUP DIRECTIONS - 2

5. Adding flourishes to the confrontation

Teaching Tip



Little extra flourishes such as these will really get your class into the proper spirit to learn about the early exploration of the North American continent.

- If you want to involve more students in the actual presentation, select one *inquisitor* for each explorer. Each inquisitor asks the questions that the emcee normally would ask. This strategy, while it does involve more students, also minimizes the role of the emcee to one who introduces the explorers and presents the finale with the voting and the results.
- Insist on costumes, props, beards, etc. This activity is perfect for dressing to the hilt, even to a point of wearing nearly a complete disguise.
- When you are ready to start, play some powerful theme music as the explorers are introduced. The authors have used “The Magnificent Seven,” “The Big Country,” and Wagner’s “Ride of the Valkyries.”
- The explorers should jog in from a corridor, hallway, or outside, as if on a game show. Then they should stand behind their chairs until all are introduced.
- Having been introduced, the explorers sit behind a long table which you have skirted with a sheet or butcher paper. Name plates on the table should identify each explorer.
- Each explorer should rise and speak on his/her feet (possibly from behind a nearby podium) while presenting his/her case.
- Involve your whole class by insisting that everyone, including the explorers, fill out the STUDIO AUDIENCE FORM for a grade.
- You could further expand the number of explorers by giving a bright student—a considerable time in advance—the responsibility of being an alien who claimed to have landed on the North American continent centuries ago. Far fetched? Yes, but some student might enjoy the challenge of pursuing this theory of pseudo-scientist Erich Von Daniken in his *Chariot of the Gods*.

DEBRIEFING/TESTING

Debriefing

1. Have the seven explorers sit in seven different parts of the classroom.
2. Ask students to sit next to the explorer they believe most deserves the title Discoverer of America.
3. Allow students to express their feelings about the essential question: *Who really discovered America?* Ask them to support their reasoning with actual information.
4. An interesting discussion can result from grappling with an appropriate definition of the word *discover*. What does it actually mean in the context of this historical issue?
5. Point out how the authors hope that students see modern parallels: Men and women still seek to be first in space and undersea explorations/achievements. You might even like to ask who deserves to be labeled *the first great explorer of space*. Should it be Yuri Gagarin? John Glenn? Neil Armstrong? or someone else?
6. Give everyone a copy of SAMUEL ELIOT MORISON'S CONCLUSIONS to read and highlight with a colored pen. Then go over its points with your students. Ask them what they think of this esteemed historian's conclusions.

Testing

1. An excellent way to find out if students learned anything during the activity is to give them this essay exam question on the day following the debriefing.

Who really discovered America? Does any pre-Columbian explorer deserve recognition? Write an essay on the one candidate you most support. Give at least three solid pieces of information to substantiate your case.

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SAMUEL ELIOT MORISON'S CONCLUSIONS

One of the acknowledged experts on the issue of who really discovered America is the late historian Samuel Eliot Morison, the towering Harvard historian and biographer of Columbus. The following “answers” that Dr. Morison would likely have given to you students if he had been present during your confrontation are given below. Morison wrote these conclusions just prior to his death in 1976. They can be found in Emily Morison Beck’s *Sailor Historian: The Best of Samuel Eliot Morison*, Houghton Mifflin Company, Boston, 1977, pages 14-31.



- The real question should be properly reduced to what *European* discovered America, for the Native Americans migrated to America perhaps 40,000 years ago.
- We should question the importance of the Norse discoveries because they led to nothing. Quite frankly, they were dead ends or “false starts,” and they made no dent on native culture. No Norse colony existed in North America when Columbus sailed.
- As we observed the 400th anniversary of Columbus’ “discovery,” many patriots claimed one of their countrymen to be the discoverer. Some of the claims rest on scanty evidence or hunches.
- Morison rejects the Irish claim, which centers on Brendan. While Irish monks were great sailors and explorers, they didn’t sail to North America. Brendan, Morison believes, did reach the Azores. It is possible that a different Irish monk reached North America before any other European.

One Norse saga tells of a Gudleif Gunnlangson, who was blown off course en route to Iceland and reached an unknown harbor. Yet, as Morison writes: “No early Irish artifacts have been discovered in America.”

- The Viking/Norse claim is very strong, especially the cases of Bjarni Herjulfsson and Leif Ericsson. In fact, Bjarni’s voyage, which was not highlighted by a landing party on North America proper, deserves maximum attention. Morison: “He and his crew never stepped foot on the new land, but as he told Leif about it and even lent him his ship, I think Bjarni is entitled to be called the genuine, number one indubitable European discoverer of America.”*
- In Morison’s eyes Leif Ericsson is number 2, for he sailed 15 years later in Bjarni’s wake—and in his ship—discovering and setting foot on Labrador and Newfoundland. On the latter, naming it Vinland, he colonized and stayed for the winter. In the 1960s archaeologist Helge Ingstad’s discoveries of a

Norse settlement on Newfoundland have proved “this place to have indeed been Vinland, where Leif Ericsson spent one winter, and where members of his family founded a short-lived colony.”

- Following Ericsson’s voyage, Norse sailors made three more attempts to secure a permanent outpost, but all of them came to nothing, especially one by Leif’s brother, Thorvald, and another by Thorfinn Karlsevni (three ships and 250 colonizers).
- Despite archaeological proof, the Viking claim has been tainted by the so-called Vinland Map, now judged to be a forgery.
- What followed was four centuries of disinterest in Atlantic exploration and discovery. Morison rejects any claim by scholars of pre-Columbus voyages by Portuguese navigators. He further rejects any claims made for the Zeo brothers of Venice and by various Danish and Polish sailors.
- Morison does not discuss Prince Madoc or Hwei-Shin.
- Being Columbus’ biographer, Morison glorifies the Genoese admiral as the “really important discoverer of America ... because his discovery of 1492 was quickly followed up by Spain, and every subsequent exploration of the New World was inspired by or based on his. So I conclude that the real, operative discoverer of America was Christopher Columbus.”

*More support for Bjarni can be found in Daniel Boorstin’s *The Discoverers*, Random House, New York, 1983, pp. 204-211, 224-254.

MASTER OF CEREMONIES - 1

As master of ceremonies you are, in a sense, the star of this upcoming production. Therefore, you are going to have a big responsibility for this show's success or failure. Consider the following suggestions:



1. Practice reading the script aloud several times before the day when the show goes on.
2. Strive at all times—even while you are practicing at home—to have your voice and body language radiate confidence and interest in both the persons and the topic.
3. Talk with your teacher and the students who are playing key roles. Ask them if there is any way you can help them with their responsibilities.
4. Finally, be sure you take seriously how you will dress yourself for your important part. If you are a male, try to obtain a dark suit, dress shirt, dignified tie, and leather shoes. If you are a female, find a dressy dress or suit, stockings, high heels, and appropriate jewelry.

*Never forget—as the emcee **you** are in charge of this production. Be positive, confident, and energetic. Keep the show going!*

Script

Hello, and welcome to the show that we hope will finally answer the intriguing historical question, “Who **really** discovered America?” We are privileged today to have six (seven if Howling Wolf is a candidate) candidates competing for the title of Discoverer of America. Let's get on with the show. Please give a warm welcome to each candidate as he is introduced.

- First, from far away China, a Buddhist monk who says he sailed the Pacific to sunny California in 495. Welcome **Hoei-Shin**. (*Bow to him. He will bow back.*)
- Next is an Irish monk who claims he traveled across the Atlantic in 550 in a small boat made of animal skins. Welcome **Brendan the Bold**.
- Now I introduce two stalwart sons of Scandinavia. The first is a Norse merchant who says he stumbled upon America in 986 after being blown off course more than 2,000 miles. Meet **Bjarni Herjulfsson**.
- Our second Scandinavian is a bachelor from Greenland who loves playing hockey, drinking ale, and laying waste to villages. Welcome, please, **Leif Ericsson**, a Viking warrior and adventurer who says he discovered, landed, and plundered America in 1000.
- Our fifth explorer is a Welsh prince who says he met and frolicked with some pretty Indian maidens in 1170 and then founded a colony

MASTER OF CEREMONIES - 2

that would last 100 years. Meet **Prince Madoc of Wales**. Welcome, your highness.

- Our final explorer is an admiral. He's from Italy and claims he discovered America for the Spanish crown in 1492 on the first of his four voyages to the New World. Welcome **Admiral Christopher Columbus**.
- **Optional:** Finally, we have a true Native American, a man whose ancestors have been here, he claims, for at least 50,000 years. I expect this man has some strong, straight language he wishes to direct to these men who claim to have been first in the New World. So here is our final guest this evening, **Chief Howling Wind** of the Cree nation.

Now that we have everyone seated, let's explain how the show will take place. I will ask questions of each guest, hoping for straightforward, direct answers. Each explorer will try to convince our audience that he is the *true discoverer of America*. Everyone in the studio will fill out a STUDIO AUDIENCE FORM. When the show is over, all members of the audience will vote with their bodies by moving to stand by the person they consider the *true discoverer*.

Let's begin our questions with Hwei-Shin. Honorable one from the inscrutable Orient, we welcome you today.

1. Tell us why you left such a great Chinese civilization to cross a great ocean to come to a savage place.
2. Please give us details of your voyage.
3. Sounds like you stayed overnight a few times. Just how long were you gone?
4. Did you take any notes while you were away? If so, how do we know that these notes are accurate?
5. Tell us about your boat. Just how did you make it across the ocean into the unknown?
6. Of the people you visited, are there any traces today that might prove that you were actually there?
7. We hear you might have lost a ship, or at least a couple of anchors, off the California coast. Want to tell us about this?

Thank you, Hwei-Shin.

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Now let's hear from the great Irish monk, Brendan the Bold.

1. Father Brendan, tell us a little about yourself. Why do people call you "the Bold"?
2. Why did you decide to embark on this incredible journey? What were you looking for?
3. Tell us about your first voyage. What kind of vessel did you sail in, and where did you go?
4. How was your next voyage even more ambitious?
5. Sir, you present quite an incredible story. Let's see if you can convince us with some proof.
 - How can the Irish adventurer/scholar Tim Severin help substantiate your story?
 - Your story was widely spread in Europe in many versions and in many languages. How do we know what to believe?
 - The Irish sagas are just stories, aren't they? Why should we believe them?
 - Did Brendan's Isle ever appear on any maps or globes?

Thank you, Father Brendan, for sharing your exploits with us today.

And now, ladies and gentlemen, we are pleased to present the first of our two Scandinavian explorers. Welcome to the Norseman Bjarni Herjulfsson.

1. Bjarni, tell us about your life as a Norse trader before you became a discoverer of America.
2. Is it really true that you discovered America while trying to find your father?
3. Please tell us of your voyage, what you saw, what you experienced.
4. Wow! What a voyage. Well, let's see those dirty boots from all the new land you explored. You did land, didn't you?
5. What *is* the difference between a Norse trader and a Viking?
6. We understand, but didn't you take a little criticism from the Vikings for not landing?
7. Other than your own personal account of your voyage, is there any other record?
8. Being blown 2000 miles off course, ending up in present-day Massachusetts, that's a pretty fantastic story. Is it really possible that this could have happened?
9. We understand that you once met Leif Ericsson. Tell us about it.

Thanks, Bjarni, for the details about your controversial voyage.

MASTER OF CEREMONIES - 4

Let's hear now from your fellow countryman. Welcome Leif Ericsson.

1. Aren't you the eldest son of a famous Viking family?
2. What made you decide to explore the New World, and how does Bjarni Herjulfsson enter into the picture?
3. Tell about your voyage. Did you explore the land like a true Viking?
4. What did you call the new land?
5. Did you or other Vikings colonize Vinland?
6. Is there a written account of your voyage?
7. Have archaeologists found any evidence of Viking colonies in the New World?
8. Is there any other physical evidence that Vikings were in America during this time?
9. What can you tell us about the Vinland map?

Our thanks to the great Viking, Leif Ericsson.

Now let's hear of the exploits of some authentic royalty. Ladies and gentlemen—Prince Madoc of Wales.

1. Why did you leave your homeland?
2. Tell about your voyage? Where did you travel and where did you land?
3. Was it a pretty good sized expedition? How many ships?
4. So, you finally landed and settled. How successful was your colony? Exactly where was it?
5. How did your colony get wiped out?
6. How do the Mandan Indians figure into your story?
7. Aha! So you have some real, tangible proof—the Mandan Indian. Show us one, and we might be convinced! Bring out the blue-eyed savage.
8. Are there any final words you can say that will help convince us that your story is true? Should we believe, based solely on circumstantial evidence, that you are the true discoverer of America?

Thank you, your highness.

Now, ladies and gentlemen, let's hear from our last explorer who sailed to Spain and the New World—Cristoforo Colombo, but better known to you all as Christopher Columbus.

1. Sir, tell us how the Christopher Columbus—or Colombo—story began.
2. What was your mission, your theory, in the late 1400s?
3. And the voyage itself, was it beset with problems and obstacles?
4. Was your crew fearful way out there in the uncharted Atlantic?

MASTER OF CEREMONIES - 5

5. Tell us about the famous landing on that Caribbean island.
6. Were you, admiral, successful in finding wealth and colonizing this new land?
7. Admiral, we've asked all the others for solid proof or evidence of their discoveries. What proof does historian Samuel Eliot Morison use to bolster your claim?
8. Any physical proof or archaeological remains to prove your claim?

Admiral, thanks for joining us today.

Either include Chief Howling Wind at this point or skip to the conclusion.

Our last guest this evening has been listening patiently to what has been said so far, and now he has some strong statements to make about who was on the North American continent first. Welcome Chief Howling Wind of the Cree Nation.

1. Sir, let's not mince words. Why are you here today? I mean, why is an Indian on a panel show with these great ocean pilots?
2. So, American history has given you a raw deal. Let's hear your story. First, when did your ancestors come to America?
3. And where did they come from on this arduous journey to North America? Explain the route they took.
4. How come, Chief, you Native Americans have been given so little recognition as "discoverers" of America on a level with the claims of Bjarni, Leif, or Columbus?
5. Okay, so Indians didn't write history. Do you have any other reasons to present to us?
6. So, briefly, what is your case against the other men on this panel?
7. All this controversy over who really discovered America, is it a question of any real historical value to us today?

Thank you Chief Howling Wind.

There we have it, ladies and gentlemen. Six (*or seven*) great explorers (*and one Native American critic*). Let's have a warm round of applause for all our speakers today. Now examine your STUDIO AUDIENCE FORM. We will poll the audience soon to see how you will vote. You will move to a special place in the studio so that you can stand beside the person you feel is the *true discoverer of America*.

Background

You are Hoi-Shin, a Buddhist Monk from China. You made one great voyage to the New World in 452. You had heard of a land across the seas where heathen savages painted themselves. On a mission to spread the Buddhist way of life to these primitives, you sailed from China in a great Chinese junk, following the westerly winds almost due east to the coast of California. Then you traveled down the North American west coast as far south as present day Central America, stopping along the way to make contact with the local people. You completed your 7,000-mile voyage in 495, returning to your homeland with a detailed written diary of all that you saw in this land you called Fusang.

Your detailed account of life in Fusang included information about various tribes and civilizations in this New World. You wrote of customs, appearances, crime, and even the names of their leaders. You named this new land after a tree which was plentiful and useful. This sacred tree had many uses, from making garments to making medicine. You called it *Fusang*, and you brought it back to China with you, where it has been used for centuries because of its medicinal benefits.

Evidence/proof

- The diaries of Hoi-Shin have been examined by experts on early Indian civilizations. Much of the information is strikingly accurate, telling of Indian tribes that lived in Mexico and Central America. A great deal of information is included about a Mayan tribe known as the Itzas.
- In the 1600s Spanish Franciscan monks reported evidence of foreign merchants and the remains of a Chinese sailing vessel found on a California beach.
- Hoi-Shin was of the Liang Dynasty. This Chinese civilization could easily have paid for such an expedition, and it was known to be quite advanced in the art of shipbuilding. This dynasty built large sailing vessels.
- Hoi-Shin's description of the Fusang tree, after which he named the New World, is the aloe plant, which is native to America.
- Two books were written in the 19th century about Hoi-Shin's voyage: *Fusang*, by Charles Leland; and *An Inglorious Columbus*, by Edward Vining.

Use this information to help you answer the emcee's questions.

Note: Do not carry these recollections on-stage. Instead, practice your answers several times. Have a parent or friend ask you the questions in advance so that you can practice your answers.

- These giant Chinese junks carried large stone anchors which had holes chiseled into them. Two of these anchors were found in the 1970s along the California coast—one in Palos Verdes, the other north of San Francisco.
- All along the western coast of Mexico and Central America, recurring evidence suggests that the Chinese visited ancient Indian's civilizations. Unmistakable Asian statuary, wall drawings, tapestries, and paintings have survived through the years.



Questions to answer

1. Tell us why you left such a great Chinese civilization to cross a great ocean to come to a savage place.
2. Please give us details of your voyage.
3. Sounds like you stayed overnight a few times. Just how long were you gone?
4. Did you take any notes while you were away? If so, how do we know that these notes are accurate?
5. Tell us about your boat. Just how did you make it across the ocean into the unknown?
6. Of the people you visited, are there any traces today that might prove that you were actually there?
7. We hear you might have lost a ship, or at least a couple of anchors, off the California coast. Want to tell us about this?

Characterization

Acting Tip

Your history text or certain costume history books in your school (or local) library will help you get ideas for your costume.

- Try to look Chinese. A black silk robe would be ideal. Constructing a sampan-type hat is not difficult. Pencil in a thin moustache.
- Make a map that shows your travels to the New World of Fusang. Hold it up as you speak and elegantly trace your route with your finger.
- Keep your hands together and bow often. As you address the emcee and the audience, use the word “honorable.”

BRENDAN THE BOLD - 1

Background

You are Brendan the Bold, a brave and devout Irish monk who claims to have made two voyages to the New World in search of Paradise. As you were educated in the priesthood, you heard stories of religious pilgrimages to a Biblical paradise somewhere far across the Atlantic Ocean. After establishing yourself as a priest and gaining a following of loyal monks, you prepared for your journey to Paradise.

Your first voyage began in 545 and ended in 551. You sailed in a curragh—a wood-framed boat covered with three layers of ox-hide, smeared with wool grease. Though it could barely accommodate your crew of 14, it proved worthy of your journey. Your route on this first voyage was to leave Southern Ireland and travel north to Faeroe Island, then to Iceland and Greenland, then southwest to Newfoundland, and finally return to Ireland. You and your crew told of your voyage in great detail in a book of Irish sagas called *Navigatio Sancti Brendani Abbatis*.

For your next voyage you built a larger wooden ship that could hold more provisions and up to 40 men. You left Ireland in late 551, retraced your route to the New World (Newfoundland), and traveled south to Bermuda and west to Augustine, Florida. Then you sailed home.

Evidence/proof

- An American-Irish adventurer-scholar named Tim Severin, using a medieval text of Brendan's journey, re-created his voyage in 1976. Using an exact replica of Brendan's curragh, Severin followed the route described in the manuscript. As he retraced Brendan's voyage, he was able to authenticate the story told in the book. As Severin "island-hopped" across the Atlantic, he found that the book accurately and uncannily described everything he saw: the vegetation, the landmarks, the sea currents, the sea life, and the wildlife.
- Dr. George Little, a noted historian and archeologist, verifies that the Brendan voyage did occur. Noting that there eventually were 30 different versions of the Brendan voyages in five different languages, Little researched them all and published a factual account of the voyage in 1946. It is entitled *Brendan the Navigator*.
- Brendan's Isle, or Brendan's Island, appears on many globes and maps dating before Columbus' time. During the Age of Exploration, both Spain and Portugal sent expeditions looking for Brendan's Isle.

Use this information to help you answer the emcee's questions.

Note: Do not carry these recollections on-stage. Instead, practice your answers several times. Have a parent or friend ask you the questions in advance so that you can practice your answers.

BRENDAN THE BOLD - 2

- The Irish sagas known as *Navigatio Sancti Brendani Abbatis* was a best seller in many European languages. Sagas and legends of this sort have often proved to be quite accurate. Tim Severin proved with his Brendan adventure that such a voyage was possible. Similarly, Homer's great classic, the *Iliad*, told us where to find the ancient city of Troy.

Questions to answer

1. Father Brendan, tell us a little about yourself. Why do people call you "the Bold"?
2. Why did you decide to embark on this incredible journey? What were you looking for?
3. Tell us about your first voyage. What kind of vessel did you sail in, and where did you go?
4. How was your next voyage even more ambitious?
5. Sir, you present quite an incredible story. Let's see if you can convince us with some proof.
 - How can the Irish adventurer/scholar Tim Severin help substantiate your story?
 - Your story was widely spread in Europe in many versions and in many languages. How do we know what to believe?
 - The Irish sagas are just stories, aren't they? Why should we believe them?
 - Did Brendan's Isle ever appear on any maps or globes?



Acting Tip

Your history text or certain costume history books in your school (or local) library will help you get ideas for your costume.

Characterization

- Dress like a medieval monk with a long, hooded robe, a small wooden cross around your neck and sandals on your feet.
- Use an Irish accent. Practice it in advance. Try it out on someone who really knows this accent. Get this person to help you sound authentic.
- Go to your library and try to find ancient maps of the Atlantic Ocean made during this period. When you do, make such a map as a visual aid. Carefully trace your travels on the map, and be sure you include Brendan's Isle.

BJARNI HERJULFSSON - 1

Background

Your name is pronounced hare-yulf-son.

You are Bjarni Herjulfsson, a Norse trader from Iceland. As a young man, you owned a Norse trading vessel that carried goods between Iceland and Norway. You spent your winters in foreign countries, then returned each year in the summer to your beloved father in Iceland. In summer 986, you arrived home only to find that your father had migrated, along with Eric the Red, to Greenland. Without hesitation, you decided to join him, warning your crew that this could be a perilous journey. (No one on your ship had ever been to Greenland.)

Your warning to your crew was prophetic. After three days, just as Iceland faded from sight, a series of terrible storms, accompanied by heavy fog, tossed and blanketed your ship for five days. When the fog lifted and the skies cleared, you sailed due west until you sighted land. It was level, covered with woods, and definitely *not* Greenland. Long-ing to see your father and with a cargo hold full of trading goods, you denied your crew's request to land at this first landfall. This landfall was later identified as Cape Cod in Massachusetts. You sailed northward along the coast for two days, seeing more flat, forested land (Nova Scotia). You sailed three more days north where you saw an island that had vegetation but looked inhospitable because of its hills and cliffs (Newfoundland). Even more determined to find your father and to sell your cargo, you sailed on, following fair winds to the north for four days. Finally, you beheld what you believed to be Greenland. You landed at a cape containing a boat. It was your father's boat. You were home.

You had discovered a new land after being blown off course nearly 2,000 miles. In the following years many people ridiculed you, saying you violated Viking tradition because you did not land, inspect, and plunder lands you had sighted. Your worst embarrassment occurred in 1001, when Sweden's King Olaf summoned you to tell your story to the court. You were subjected to torrents of verbal abuse and threatened with physical violence. You had discovered new lands, but they were furious with you for violating the Viking code. Though you would become known as history's most "incurious voyager," you still remember the nice profit you received from selling your cargo and how wonderful it was to see your father again.

Evidence/proof

- A detailed account of your voyage and your experience in King Olaf's court is found in the Viking sagas known as the *Flateyjarbok*. In more recent years it has been recognized as containing more historical accuracy than had been previously thought.

BJARNI HERJULFSSON - 2

Use all this information to help you answer the emcee's questions.

Note: Do not carry these recollections on-stage. Instead, practice your answers several times. Have a parent or friend ask you the questions in advance so that you can practice your answers.



- The details of Bjarni's voyage, the days traveled, the sighting, the distance—all have been verified as *possible*. A craft similar to a Viking ship *could* make the same voyage today under the same circumstances.
- In 1002 Leif Ericsson came to you, and you gave him the details of your voyage. He eventually bought your ship and took some of your crew to retrace your route to rediscover the land you had already sighted. Some gratitude!

Questions to answer

1. Bjarni, tell us about your life as a Norse trader before you became a discoverer of America.
2. Is it really true that you discovered America while trying to find your father?
3. Please tell us of your voyage, what you saw, what you experienced.
4. Wow! What a voyage. Well, let's see those dirty boots from all the new land you explored. You did land, didn't you?
5. What *is* the difference between a Norse trader and a Viking?
6. We understand, but didn't you take a little criticism from the Vikings for not landing?
7. Other than your own personal account of your voyage, is there any other record?
8. Being blown 2,000 miles off course, ending up in present-day Massachusetts, that's a pretty fantastic story. Is it really possible that this could have happened?
9. We understand that you once met Leif Ericsson. Tell us about it.

Characterization

Acting Tip

Your history text or certain costume history books in your school (or local) library will help you get ideas for your costume.

- Your goal: to look like a Norse trader. It's unlikely that a Norse *trader* would wear a helmet with horns. A leather cap would be more appropriate as would fur leggings, fur coat, and leather pants.
- Because of the cold climate, many Icelanders wore beards. Talk to your school's drama teacher (or a capable drama student) about how to construct one. White cotton balls or "batting" are easy to shape into a passable beard.
- Practice a Scandinavian accent. Try it out on someone who really does know how to speak with this accent.
- When and if the emcee mispronounces your name, politely correct him/her.
- To add some drama and realism to your entrance, find some storm sound effects or stormy music which can be played as you enter and begin to tell your story.

Background

You are Leif Ericsson, the oldest son of the notorious Eric the Red, the violent and murderous Viking leader who founded settlements in Iceland and Greenland. The sagas tell us that Sweden's King Olaf convinced you to help Christianize Greenland around 1000. The success of this mission angered your father, and your relationship with him became strained. About this time, news reached your settlement of the voyage of Bjarni Herjulfsson and the new lands he had discovered far to the west. The Viking blood in your veins, and your desire to get away from home for a while, stirred your interest in exploring the new land. You met with Bjarni, bought his boat, and enlisted a crew of 35 that included some of Bjarni's men. You told your father of this voyage to explore the land that Bjarni didn't have the courage to land on. You even offered to let Eric lead the expedition. When his horse threw him as he was riding to the ship, he decided it was not his destiny to go and that you would command the best luck.

Leaving Greenland in September 1003, you retraced the path followed by Bjarni after being blown off course. From Greenland you sailed southeast to Newfoundland, Nova Scotia, then to Cape Cod in present-day Massachusetts. It was known to you as Vinland. As you sighted each of these places, you accompanied landing crews to explore the land. Having explored the new lands according to the Viking tradition, you charted your course for home and arrived back in Greenland the same year, with plans to colonize your discovered areas. News of your exploration swept through your Greenland settlement as you made plans to return. Then sickness came to your Greenland colony, and many died, including your father. You had to assume the leadership of the colony and would never again see the land of grapes and vines that you had named Vinland. Your brother began the colonization of the New World, thanks to your discovery. Many other Viking settlements followed your epic voyage.

Evidence/proof

Use all this information to help you answer the emcee's questions.

Note: Do not carry these recollections onstage. Instead, practice your answers several times. Have a parent or friend ask you the questions in advance so that you can practice your answers.

- Your voyage is chronicled in the Norse sagas known as the *Flat-eyjarbok*.
- Twenty different scholars who have read translated versions of the Norse sagas place the location of Vinland in Cape Cod. They base their conclusion on the description of the geographical features in the sagas.
- Remains of a Viking settlement have been found in Newfoundland at a place called L'Anse aux Meadows. This settlement was a way station. Archaeologists feel the larger settlement was farther

south. Many Norse-American scholars maintain that Vinland could be along the shores of Hudson's Bay, at Cape Cod, or up the St. Lawrence River. The researcher Erik Wahlgren states in *The Vikings and America*, that Vinland II could have been located in present-day Maine on Passamaquoddy Bay.

- In 1964 an old London bookshop was the source of the discovery of the "Vinland Map." It supposedly has an accurate location of America on a map of the world. It has been authenticated by some scholars, who believe it is a Viking map dated by a Swiss monk prior to Columbus' voyage in 1492. Many other scholars, however, refused to accept its authenticity; they insist it is a forgery.
- At Cape Cod, several "mooring holes" have been found along the river described in the sagas. These kinds of holes were used to anchor Viking ships.



Questions to answer

1. Aren't you the eldest son of a famous Viking family?
2. What made you decide to explore the New World, and how does Bjarni Herjulfsson enter into the picture?
3. Tell about your voyage. Did you explore the land like a true Viking?
4. What did you call the new land?
5. Did you or other Vikings colonize Vinland?
6. Is there a written account of your voyage?
7. Have archaeologists found any evidence of Viking colonies in the New World?
8. Is there any other physical evidence that Vikings were in America during this time?
9. What can you tell us about the Vinland map?

Characterization

Acting Tip

Your history text or certain costume history books in your school (or local) library will help you get ideas for your costume. Creative things can be done with a metal colander, wire from a hanger, and aluminum foil.

- Dress like a true Viking: full beard, helmet with horns. Dirty boots would help. You could thus point out that you actually *landed* — in contrast to Bjarni's clean boots that never left the ship. Finally, if possible, wear a fur coat, leggings, etc.
- Recognize that Bjarni Herjulfsson is your main competition. Try to discredit him. For example, consider handing him an egg and then asking the audience, "Which came first, the egg or the *chicken*?" (You would thus be accusing him of cowardice for *not landing*, that is, not truly discovering America.)
- Study copies of old maps in your school or local library. Make a map of your voyage, showing your route. Label your map *the* "Vinland Map." Stress how your trip resulted in colonization.

PRINCE MADOC OF WALES - 1

Background

You are Prince Madoc, the son of Owain Gwynedd, king of North Wales. When your father died in 1169, your three brothers became involved in a bloody civil war to determine who would reign. Eager to escape from this violence, you embarked on a voyage with some seafaring followers to find a new place to live far to the west. In a few months, however, you returned to Wales with the good news that you had found a suitable place for *anyone* wishing to live away from the turmoil of your brothers' struggle for power. Many from your Welsh homeland joined your voyage. In 1170, you sailed for the New World with an armada of 10 ships.

Your voyage took you across the Atlantic Ocean in a southwesterly direction into the Gulf of Mexico. Arriving at the mouth of a giant river, you sailed up what is known today as the Mississippi River, then up the Ohio River to a spot along that river where Louisville, Kentucky, exists today. In this Ohio River valley you established a large settlement that flourished for nearly 100 years. During this time, extensive intermarriage with the local Indians took place; many offspring became known as half-breeds.

Over time conflicts arose between Welsh settlers and the Indians. The Welsh built forts to protect themselves, but eventually they were overrun by several tribes in one final great battle. As hordes of Indians invaded the forts, many escaped to a place called Sand Island, where they were eventually caught and slaughtered. So many died that the bodies were stacked on top of each other. Time and the silt of the Ohio River covered their bodies where they remain to this day.

When the Welsh colony was destroyed, the half-breed Indians were spared and cast out on their own. This large group of Indians became known as Mandans (followers of Madoc), and they migrated up the Missouri River, many miles from the Kentucky settlement. These Mandan Indians were blue-eyed with reddish hair. As a result, they were often called "white Indians." They flourished for more than 500 years until small pox, brought in by new white settlers, wiped them out.

Evidence/proof

- Your story first appeared in writing in 1582 in a book by Richard Hakluyt, a 16th-century English geographer. He based his book on records found in the Abbey of Conway in North Wales. *Note:* Welsh custom required anything important to be recorded in the abbeys (churches) of the land.

PRINCE MADOC OF WALES - 2

- Your story has also been located in the Abbey of Strata Florida in South Wales.
- In 1805 the poet Robert Southey wrote an epic poem “Madoc”; it is based on the oral history of the region.
- The Daughters of the American Revolution, a patriotic organization of American women with ancestors dating back to the 1770s, have erected a bronze monument at Mobile Bay, Alabama; it locates the possible landing site of your first voyage.
- A famous story relates that skeletons were dug up in the area of the Welsh settlement. These remains supposedly wore brass-plated shields with the Welsh coat of arms. Unfortunately, both the skeletons and shields are gone. *(Stress your belief that your original settlement lies under the city of Louisville, Kentucky. If archeologists were to dig at Sand Island, they would find your men’s skeletons and shields. Say, “My proof lies underground, just waiting to be uncovered.”)*
- In the history of the American West, there are substantiated reports of a tribe known as the Mandans, who are quite different from other typical Indians. George Catlin, a famous American artist who focused much of his talent on presenting the pre-Civil War Indians, published a book in 1857. In it are his paintings of fair-skinned Mandans. *(Try to locate some of these paintings in a library prior to your appearing on the show. But be careful: the emcee may point out that the Mandans died out 20 years earlier than when this book appeared. If the emcee does ask about this apparent inconsistency, say you are leaning on descriptions of others who also saw these Indians.)*
- Western tales describe the Mandan’s boats as being identical with the Welsh coracle, a hide-covered boat much like the Irish curragh.
- **Final comment:** *No real evidence exists proving that your voyage ever took place. You must be honest in admitting this to your audience. Emphasize, however, the importance of folklore and tradition. Stress how ancient stories are rooted in truths.*

Use all this information to help you answer the emcee’s questions.

Note: *Do not carry these recollections on-stage. Instead, practice your answers several times.*

PRINCE MADOC OF WALES - 3



Questions to answer

1. Why did you leave your homeland?
2. Tell about your voyage. Where did you travel and where did you land?
3. Was it a pretty good sized expedition? How many ships?
4. So, you finally landed and settled. How successful was your colony? Exactly where was it?
5. How did your colony get wiped out?
6. How do the Mandan Indians figure into your story?
7. Aha! So you have some real, tangible proof—the Mandan Indian. Show us one, and we might be convinced! Bring out the blue-eyed savage.
8. Are there any final words you can say that will help convince us that your story is true? Should we believe, based solely on circumstantial evidence, that you are the true discoverer of America?

Acting Tip

Your history text or certain costume history books in your school (or local) library will help you get ideas for your costume.

Characterization

- You are a prince. Therefore, dress like one. Wear a crown and a cape, and carry a sword. Choose royal colors and cover yourself with gold and silver.
- Of all the candidates on stage, your story has the least solid substantiation. There is no written proof you can present to help your cause. You must rely on the importance and *validity* of oral history to convince the audience of your voyages' authenticity. Stress that if the Vikings can claim their sagas contain true history, then the stories you present that have been told in abbeys for centuries must also be considered as true history.
- Stand *tall*, walk *tall*, move *tall*, gesture *tall*, talk *tall*. What does this suggestion mean? Be a bit arrogant. Never allow the emcee to suggest that your story is weak.
- Go to your library and try to find a map of the Atlantic Ocean and the New World as they were being drawn during the Age of Exploration. Then make a crude map of the U.S. Show your travels up the Mississippi and Ohio rivers to the area of Louisville, Kentucky.
- Don't forget to do your best to find examples of George Catlin's paintings of the Mandan Indians.

CHRISTOPHER COLUMBUS - 1

Background

Prepare yourself to speak eloquently on your own behalf by reading all the information on this handout.

You are Christopher Columbus, indeed the most famous name in exploration, especially when the topic turns to the discovery of America. *You know you are the true discoverer of America!* You are appearing today only to insure that your name continues to receive the respect and credibility it deserves, even when you are faced by carping critics who would diminish your name's rightful place in history. The other panelists will try to discredit you. Instead of pretenders, you think of them as individuals who have questionable stories with only thin evidence, if any.

Born in Genoa, Italy, in 1451, you, Cristoforo Colombo, from an early age felt you had a mission in life. When you became an adult, you felt you must organize an "Enterprise of the Indies," a voyage westward across the Atlantic Ocean to the rich and exotic Indies—Japan, China, and India. Living in Renaissance Italy exposed you to ideas that seemed to make your theory workable. You believed, as all learned people did at this time, that the earth was a sphere, and that therefore the east could be reached by sailing west. Finally, your destiny was placed in the hands of the Spanish monarchs, Ferdinand and Isabella. They agreed to finance your expedition after Portugal, England, and France rejected your plans.

On August 3, 1492, you sailed from Spain as commander of a small three-ship fleet consisting of the *Nina*, the *Pinta*, and the *Santa Maria*. Nine days later you put in at the Canary Islands, off the coast of Africa, to make repairs and replenish supplies before the voyage across the uncharted waters of the Atlantic. Embarking from the Canaries on September 6, you set course due west, where you calculated Cipango (Japan, the Indies) to be.

Watching for disgruntled and fearful crew members, you kept two logbooks: one for your men showing slow progress; a second secret one showing actual nautical miles covered. (Ironically, the former one proved to be more accurate!) Moreover, to appease your crew, you pointed out an abundance of seaweed and even a crab to indicate how close land must actually be. By late September, however, several false sightings had made the crews more than a little anxious.

By October 10 you faced a real possibility of open rebellion by a mutinous crew, but you spoke as forcefully and eloquently as possible, placating them with promises of gold. The grumbling faded on the following day as pieces of driftwood and flowers plus live birds gave everyone hope of an immediate landfall in the Indies. That hope was fulfilled when Rodrigo de Triana sighted land at 2 a.m. on October 12, 1492.

CHRISTOPHER COLUMBUS - 2

Current evidence seems to pinpoint a different island, Samana Cay, which is 65 miles south-east of San Salvador.

So began the greatest day of your life. You had found your shortcut to the East Indies; you had been transformed from an explorer to a discoverer. Your theories need no longer be doubted! Now you could claim the titles so important to you: Admiral of the Ocean Sea, Viceroy and Governor of the Indies. By mid-morning you were ready to make a landfall on an island you named San Salvador. As you stuck the flag of Spain into the sand in an act of possession for your Spanish monarchs, you noticed naked savages peering out from behind thick foliage. Thinking you were in India, you named them *Indians*.

The rest of your story, while certainly relevant to history, is too detailed to use to prove your particular case to the audience. You returned to this land three more times. Understandably, Europeans praised you and your voyages for you had revitalized them and given them new dreams for adventures. Unfortunately, problems colonizing the land you explored sapped your energies, and this colonization problem, coupled with the pain from arthritis and a fading popularity, brought you to a premature death on May 20, 1506. Ironically, you died never realizing you had made the greatest geographical discovery of all time.

Evidence/proof

- When you discovered America, it *stayed* discovered. While the other panelists claim to have discovered and briefly colonized America, no permanent colonization occurred on the new continent until after your voyages in the 1490s and early 1500s.
- Perhaps the greatest tribute to your achievements has come from your 20th-century biographer, Samuel Eliot Morison, a towering historian who has the highest respect of his colleagues. He wrote that from the Norse voyages to yours (990 to 1492), there were four centuries of disinterest in Atlantic exploration and discovery. The “discoveries” of the Norse Herjulfsson and Ericsson were “dead ends” or “false starts” in the scheme of things, for nothing significant followed them. These men’s work had no impact on the native or European populations of their era or subsequent eras. Likewise, even the Indians who came about 40,000 years ago made their discovery known to no one but themselves. Nor did their “discovery” impact anyone in another part of the world.
- Morison praises your discovery in 1492 because it was quickly followed by more voyages from Spain, England, France, and the Netherlands over the next two centuries. In fact, you inspired this Age of Exploration. Books and articles on your achievements spread all over Europe, thanks to the new invention, the printing press.

Use all this information to help you answer the emcee’s questions.
Note: Do not carry these recollections on-stage. Practice your responses in advance.

CHRISTOPHER COLUMBUS - 3

- America now became permanently colonized: villages, towns, universities, churches, and government buildings were constructed as Europeans tried to plant their civilizations and cultures in the New World. All of these resulted from *your* voyages of discovery. As Morison wrote, “I conclude that the real *operative* discoverer of America was Christopher Columbus.” With all this evidence, how can reasonable persons reject your claim?

Questions to answer

1. Sir, tell us how the Christopher Columbus—or Colombo—story began.
2. What was your mission in the late 1400s?
3. And the voyage itself, was it beset with problems and obstacles?
4. Was your crew fearful way out there in the uncharted Atlantic?
5. Tell us about the famous landing on that Caribbean island.
6. Were you, admiral, successful in finding wealth and colonizing this new land?
7. Admiral, we’ve asked all the others for solid proof or evidence of their discoveries. What proof does historian Samuel Eliot Morison use to bolster your claim?
8. Any physical proof or archaeological remains to prove your claim?



Acting Tip

Your history text or certain costume history books in your school (or local) library will help you get ideas for your costume.

Characterization

- Dress like a Renaissance man. Of course, look for a portrait someone painted of you. If you cannot find one, a good model is King Henry VIII. Look him up in some history text or an encyclopedia and pattern your costume after what you find. Other possible suggestions for your costume: black tights, black sweat shirt with shoulder pads, black beret.
- Consider walking in with some large maps rolled up under your arm. You may even want to have drawn an appropriate late 15th century map in advance, complete with line drawings of all your voyages.
- Your major competition will be the Norsemen, although any of these explorers could win the day and the vote of the audience if the individual is particularly eloquent. Try to be kind to your competitors. At all times be dignified in emphasizing your claim. After all, you have been the discoverer for 500 years. If you feel you must be condescending, try to be only *somewhat* so. Don’t forget how Americans love to favor the underdog, and you are definitely the one favored to “win.”

CHIEF HOWLING WIND - 1

Background

You are Chief Howling Wind of the Cree nation. You are of no real importance as an individual, but as an American Indian or Amerind you can be proud that your ancestors, Paleolithic-Mongoloid hunters, were the first people to come to the continent known as North America. There is no doubt that your *Native American* ancestors came to this “New World” more than 50,000 years ago. For that reason *they* were the *true* first discoverers of America.

As a participant in this modern TV show, you must convince the studio audience that your ancestors deserve the credit for discovering America. Six other candidates will be on the panel. They will make the same claim, and some of them will support their cases with very convincing evidence. While it is true that one of this illustrious group deserves the title of first *European* discoverer of America, no one but you can really say, “We came first.” Proving this will put the whole issue into proper perspective and at the same time bring luster and honor to some nameless American Native American ancestors who, without fanfare, stepped on North America first.

Evidence/proof

- Your Indian ancestors came to America before any Europeans did. *They discovered America first.*
- They came from Siberia in central Asia and made their way across that large continent before crossing a narrow strip of water, the Bering Strait, which separates Asia and North America. Dotting the strait are two islands, Big Diomedé and Little Diomedé, which are only 66 miles apart. Some believe the strait was either a land bridge or at least frozen over, making it easier for your migrating ancestors to make the crossing. As proof of your people’s origins, scientists look at blood types and ear wax samples, concluding that there are correlations between Asians today and Indians today. In addition, carbon 14 dating places Ice Age people in America *long* before Europeans arrived.
- Your people came to America perhaps between 10,000 and 50,000 years ago, although some anthropologists have pushed this migratory date back to one million years ago. Recent human fossil remains found in the California desert by Richard Leakey have convinced many of this earlier arrival date. You, as the defender of this data, will note to the audience that even 10,000 years ago

CHIEF HOWLING WIND - 2

predates *any* of the arrival dates by those other “wimps” on the panel by 8,500 years! On the historic time clock, your people came at 12:15; the Europeans arrived between 12:45 and 1:00.

Use all this information to help you answer the emcee's questions.

Note: Do not carry these recollections on-stage. Practice your responses in advance.

- No doubt the reason their arrival has taken on so much historical concern and needless controversy is that European descendants living in recent American history have been writing the history of the United States. The descendants of your people have not been writing American history. In fact, American Indians today aren't listened to or read widely enough to attract people who care about the issue. In effect, *he who writes history controls history*.
- No doubt another reason why that nameless American Indian discoverer lacks credibility is that there was no particular drama in your people's arrival. They didn't come in long ships with dragons' heads. (Apparently neither did the two Norsemen on the panel, but nevertheless it makes a colorful story.) Nor did anyone jab a flag into the icy North when your ancestor first arrived. No maps were drawn; no date was placed on the event. No, your ancestors in search of a new land undramatically walked several thousand miles to discover America and then settle *both* North America and South America.
- Once here your people spread out to settle in just about every nook and cranny, river valley and plain, of these Western hemisphere land masses. When these European “discoverers” sailed across large oceans—an awesome feat, you do admit—they arrived and were met by your ancestors standing on the shores. Your people should have demanded passports and made these six imposters pass through customs. Ha!
- So, you represent the perhaps millions of unnamed Native Americans from Asia who walked that long way into North America more than 10,000 years ago. Be convincing as you explain the details and reasons why your people should be given credit as the “true discoverers of America.” Present-day Americans should be aware of these facts, even if it means altering our history.



Questions to answer

1. Sir, let's not mince words. Why are you here today? I mean, why is an Indian on a panel show with these great ocean pilots?
2. So, American history has given you a raw deal. Let's hear your story. First, when did your ancestors come to America?
3. Where did they come from on this arduous journey to North America? Explain the route they took.

CHIEF HOWLING WIND - 3

4. How come, chief, you Native Americans have been given so little recognition as “discoverers” of America on a level with the claims of Bjarni, Leif, or Columbus?
5. Okay, so Indians didn’t write history. Do you have any other reasons to present to us?
6. So, briefly, what is your case against the other men on this panel?
7. All this controversy over who really discovered America, is it a question of any real historical value to us today?

Characterization

Acting Tip

Your history text or certain costume history books in your school (or local) library will help you get ideas for your costume.

- Dress like an Indian. Consider trying to look like a Plains Indian: feathered headdress, buckskin or loincloth, and moccasins.
- Speak slowly and forcefully. Strive to radiate dignity. Stand proudly, arms folded. If you must sit, sit on the floor, Indian fashion with legs crossed.
- Do not be hostile to the other guests on the show. Simply make clear at all times that you tolerate their existence but not their hollow claims. Your people learned early not to respect the emptiness of the pale persons’ words.

STUDIO AUDIENCE FORM

Who Really Discovered America?

Name _____ Class period _____

Directions: Fill in the explorers' names and take notes as they speak.

Explorer _____

His story:

Evidence:

Questions he should be asked:

Explorer _____

His story:

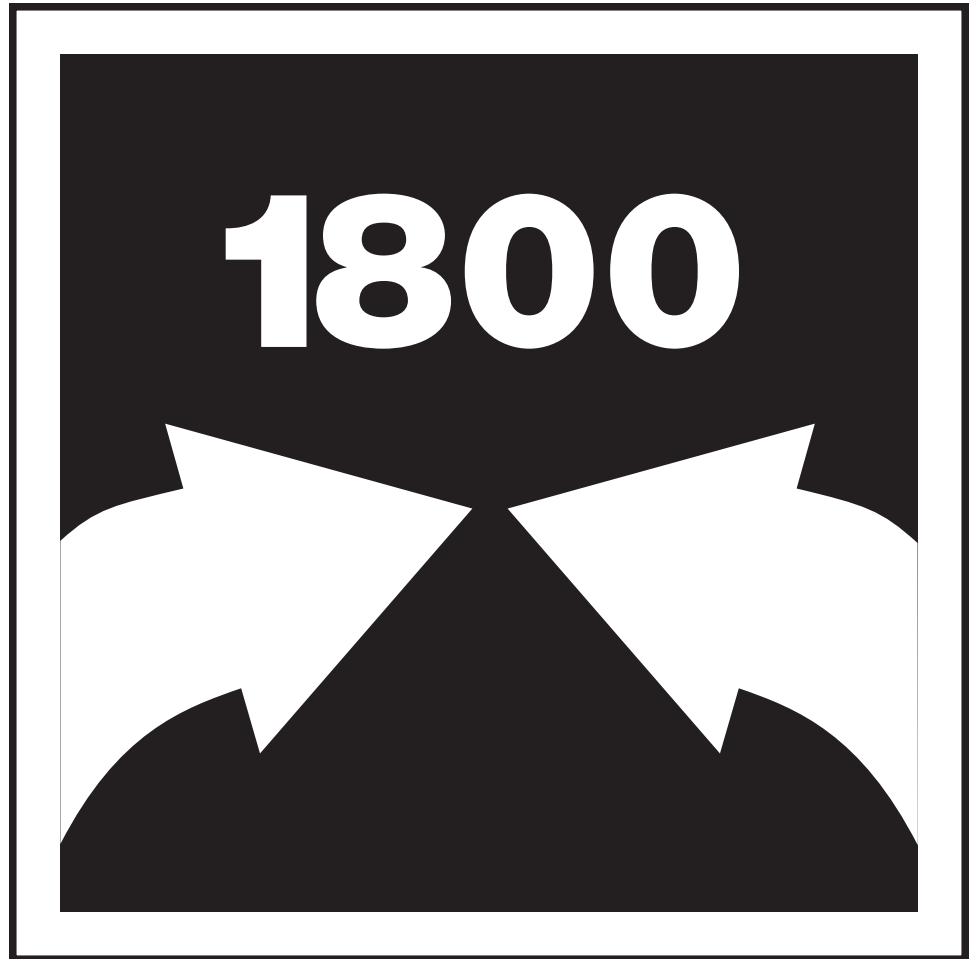
Evidence:

Questions he should be asked:



JEFFERSONIANS vs. HAMILTONIANS

Distinguished Americans debate whether the Federalists should continue to govern America



Great American Confrontations

PURPOSE

History teachers throughout the United States are being asked to perform Herculean tasks. Not only are they expected to cover nearly 400 years of history in great detail, they are also expected to present some aspects of career and computer education and to introduce their students to *critical thinking skills*. **Interact** created this Great American Confrontations series for your history classroom to help with the latter responsibility.

Interact's experience has been that these historical confrontations present controversial historical subjects in an imaginative, interesting way. Your students should be instantly involved. They will *confront* those individuals in our past who put careers, fortunes, and, frequently, their actual lives on the line. Thus, these persons in our past lived the tradition of free speech and active citizenship in our society. Having done so, they enriched our American heritage with their diverse opinions and active lives.

From this confrontation experience, your students, as participants or active observers, will specifically gain the following:

- Understand the vital issues of the Federalist Era—the turbulent 1790s.
- Learn the founding fathers conflicting ideas regarding our nation's beginnings.
- Appreciate the importance of the give and take of a round-table, a forum, or a discussion group.
- Understand the idea that all ideas have merit and that there is usually more than one side to important issues.
- Understand that open debate/forum is healthy, and that an exchange of differing ideas is an integral necessity of a democratic society.
- Sharpen the skill of differentiating fact and opinion.
- Sharpen listening, note taking, speaking, and discussing skills.

NATURE OF THIS SERIES

Hamiltonians vs. Jeffersonians is similar to the other Great American Confrontations in that its modern TV studio setting is wholly fictional. At first you might think putting Alexander Hamilton, John Adams, Thomas Jefferson, James Madison, and other famous founding persons together on a quiz show is outrageously inappropriate. The format, however, will enable your students to relate better to these persons, their ideas, and their historical time—the Federalist Era of the turbulent 1790s. Furthermore, many American History teachers, including the author, have found these years difficult to teach. The launching of our government under the new Constitution, the economic and political foundations laid by Hamilton, the early precedents set by George Washington, and the reasons for the rise of political parties—all these items are not eagerly met by most students. Such frustration prompted the author to write this activity. This one-period activity includes some clever wrinkles to go above and beyond mere recall such as Bloom’s taxonomy Level 1 knowledge.

*Anyone doubting that such presentations can be effective should check out Steve Allen’s marvelous **Meeting of the Minds** series.*

These great patriots—Hamilton, Jefferson, their supporters, and to a lesser degree, George Washington—all these persons seem to be plastic figures to today’s younger generation. Our students often look upon the founding fathers as men somehow immune to normal human beings’ vexations because they seem to have lived so long ago. Of course, no classroom activity can rectify such a problem, but perhaps a “Family Feud” TV show format will make more understandable these historical figures whose seminal ideas need understanding. With such high hopes you will now proceed to set up and carry out what follows.

Soon your students will re-create a popular TV quiz show with several of the participants role playing men and women of the 1790s, a crucial decade when, amidst change and turmoil, our present government under the federal Constitution was launched and underwent testing. Your students will enjoy the excitement of watching such renown personages as Jefferson, Hamilton, Abigail Adams, and Martha Washington appear in your classroom.

This activity takes place in October 1800, weeks before the presidential election in November. It is assumed that your students have studied events from 1789 to 1800. Thus, the confrontation is a kind of *review* following whatever instruction—lecture, filmstrip, study questions, film, video, etc.—you have given your students in this historical period. Following the confrontation, you should conduct a debriefing just prior to a unit test, if you are giving one.

OVERVIEW

In this activity eight of your students will role play our country's founding participants more than 200 years ago. Each of them will do his or her best to answer questions and respond to opinions of audience members. Other participants include a master of ceremonies, a tallykeeper, and two experts. A 40- to 45-minute script helps the proceedings run smoothly until the end when your students, as "active" observers, can say they now understand the Federalist Era of the 1790s. A tallykeeper tabulates the score on the board.

Roles

- **Master of ceremonies** The emcee will host and guide the activity so that it resembles the real show it is imitating.
- **Alexander Hamilton** As the Hamiltonians leader, Hamilton will show leadership, wit, and knowledge while his team attempts to outscore the Jeffersonian "family."
- **John Adams** An aristocratic Federalist, Adams will uphold his "class" on the show while helping his Hamiltonian teammates.
- **Abigail Adams** John's wife, Abigail will support her husband, exhibit knowledge of her era, and occasionally show her fiery, independent spirit.
- **Martha Washington** Even though a public appearance of this type would be uncharacteristic for Mrs. Washington, she will nevertheless represent her husband, the late president, uphold Federalist principle, and help her Hamiltonian classmates.
- **Thomas Jefferson** As leader of the Anti-Federalists or Jeffersonian "family," Jefferson will strive to lead his team to victory, and, hence, throw doubt on the supposed intellectual superiority of the Hamiltonians.
- **James Madison** As Jefferson's right arm, close friend, and neighbor, Madison, the brilliant "Father of the Constitution," will show everyone his keen intellect and original thinking.
- **Dolly Madison** A robust, exciting, and stimulating wife as well as political asset to her husband, Dolly will dispel the myths of female mental inferiority as she works for Jefferson's triumph.
- **Hannah Prescott "Mom" Carter** An intriguingly different woman, this frumpy, slightly uncouth frontier farmer's wife will represent the vast numbers of unwashed supporters of the Jeffersonian credo. As such, Mrs. Carter will exhibit what the common folk can do when pitted against the snobbish Hamiltonians.
- **Tallykeeper** Keeping score on *Ye Olde Tallyboard*, the tallykeeper will, at a moment's notice, be able to inform the entire gathering of up-to-date scores.
- **Experts** Two experts will be positioned in the audience so that they can clearly announce results of each answer's correctness and record a contestant's response to the audience's response.

SETUP DIRECTIONS - 1

1. **Understanding the confrontation** You should read the entire packet prior to assigning roles to your top 10 to 12 students.
2. **Assigning roles** Once familiar with each role's demands, you need to decide on which students you should select and whether or not you yourself should be the emcee. Obviously, the tally-keeper and the two experts are minor roles which can be filled by first-time volunteers or rather shy students. In any case, ponder your options and then select wisely.
3. **Allocating time** Care has been taken so that this activity requires only one class period for the actual confrontation. Additional time should be allowed for the appropriate debriefing. Some preparation, however, is necessary.



The actual confrontation requires only one class period.

Four or more days before the confrontation

- Fill all roles.
- Duplicate all materials (see #4) and distribute the role sheets, guides, etc.
- Locate props, costumes, risers (if you are elevating the Hamiltonians and Jeffersonians).
- Paint banners, signs if desired (always a good idea).

Two-three days before the confrontation

- Plan a lesson about the Federalist Era.
- Locate any audiovisual materials you may need. One possibility is using CBS's 1986 four-hour miniseries on George Washington.
- Have a brief class, lunch, or after school meeting with the participants to handle problems and answer questions.
- Administer the FEDERALIST ERA SURVEY (i.e., Face-Off Questions) to the class—*except for the eight major participants*. Make sure these students are out of the room going over their roles when you give this test. The responses of the class will serve as an integral part of the *Family Feud* game in a few days. Have the two experts tabulate the results, *which must remain secret*. Make sure there are no leaks of the results.

One day before the confrontation

- Hand out the FEDERALIST ERA background sheet for your students to read. You also may wish to make up some study questions for students to answer about its contents.
- Here are several options for the remainder of the day:

Option 1: Teach a review lesson on the Federalist Era

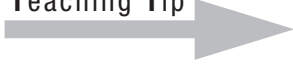
Option 2: Stage the JEFFERSON-HAMILTON INTERVIEW during the last 10-15 minutes of the period.

Option 3: If you have some "dead" time at the end of the class period, assign students to create signs, banners, or posters for tomorrow's confrontation (see #5 flourishes).

SETUP DIRECTIONS - 2

- Have some students stay after school (or better yet, allow your last class of the day) to set up your room to resemble, as closely as possible, a TV studio. Artistic students might decorate your chalkboards, paint banners, make large studio microphones and TV cameras, and make wigs from cotton balls and pieces of cotton.
 - Make a nametag for each of the major participants.
 - Plan to arrange your classroom so that the Hamiltonians and the Jeffersonians sit facing the class with the emcee between the two groups. Place your two experts randomly in the audience.
4. **Duplicating handouts** Before the confrontation, duplicate the following materials:
- MASTER OF CEREMONIES (one copy)
 - EXPERT (two copies—one for each expert)
 - JEFFERSONIANS (four copies—one for each Jeffersonian)
 - HAMILTONIANS (four copies—one for each Hamiltonian)
 - FEDERALIST ERA SURVEY (class set plus several extras to be used as tally sheets)
 - FEDERALIST ERA (class set)
 - JEFFERSON-HAMILTON INTERVIEW (*optional*: three copies—one each for Jefferson, Hamilton, and emcee)
 - Bonus Questions (Cut apart and place in an envelope from which these questions can be drawn during the “feud.”)
 - STAGING THE FAMILY FEUD (class set)
 - YE OLDE TALLYBOARD (Make a copy to display so that tallying can be done during the feud.)
5. **Adding flourishes to the confrontation**
- Watch the *Family Feud* TV show if it is still on in your region of the country. Cable TV has kept many of these programs “alive” long after they have been canceled on network TV.
 - Buy or obtain from one of your students a copy of the *Family Feud Game* and play it at home to get a feel for the activity.
 - Use TV studio-like equipment and trappings as much as possible. Try to separate the two “families” behind small counters, with the emcee between them. The tallyboard on the chalkboard should be large and colorful. Encourage the emcee to make small talk with the contestants, asking questions about their personal lives, and about their dreams or achievements. Large name tags worn by the participants or placed appropriately in front of them will also help.

Teaching Tip



Little extra flourishes such as these will really get your class into the proper spirit and will likely help you and your students have a more memorable activity.

SETUP DIRECTIONS - 3

- Make sure the audience is warmed up and knows how to react with applause and laughter. Perhaps you could break up the audience (two-thirds Jeffersonian supporters and one-third Hamiltonian supporters?) and then have them respond enthusiastically to their teams' specific successes.
- As a mid-game highlight, consider pitting just Hamilton and Jefferson against each other. Call it "Mano-a-mano" time or "It's time to pit the champions against each other—the main event." For questions, pick five to seven Bonus Questions from the list's end (#35 to #40), questions which probably won't be used. This change of pace would bring some extra tension into the game, especially if you give double points for correct answers and minus one point for incorrect answers.
- Encourage the contestants to dress up in Federalist attire. Suggestions for this are included in their profile sheets. Even the emcee should be in costume, but he/she should act like the modern-day counterpart, Richard Dawson.

Debriefing

Your students should be able to see the relevance of this activity. Jefferson and Hamilton were clearly important to the development of the first political parties which, if scrutinized, had basic philosophical differences that were transformed into today's Democratic and Republican parties. While you are holding a debriefing with your students, try all or some of these following suggestions. They will likely humanize these famous persons and increase your students' interest in the Federalist Era.

- Review the men Jefferson and Hamilton and the tenets of their contrasting political philosophies.
- Lead students to see which parties today are closest to the first parties and which specific beliefs have switched to the other party. Enumerate on the chalkboard.
- Challenge your students to see if they can come up with modern counterparts for Jefferson and Hamilton. There must be some nationally known men and women who might come close in personality and beliefs to these men of the 1790s.
- Have students make a Political Orientation Survey. Using eight to 10 current issues with a 1 to 5 point scale to determine how strongly they feel about issues, have them take and/or administer the survey to others. As a follow-up, try to get students to show where Jefferson and Hamilton might be on the scale if they were alive today. Would Jefferson, for example, support abortion? Would Hamilton vote to give aid to rebels in Central America? Would either man be against the death penalty?
- Have students speculate on what kinds of careers and hobbies Jefferson and Hamilton would have if they were alive today. What kinds of cars would they drive? Would Hamilton own a Cadillac or maybe a Rolls-Royce? As a finale, get your students to speculate on what they would serve to these men, and what would they talk about, if they accepted a dinner invitation. Would Jefferson feel at home with steamed veggies over brown rice, cornbread, and an excellent chablis, with ice cream or frozen yogurt?

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MASTER OF CEREMONIES - 1

General



You have been chosen to be the master of ceremonies for this exciting confrontation, Hamiltonians vs. Jeffersonians. It is based on a popular TV show during the late 1970s and early 1980s. If possible, try to watch a few shows in order to study host Richard Dawson's mannerisms and gab. Doing so will acquaint you with this type show's procedure and sequence.

Even if you cannot watch a show of this type, carefully reading over the material in this handout will give you sufficient clues that you will be able to do a commendable job. All you have to do is act like an emcee on a game show. Dress yourself for your important part. If you are a male, obtain a dark suit, dress shirt, dignified tie, and leather shoes. If you are a female, find a dressy dress or suit, stockings, high heels, and appropriate jewelry.

Be congenial, knowledgeable, and articulate. Make humorous comments as you wish. Ask personal questions of the eight participants. The following script will help you understand what to say and when to say it. Someone, probably your teacher, will introduce you as the opening music begins the show.

Script

*Never forget—as the emcee **you** are in charge of this production. Be positive, confident, and energetic. Keep the show going!*

Hello everyone and welcome to our show Hamiltonians vs. Jeffersonians—the family feud program that pits one famous family of the 1790s against another. The winner will be judged more knowledgeable ... and hence more intelligent and capable of dictating policy in our young nation. Let's meet our celebrities. First, let's greet those aristocratic men and women who are controlling America's destiny at this time ... welcome ... The Hamiltonians! (*Applause*) and ... their opponents ... a family ready to do battle with the Hamiltonians for control of our nation's destiny ... let's hear it for the ... Jeffersonians! (*Applause*)

Welcome to you all. Before we meet you individually and start on our family feud, let me explain the game.

- Anyone in your family is entitled to raise a hand when I ask the Face-Off Questions. The person whose hand I see first will answer the question. If correct, the family goes into the "feud" portion and has a chance to add bonus points to its score by answering one Bonus Question after each correct Face-Off Question.

MASTER OF CEREMONIES - 2

- If one Face-Off Question stumps three family members in a row, the question goes to their opponents, who then have a chance to collaborate in their attempt to determine the correct answer. If they answer the question correctly, they are awarded points and a chance to continue through the remainder of the Bonus Questions. ***Points for questions vary and are listed on the question cards I have in my hands.***
- At the game's end, the tallykeeper will tell us which family—Hamiltonians or Jeffersonians—is the winner.
- One more thing: Remember, you are not to base your responses to the Face-Off Questions on the exact and correct answer; *your responses should be based on how you think the majority of the audience responded to the questions on the Federalist Era Survey* filled out a few days ago. Hopefully, the correct answer *and* the audience responses are the same, but if they are not, our expert will let us know.”

Is everything clear? Okay. Let's start the show and meet our families. On the Hamiltonian team we have the family leader, Secretary of Treasury Alexander Hamilton; President John Adams; his lovely wife Abigail; and Martha Washington, widow of our country's first president. For the Jeffersonians we have Vice-President Thomas Jefferson; James Madison, major contributor to the Constitution; his charming wife Dolly; and Hannah Carter, representing the common folk. Now here's the first Face-Off Question. (*Ask the first Face-Off Question; follow a correct answer with a Bonus Question.*)



Personal questions to ask

As you guide everyone through the Face-Off and Bonus questions, it might be a nice flourish to ask personal questions of the celebrities. Therefore, consider using questions such as the following as you chat with each person and he/she has answered a Face-Off Question.

Alexander Hamilton

- “So Alex, are all these rumors true that you have a real passion for the gentler sex?”
- “Sir, what's been your greatest contribution to history, so far?”

John Adams

- “Mr. President, are you going to win next month? Or is Mr. Jefferson over there the new shining star?”
- “Sir, was your work achieving independence brighter than your success as our current president?”

MASTER OF CEREMONIES - 3

Abigail Adams

- “Mrs. Adams, I understand you’re quite outspoken for a woman. Ma’am, what’s it like living in a backwater village like Washington, D.C.?”
- “Is the contribution of women to history receiving enough attention in the America of your day?”

Martha Washington

- “First off, my condolences to you over the recent death of your late husband, our beloved first president. Mrs. Washington, was it exciting and entertaining being our country’s first lady?”

Thomas Jefferson

- “Mr. Jefferson, are you going to beat Mr. Adams over there in next month’s campaign?”
- “Sir, what makes you think that America’s common people—unwashed and dumb as Hamilton’s supporters say—can govern themselves?”

James Madison

- “Mr. Madison, are you really brilliant, articulate, and impressive?”
- “Sir, want to predict the outcome of next month’s presidential election?”
- “If Jefferson wins, you, his close friend, will no doubt have a role in his new administration, right?”

Dolly Madison

- “Dolly, I’ve heard that you’re an asset to your husband’s career. Tell me why we should appreciate your assets?”

Hannah Prescott “Mom” Carter

- “Mom, what’s it like living in a primitive dwelling out on the frontier?”
- “Do you have trouble finding food or dealing with savage Indians?”
- “Do you still use human urine to cure boils and blisters out there?”



Hamilton-Jefferson Interview

If your teacher decides to stage an interview between Thomas Jefferson and Alexander Hamilton on the day prior to the confrontation, you may be asked to conduct the interview. If this is the case, you will receive the JEFFERSON-HAMILTON INTERVIEW handout with suggestions on how to proceed.

General beliefs

You should know who the Jeffersonians were during the 1790s and what they believed in. In most ways they were opposites of the Hamiltonians. To help you play your role more effectively, here's a thumbnail sketch. You Jeffersonians *generally*

- were common people—shopkeepers, farmers, frontier settlers—with little power or clout
- were led by Thomas Jefferson and James Madison
- were supporters of democratic ideals and believed that average Americans could govern themselves
- were against the wealthy and powerful running the government
- were the forerunners of the Democratic Party of today
- were primarily inhabitants of the southern and western sections of the United States
- wanted no large national bank
- interpreted the U.S. Constitution in a strict or literal way
- supported all things French in foreign policy
- believed in smaller, non-bureaucratic government
- favored freedom of speech and press
- favored states' rights and local governmental control
- belonged to the Anti-Federalist political party and were, for the most part, out of power in the 1790s

Individual profiles

- **Thomas Jefferson** You are the author of the Declaration of Independence and your country's first secretary of state. You are tall, skinny, red-haired, and the acknowledged leader of the Anti-Federalists. The common man of America looks to you to give guidance and to push for more democracy.
- **James Madison** You are Jefferson's right arm in opposing the aristocratic Federalists. By 1800 you were nationally known for your work packaging the U.S. Constitution in 1787, yet it would be several years before historians would call you "the Father of the Constitution." You are brilliant, articulate, and impressive.
- **Dolly Madison** You are James's wife, but in not too many years you will be famous on your own as a superb first lady and presidential hostess for both Jefferson (a widower) and your husband. Charming, good humored, and tactful, your elaborate functions as first lady almost overshadowed your husband's difficult two terms. Some believe you were the first to serve exotic dishes like ice cream.

Use this information to help you answer the emcee's questions.

Note: Do not carry these recollections on-stage. Instead, practice being your character.

JEFFERSONIANS - 2

- **Hannah Prescott “Mom” Carter** You are a Kentucky frontier woman whose guile and toughness enabled you to survive life away from “civilization.” A bit crude, you nonetheless are full of common sense and folk remedies for just about everything. Although your homespun clothing looks out of place, you are easily everyone else’s equal in brain power and assertive demeanor.

Questions you will be asked

Thomas Jefferson

- “Mr. Jefferson, are you going to beat Mr. Adams in next month’s campaign?”
- “Sir, what makes you think that America’s common people—unwashed and dumb as Hamilton’s supporters say—can govern themselves?”

James Madison

- “Mr. Madison, are you really brilliant, articulate, and impressive?”
- “Sir, want to predict the outcome of next month’s presidential election?”
- “If Jefferson wins, you, his close friend, will no doubt have a role in his new administration, right?”

Dolly Madison

- “Dolly, I’ve heard that you’re an asset to your husband’s career. Tell me why we should appreciate your assets?”

Hannah Prescott “Mom” Carter

- “Mom, what’s it like living in a primitive dwelling out on the frontier?”
- “Do you have trouble finding food or dealing with savage Indians?”
- “Do you still use human urine to cure boils and blisters out there?”

Characterization

- **Thomas Jefferson:** You are a leader of the country’s common people in 1800. Speak forcefully. Wear “founding fathers” attire, if you can.
- **James Madison:** If you can find “founding fathers” attire, great! If not, wear non-denim pants, a shirt with rolled up sleeves, and miners’ boots.
- **Dolly Madison:** You are often pictured with a revealing and protruding chest. You could be eating ice cream or frozen yogurt and explain your connection to the product.
- **Hannah Carter:** You could resemble Mammy Yokum from the Li’l Abner comic strip. Use a rural accent and country phrases (e.g., “Down the road a piece” ... “Ya all” ... “I reckon”).

Acting Tip

Your history text or certain costume history books in your school (or local) library will help you get ideas for your costume.

General beliefs

You should be familiar with who the Hamiltonians were and just what they believed in while they were in power in the young America of the 1790s. To be sure, they tried to keep the Jeffersonians from obtaining the position held by the Hamiltonians and dominated the Federalist Party. For your information and to allow you to get “under the skin” of a genuine Hamiltonian character, realize that they *generally*

- were wealthy, aristocrats who held power in the 1790s
- were led by Alexander Hamilton, John Adams, John Jay, and, to a smaller degree, George Washington
- made up the Federalist Party
- were the forerunners of today’s Republican Party
- came from the urban areas of the east and northeast, or the large estates and plantations of the early South (Virginia, etc.)
- tried to maintain power over the democratic rabble whom they saw as ignorant, dirty, and, generally, ineducable, feeling men of property and wealth should be the ones to rule
- wanted a large national bank with financial ties to a central, bureaucratic government
- admired the British aristocracy and system of government and wished to emulate them
- favored a broad or elastic interpretation of the U.S. Constitution in order to increase the central government at the expense of the state governments
- favored restrictions for freedom of speech and the press—but only if the circumstances requiring such restrictions were carefully examined first
- were dominated by men who wanted to make sure that their economic, political, and social positions would be maintained; hence they were “haves” and Jeffersonians were “have nots”

Individual profiles

Use this information to help you answer the emcee’s questions.

Note: Do not carry these recollections on-stage. Instead, practice your answers several times. Have a parent or friend ask you the questions in advance so that you can practice your answers.

- **Alexander Hamilton** You are the leader of the “Snob Pack”—brilliant, aristocratic, and impressively dressed. Recently secretary of the treasury, your ideas on launching the United States government on a firm economic base have made you many enemies. Nevertheless, your economic ideas possibly have allowed the young nation to survive and prosper. Your opposition to the democratic mob and its leader, Jefferson, have won you the admiration of the wealthier classes. You are a patriot who, along with James Madison and John Jay, wrote a series of important political essays. They were combined into a book on government called *The Federalist Papers*, which brilliantly supported adoption of the new Constitution in 1788.

HAMILTONIANS - 2

- **John Adams** You are our current president, elected in 1796 over Thomas Jefferson. Two decades before, your strong voice for separation from Great Britain made you a leader for independence. You served as ambassador to Great Britain and were the first vice president (1789-1797). As president you are finding Jeffersonian critics a thorn in your administration, despite your successes in keeping the United States out of war with France and England. Overweight and obstinate, you know you can never be reelected over Jefferson if democratic reforms continue.
- **Abigail Adams** You are the wife of President John Adams, and you are the mother of the future sixth president, John Quincy Adams (1825-1829). No other woman can say that! At a time when most women rarely make public appearances, you do! Generally one of the most well-informed and widely read women of your day, you are also refreshingly outspoken. Your husband listens to your advice. You and John were the first residents of the executive mansion in Washington, D.C.
- **Martha Washington** You are George Washington's widow. When you and George married in 1759 you were a widow with two children. He was a dashing plantation owner and soldier. Later he became the American military hero of the Revolutionary War and, in 1789, the new country's first president. As first lady, you gave elegant functions, but your shyness and plain demeanor bespoke a woman who felt more like a prisoner than Lady Washington. In a sense, you're here today representing George Washington's memory and spirit.



Questions you will be asked

Alexander Hamilton

- "So Alex, are all these rumors true that you have a real passion for the gentler sex?"
- "Sir, what's been your greatest contribution to history, so far?"

John Adams

- "Mr. President, are you going to win next month? Or is Mr. Jefferson the new shining star?"
- "Sir, was your work achieving independence brighter than your success as our current president?"

Abigail Adams

- "Mrs. Adams, I understand you're quite outspoken for a woman. Ma'am, what's it like living in a backwater village like Washington, D.C.?"



HAMILTONIANS - 3

- “Is the contribution of women to history receiving enough attention in the America of your day?”

Martha Washington

- “First off, my condolences to you over the recent death of your husband, our beloved first president. Mrs. Washington, was it exciting and entertaining being our country’s first lady?”

Characterization

- **Alexander Hamilton** You are arrogant, snobbish, and an aristocratic blue-blooded individual. Act this way—holding your nose in the air and speaking with a stuffy British accent. When you are introduced come in with one or two pretty women on your arm. You might also want to explain your costume, modeling your outfit as you speak.
- **John Adams** Dress neatly. Bow when you are introduced. Perhaps have a handkerchief stuffed in your sleeve. You might be eating a chicken or turkey leg—a la Henry the VIII. In any case, be a dignified Hamiltonian. Don’t embarrass all the blue-blooded individuals in America.
- **Abigail Adams** Perhaps wear a Madam Pompadour wig and beauty marks. Fan yourself coyly. Curtsy when you are introduced.
- **Martha Washington** Act shy and reserved. You could pass out locks of your famous and admired husband’s hair. (“Surely, you’ll want a souvenir!”)

Acting Tip

Your history text or certain costume history books in your school (or local) library will help you get ideas for your costume.

On Confrontation Day be sure you have this handout with the answers to the Face-Off Questions and Bonus Questions.

Your responsibilities

You are one of two experts chosen for the Hamiltonians vs. Jeffersonians family feud. You will sit near the contestants and pay *close attention to the action*. The emcee will call on you to decide whether or not the contestant's response is a match with the audience response given on the Federalist Era Survey.

As the expert, you'll be asked—after each Face-Off Question and Bonus Question—to evaluate and reconcile answers.

- When the contestant's response is *not the same* as the audience's response on the survey, say: "Sorry, not a match. The correct answer is" *This is worth **no points**.*
- When the contestant's response is *the same* as the audience's response and there is a correct answer to that particular question, say: "We have a match on response (number) and a match to the correct answer." *This is worth **two points**.*
- When there is a match on responses, but both failed to answer the question correctly, say: "We have a match on response (number), but the answer is incorrect. The correct answer is ..." *This is worth **one point**.*

Again, pay close attention to what's going on. One expert might evaluate Face-Off Questions, and the other might evaluate Bonus Questions. In any case, be ready to rapidly respond to the emcee's, "How'd they do, experts?"

Also, your teachers may give you and a partner the responsibility of sorting out your class members' responses on the Federalist Era Survey (Face-Off Questions) a day or two before this activity is implemented. If this is the case, take on the task cheerfully, and have it ready on Confrontation Day. **Good luck!**

Match-up answer sheet

Use the answers on this handout to match-up with the answers given by the two teams during the family feud.

Answers to Face-Off Questions

1. The Bill of Rights
2. Alexander Hamilton
3. Water (*Most days, this was all.*)
4. Two
5. Great Britain (*or England*)
6. Kept United States out of war with France
7. George Washington
8. No correct answer (*But the most likely "correct" answer is wigs, no doubt.*)
9. Maryland and Virginia
10. Thomas Jefferson
11. Wine (*He acquired quite a love for wine while he was ambassador to France during the 1780s.*)
12. Thomas Jefferson and James Madison
13. Proclamation of Neutrality
14. The Whiskey Rebellion
15. No correct answer (*But match-up is horse or carriage.*)
16. House of Representatives (*and it was*)
17. No correct answer (*But match-up probably will be red hair.*)
18. The French Revolution
19. Alien and Sedition acts
20. No correct answer (*But match-up might be slaves?*)
21. New York City
22. Federalists
23. No correct answer (*It is believed Jefferson was 6' 3"— about one inch taller than Washington.*)
24. Mr. President
25. Judiciary Act of 1789
26. No correct answer (*Look for match-up, which should be Jefferson.*)
27. The East: NY, Conn., and Mass.
28. No correct answer (*Look for match-up.*)
29. John Jay
30. Alexander Hamilton
31. Anti-Federalists (*Also called during the late 1790s, the Republicans.*)
32. A tariff or duty on imports
33. No correct answer (*But fans will no doubt be the match word.*)
34. No correct answer (*Look for match-up, but Jefferson grew Pippin apples at Monticello.*)
35. No correct answer (*Look for match-up, perhaps Sally Hemings?*)
36. No correct answer (*Look for match-up, but untidy or sloppy would be proper.*)
37. No correct answer (*Look for match-up, but liberty or freedom or democracy might be proper.*)
38. No correct answer (*Look for match-up.*)
39. No correct answer (*Look for match-up, but he had migraine headaches most of his life until 1809.*)
40. No correct answer (*Look for match-up, but he was spiffy, elegant, or well-dressed.*)

Answers to Bonus Questions

(No match-ups for bonus, since these are not included in the survey. They are either correct or incorrect.)

1. d. Federalist Party
2. Hamilton (*a bit more than Jefferson, although one could argue the point.*)
3. c. whiskey
4. a. James Madison (*He was Jefferson's man.*)
5. a. farmers
6. France
7. a. strengthened the central government
8. b. 12 years
9. b. secretary of state
10. True
11. d. all were important traditions
12. a. an undeclared war with France
13. a. wealthy merchants
14. Alexander Hamilton
15. d. agrarian
16. Anti-Federalist or Republican party
17. Thomas Jefferson
18. Alexander Hamilton
19. Alexander Hamilton
20. Alexander Hamilton
21. b. secretary of defense
22. d. He believed in abolition of slavery and pure democracy
23. d. 4 million
24. Thomas Jefferson
25. Thomas Jefferson
26. d. all of these were goals
27. d. brown
28. True
29. True
30. True
31. d. 5%
32. False
33. c. \$1
34. True
35. John Adams (*Probably, but even Washington felt the "slings and arrows."*)
36. False
37. James Madison
38. The Bank of the United States
39. The new federal capital would be built in the South
40. Thomas Jefferson

STAGING THE FAMILY FEUD - 1

Introduction

You may have watched TV's most enduring and exciting game show, *Family Feud*, which was a staple of early evening TV in the late 1970s and early 1980s. As a class you are about to participate in a "family feud" show, but the setting is not today; it is the 1790s. Hopefully, your teacher has grounded you in the basis of this decade, which historians call the Federalist Era. It is a vital era to study and understand, for it provides all of us with an opportunity to learn about those first years our nation struggled under the new Constitution, how our leaders solved internal problems, and how we fared internationally, trying to earn the respect and trust of older European countries. Hamiltonians vs. Jeffersonians face-off will make interesting learning about the founding leaders of the 1790s and the tumultuous world in which they lived.

Of course, the "family feud" format has had to be altered to accommodate a history classroom activity. Nevertheless, the purpose of the confrontation remains intact: two "families" will compete, answering questions based on expected audience responses to questions given in advance.

Roles

Eight of you have been selected to role play Americans who were prominently involved in the events of the 1790s. These role-players will be divided into two teams whose members will struggle to answer most questions correctly based on how team members think the audience (i.e., the rest of the class) responded to the Federalist Era Survey given to class members a day or two prior to the confrontation. An emcee, is in charge. He/she will ask the questions and guide the show, explaining things as the feud unfolds. Other role-players include two experts, who will announce each answer's correctness, and a tallykeeper, who will keep a running account of each team's score.

Family contestants

The Hamiltonian "family," led by Alexander Hamilton, will role-play aristocratic snobs, who in the 1790s were pretty much in control of the government and the economy. Socially, the Hamiltonians held elegant balls and no doubt wore the finest clothes and attended the elite schools and colleges. Politically, they were Federalists, and during the 1790s they dominated the presidency (George Washington, 1789-1797; John Adams, 1797-1801), led the Congress, and served on the courts. Others on Hamilton's team are John Adams, the coun-

STAGING THE FAMILY FEUD - 2

try's aristocratic president from Massachusetts; his wife Abigail, who will exhibit her knowledge of the era; and Martha Washington, widow of first president George Washington.

Their opponents are the Jeffersonian "family," led by tall, red-haired Thomas Jefferson, who wrote the Declaration of Independence in 1776. Supporters of the Jeffersonians in the 1790s opposed the Federalist policies advocated by the Hamiltonians. Jeffersonians were common people, "outsiders," who, although more numerous than the aristocratic Federalists, lacked political clout. Jeffersonians held very few public offices, had little to say in economic affairs, and, socially, were crude and probably lacked the manners required to attend a presidential reception, had they been invited. Of course, this would change later, but in 1800 the above statement is likely true enough. Jeffersonians, called Anti-Federalists at this time, had more children, and this meant they would have more votes that would result in more democratic reforms. Others on Jefferson's team are James Madison, Jefferson's right arm; his wife Dolly, who will dispel the myths of female mental inferiority; and Hannah Prescott "Mom" Carter, a frontier farmer's wife from Kentucky.

Agreeing on very little except that they were all patriots, the Hamiltonians and Jeffersonians are now ready to do battle in your classroom. Even if you have not been chosen to be one of the eight founders, an expert, or the tallykeeper, go along with the proceedings as if you actually were in the audience during a Family Feud game in 1800.

FEDERALIST ERA SURVEY - 1

Directions: You are a citizen of the newly formed United States. Answer these Face-Off Questions. These questions will be used during the “family feud.”

1. In 1791 Congress, as part of a promise agreed upon a few years earlier, voted to add *what* to the New Constitution? _____
2. Name the leader of the Federalist party during the 1790s. _____
3. Name something which Thomas Jefferson might have had for breakfast. _____
4. How many four-year terms as president did George Washington serve? _____
5. In foreign policy Alexander Hamilton and most other Federalists favored relations with what European nation? _____
6. Name John Adams’ most important legacy or contribution during his four-year presidency. _____
7. Who won the presidential election in 1792? _____
8. Name something both Hamilton and Jefferson might wear on their heads. _____
9. What two states border on our new capital of Washington, D.C.? _____
10. Name the leader of the Anti-Federalist party. _____
11. Name something Jefferson might drink at dinner. _____
12. The Virginia and Kentucky resolutions were penned in order to condemn the “unconstitutional” Alien and Sedition acts. What two men wrote these resolutions? _____
13. Name something especially important that Washington signed during his presidency. _____
14. The general reaction of farmers to the excise tax passed by Congress in the 1790s resulted in an incident called _____
15. Name something both Hamilton and Jefferson might ride. _____

FEDERALIST ERA SURVEY - 2

16. According to the Constitution, if no candidate in the presidential election of 1800 has a majority of electoral votes, where specifically will the election be decided? _____

17. Name an obvious physical trait that both Jefferson and Hamilton have in common. ____

18. What European event of the early 1790s caused Americans to split into two camps of supporters and non-supporters? _____
19. Name two controversial acts passed in 1798 to muzzle Anti-Federalist criticism coming from the Jeffersonians. _____
20. Name something controversial you might find at Jefferson's home at Monticello. ____

21. Where was Washington inaugurated in April 1789? _____
22. Which political party of the 1790s believed in a "loose" constructionist view of the Constitution? _____
23. Who was taller—Washington or Jefferson? _____
24. During the first few weeks in May 1789 Congress debated on what to call the chief executive, rejecting "majesty," "highness," "excellency" and "elective highness" for the more acceptable title of _____
25. What congressional act of 1789 set up the federal court system, including the Supreme Court? _____
26. Who will probably win the presidential election of 1800? _____
27. In the years prior to 1792 which region of the country owed more money to the national government than any other region? _____
28. Does a public official's immoral conduct (e.g., Hamilton's political deals and his behavior with various women) damage his ability to serve the people? Yes ____ No ____
29. Who served as the country's first chief justice of the United States under the new federal Constitution of 1787? _____

FEDERALIST ERA SURVEY - 3

30. What man in Washington's cabinet was entrusted with the responsibility of laying a solid economic foundation for the United States? _____
31. What political party of the 1790s interpreted the Constitution in a "strict" constructionist or literal manner? _____
32. To bring in needed revenue and discourage Americans from buying foreign goods, what did Hamilton propose in 1791? _____
33. When the weather turned hot and sticky in Philadelphia in the early 1790s, what might Jefferson, Hamilton, and their lady friends use to keep cool? _____
34. Name a popular fruit Jefferson grew at Monticello. _____
35. Name something Jefferson might miss when he was in Philadelphia serving as secretary of state. _____
36. What *one* word best describes Jefferson's usual appearance? _____
37. Name something Jefferson believed in strongly. _____
38. Name something Hamilton would look for in women who would interest him. _____

39. Name something which might make Jefferson suffer for days or weeks. _____

40. What *one* word best describes Hamilton's usual appearance? _____

FEDERALIST ERA - 1

Introduction The 12 years from 1789 to 1801 are known as the Federalist Era because during this time the United States was under the domination of presidents representing the Federalist Party. George Washington (1789-1797) and John Adams (1797-1801) claimed to be party members, and their philosophy was founded on tenets held by this short-lived Federalist reign.

Background to the 1790s When the United States defeated England in 1781 and the goals of the Revolutionary War had seemingly been achieved, the next step for Americans was to firm up the fledgling government and develop their institutions. The new government, under a document called the Articles of Confederation, proved to be ineffective and unable to meet the crises of the early-to-mid 1780s. Internal insurrection, currency problems, trade issues, and states' rights appeared to be insurmountable for a government bent on preserving the right of individual states rather than those of the national government. Farsighted patriots soon called for a convention to repair the Articles of Confederation and build a respectable and workable framework.

What happened, of course, was a rejection of the articles altogether, and the creation and adoption of a new document at the Philadelphia convention. The new Constitution formed "a more perfect union" and established a framework which, except for 26 amendments, has lasted as written for more than 200 years.

A new government Part and parcel of the new document was the establishment of three distinct and separate branches of government—legislative, executive, judicial—each with different powers and responsibilities. Further, each branch was given checks over the other two branches to ensure that no one branch dominated. The executive branch was to be headed by a president, and the first one chosen under the Constitution was George Washington, hero of the Revolutionary War and symbol of what America should be.

When he was administered the oath of office in New York City in April 1789, he began to chart the course for the new nation, working in tandem with Congress and a new Supreme Court. Every day of the early 1790s seemed to establish a new precedent, each with a new thorny problem to solve.

Economic foundations Perhaps the government's most pressing problem was the national debt. The government had no money to pay

“

The new Constitution formed a 'a more perfect union' and established a framework which, except for 26 amendments, has lasted as written for more than 200 years.

”

FEDERALIST ERA - 2

its debts and run the country; it also had no credit. After lame attempts to deal with the debt, the Congress asked Alexander Hamilton, secretary of the treasury, for advice. What Hamilton came up with proved to be as controversial as he himself. He believed that the huge debt from the war should be paid and state debts assumed by the federal government, or citizens and foreigners alike would lose confidence in the government. Some states, notably in the South, had paid their debts; therefore, Hamilton's suggestion, finally passed by Congress, seemed a gesture to favor the North, where debts hadn't been paid. To get support from Southern congressmen and senators, Hamilton and Thomas Jefferson, representing the sections as well as different political factions, hammered out a compromise, giving the South the proposed federal capital on a permanent site along the Potomac.

Another Hamiltonian plan to stabilize the economy was the creation of a national bank. A national bank, he reasoned, with branches in major cities would help the government and strengthen the nation's economy. Modeled on a prototype in England which Hamilton admired, the new bank would be a private company with public duties. The government, businesses, and individuals alike could all deposit funds in the national bank and borrow money from it. Further, the bank would circulate its money in the form of paper currency, backed by gold or silver. Like the plan to assume states' debts, Congress passed the bill. On the heels of the bank bill came Hamilton's proposal for a protective tariff, which would bring in small amounts of revenue but also encourage the development of America's industry. Thus, by 1792, the economic foundations for a young United States had been laid, and, to be sure, Alexander Hamilton should be given credit for his pivotal role.

Whiskey Rebellion Could the new government, seeking stability at home and respect overseas, enforce Hamilton's program? One additional part of his plan was an excise tax—a certain tax on goods produced, sold, and consumed within a country. In this case, this extra tax would be put on “spirited liquors,” in particular on whiskey, a favorite drink not of Hamilton and his supporters, but of farmers and western frontiersmen. The collected tax would do two things: 1) bring in a steady income to the central government; 2) convince trans-Appalachian people that the firm power of the new government extended beyond the mountains. Upon its passage in 1791, the Whiskey Tax met with immediate hostility, especially among farmers in western Pennsylvania, who staged a mini-revolt in 1794. Alarmed by this defiance of federal authority, President Washington called out the militia from four states to put down the rebellion. No real fighting took place and 20 “rebels” were arrested, but the central government had passed a crucial test—law and order had been officially established.

FEDERALIST ERA - 3

Rise of political parties Events of the early 1790s, along with different opinions regarding Hamilton's economic program led to the development of political parties, an occurrence, incidentally, not provided for in the Constitution. By 1791, opposition to Hamilton's policies was clearly obvious, and the man to lead the opposition was a fellow cabinet member of Hamilton's—Secretary of State Thomas Jefferson. At first, the two proteges of Washington had worked together to resolve stalemated issues. Their feud over the constitutionality of the new national bank ended their short-lived cooperation.



Hamilton and Jefferson Perhaps nowhere in United States history are there better examples of contrasts than these two men in the 1790s. Granted, they were brilliant patriots and resembled each other in hair color (close to red), but their individual portraits and most of their beliefs provide an excellent study of contrasts. Whereas Hamilton favored and advised British institutions, Jefferson was captivated by all things

French, including its wine; whereas Hamilton was supported by the wealthy and well-born, Jefferson found his support among tradesmen, farmers, and the common people; whereas Hamilton favored a strong, central government with power to control the states, Jefferson worried about the loss of individual rights resulting from centralized authority and believed in a government which governs least.

From these few differences and many more came formal political parties with vociferous adherents behind Hamilton and Jefferson. Those who were akin to Hamilton's beliefs were soon called Federalists; those who staunchly backed Jefferson became Anti-Federalists (Republicans in the late 1790s). Both Jefferson and his lieutenant, James Madison, began as early as 1791 to organize national opposition to Hamiltonians. Before long, issues like the national bank, foreign policy, and constitutional interpretation produced a huge gap between the two popular factions, unresolved, one could say, even among their modern counterparts today.

Foreign policy Certainly one major issue of the 1790s which factionalized America was its foreign policy. Almost immediately upon his inauguration, Washington was faced with the outbreak of the French Revolution. Many Americans saw parallels in France with their own revolution 13 years earlier; they seemed delighted at the news of the first few months following the Fall of the Bastille. By 1793, however,

FEDERALIST ERA - 4

the revolt in Europe turned ugly. At this time, Jeffersonians gave moral support to France as it waged war on Britain, which, of course, received support from Hamiltonians. Both groups did agree upon one thing: America was too young to involve itself in a war, a point driven home when President Washington chose a middle course, issuing his Proclamation of Neutrality. The next few years of neutrality were tested, and, by 1798 under John Adams' presidency, an undeclared war with France became a real fact. This better part of valor by Adams might have been his finest hour, for, like his predecessor, he realized the danger of waging war at his country's tender age. Criticism for such inaction fell upon Adams' head. To secure neutrality a Federalist Congress passed the controversial Alien and Sedition acts to muzzle sharp attacks and restrict some basic freedoms.

Election of 1800 approaches This then was the state of the infant union as the election of 1800 drew near and voters had to choose between candidates with different viewpoints regarding many issues. Should the voters stay with the Federalists and reelect "his rotundity," John Adams, or should they turn to a new approach to governing and elect Thomas Jefferson? And, maybe, for you the student, which faction, Hamiltonians or Jeffersonians, deserves accolades for its detailed knowledge of the 1790s decade? This latter concern is the focus for the upcoming activity HAMILTONIANS vs. JEFFERSONIANS family feud. Watch the two "families," listen carefully to what all persons have to say, and don't be afraid to root for your favorite. If you do, you'll find history a *living* part of your life!

JEFFERSON-HAMILTON INTERVIEW - 1

Procedure

1. This handout provides guidelines for a brief “melee” between Alexander Hamilton and Thomas Jefferson on the day before the “family feud.”
2. This interview can serve as a motivator for the actual confrontation, helping students get acquainted with their faction leaders and providing background information dealing with the 1790s.
3. Using this interview on the day prior to the two groups’ confrontation will be in place of an interview between the two superstars during the confrontation.
4. The object is to stimulate interest in what is to follow tomorrow. The two notables—provoked by the emcee—should answer questions, barter, and threaten each other: “Wait until tomorrow; we’ll rip you snobs to shreds!”
5. The emcee—either the teacher or the student who will be in charge of the feud on the next day—tries to create enmity and controversy between the two titans. The emcee’s behavior could be patterned after that of a TV interviewer needling two wrestlers prior to a big match.
6. If the interview is staged and is quite brief, you might want to lead your class members in creating clever slogans or drawing signs/banners to place around the room for tomorrow’s confrontation.
7. Obviously, it is important that the interview cover some solid historical information, too. Therefore, it is suggested that the emcee ask the questions from data taken from this and other handout materials.
8. Before asking any questions the emcee should introduce both 1790s superstars appropriately.

Questions for Hamilton

- Alex, tell me, tomorrow are you going to embarrass these plow jockeys led by Mr. Jefferson?
- Secretary Hamilton, over the years how’d you get so much political clout?
- Mr. Hamilton, do you have anything in common with Jefferson?
- What do the Hamiltonians stand for?
- What are the major differences with the Jeffersonians? Are these irreconcilable?
- Sir, if Americans of later generations are asked to enshrine Alexander Hamilton, for what reason do you wish them to do this?
- Sir, are you ready to show these hayseed Jeffersonians who’s more intelligent and knowledgeable?



JEFFERSON-HAMILTON INTERVIEW - 2



Questions for Jefferson

- Mr. Vice-President—to use your latest title—are the common people of America really capable of governing themselves? The Hamiltonians, as you know, don't think so.
- Sir, over your varied career, what one or two accomplishments up to 1800 stand out for you personally?
- Just what issues or beliefs do your supporters and the Hamiltonians disagree on the most?
- Are you Jeffersonians worried that the Federalist Party, to which the aristocratic Hamiltonians belong, may start a dynasty of kings or monarchs if they win the presidency next month?
- Mr. Jefferson, what do the Jeffersonians stand for that the opposition finds so distasteful?
- Is there anything you two political factions agree on?
- Sir, if you were to be enshrined in the memories of future Americans, for what do you think it will be?
- Mr. Jefferson, tomorrow during the family feud game, is your family going to bring the snobbish Hamiltonians down a notch or two?

Brief bio—Alexander Hamilton

No one was more controversial than Alexander Hamilton in the 1790s. In many ways, he was talked about more than President Washington. Born in 1755 in the Bahamas, Hamilton was likely an illegitimate child; he was deserted by his father and left an orphan at 13 after his mother died. Ambitious and clever, he soon sailed to New Jersey and then to New York to attend and graduate from King's College (present-day Columbia University). He fought in the Continental Army and even served as General Washington's aide-de-camp.

The glory years for Hamilton were soon forthcoming, if marred, by a frustrating marital life and scandal. His role in the 1780s centered on gaining support for a strong, centralized government to replace the ineffective Articles of Confederation. At the Constitutional Convention, Hamilton advanced his beliefs, compromised often, but probably had little to do with the final document. In 1787-1788, he successfully participated in a campaign to secure New York's ratification of the Constitution, writing a series of essays, along with James Madison and John Jay, to convince New York state legislators to vote for ratification in what turned out to be a close vote. (It is estimated that Hamilton wrote about two-thirds of the 85 essays contained in *The Federalist Papers*.)

Note to Hamilton role player: Study the questions for Hamilton and your FEDERALIST ERA background sheet prior to this interview and the confrontation. Try to dress appropriately for the interview and the confrontation. See the Hamiltonians handout for suggestions.

JEFFERSON-HAMILTON INTERVIEW - 3

When the new government under the Constitution was launched in 1789, President Washington appointed him as the first secretary of the treasury, whereupon he went about stabilizing the nation's finances by leading the treasury and the national government to do the following: insisting upon full payment of the national debt, establishing the assumption by the federal government of state war debts, and instituting a system of revenue-gaining measures to help pay for it all. Soon after, he suggested creating a national bank and a system of protective tariffs to encourage the development of domestic industry.

By 1792-93, Hamilton's ideas and his beliefs about economics, politics, and democracy had resulted in almost hostile opposition. As factionalism developed within the government, Hamilton himself emerged as leader of the Federalist Party, just as his cabinet rival, Thomas Jefferson, arose to lead the Anti-Federalists.

A strong nationalist, staunch defender of the rights of the wealthy, propertied classes, and somewhat fearful of democratic excesses, Hamilton had a personality which matched his arrogant snobbery and thus alienated him further from widespread popularity. Short, red or sandy-haired, nattily dressed, open to the charms of an attractive woman, and forever looking for self-serving political opportunities, Hamilton was an imposing and clever man as he matched wits with Jeffersonians in the 1790s.

Brief bio—Thomas Jefferson

Architect, philosopher, statesman, inventor, botanist, essayist, brick-layer, public servant—Thomas Jefferson approaches the ideal of the Renaissance man more than any other American. Born in Virginia in 1743, he lost his father while still young and, as the oldest son, took on the responsibilities of adulthood before most men of his or any other generation. He was tutored in those years, but, as he grew older, he left home to enter William and Mary College at Williamsburg. It was there that he found his mentor, a brilliant and approachable scholar named George Wythe, whose training in the law was transferred to his young pupil, along with permanent values noticeable throughout Jefferson's life, including the love of learning and books.

A somewhat unsuccessful and brief career as a lawyer prompted Jefferson to pursue politics. This interest resulted in local positions, including serving in Virginia's House of Burgesses. With rebellion in the air, an America on the brink of war with Great Britain needed Jefferson's persuasive pen and impressive mind. He was elected to the Continental Congress in 1775, and there in Philadelphia in the early summer of 1776 he wrote one of history's most influential essays, the Declaration of Independence. The Declaration served as a birth announcement for

Note to Jefferson role player: Study the questions for Jefferson and your FEDERALIST ERA background sheet prior to this interview and the confrontation. Try to dress appropriately for the interview and the confrontation. See the Jeffersonians handout for suggestions.

JEFFERSON-HAMILTON INTERVIEW - 4

the new United States of America. Soon chosen governor of Virginia, he served well, if not gloriously, until the final guns were silent.

The Articles of Confederation government requested Jefferson to serve as ambassador to France, which he did in the late 1780s, leaving his home and emotional base at Monticello to live in Paris for several years. His beautiful home was on a mountain top near Charlottesville, Virginia, and he spent countless hours whenever home designing and reshaping its architecture, fields, and gardens.

In 1790, President Washington, having decided to choose the best men for his cabinet of advisers, looked no further than his own state to pick a Virginian for his first secretary of state. Jefferson, so attached to Monticello's charms and solitude, found it difficult to accept the position, but, like Hamilton, felt he was obligated to serve. As he had predicted, the next three to four years was a period of disappointment for him. Fellow cabinet member Alexander Hamilton opposed him (or vice versa) on nearly every major issue in the new government. Soon it became obvious that Jefferson would be a reluctant leader of the faction opposing the monarchical and well-born aristocrats of the Federalist Party. After three years of combat with Hamilton on the national bank, tariff, interpretation of the Constitution, assumption of debts, and taxes, Jefferson resigned his post but remained head of the Anti-Federalists. In 1796, he ran against the Federalist, John Adams, for the presidency only to lose and, because of a constitutional flaw, serve the next four years as vice-president under Adams. Ready to launch another attempt at the presidency in 1800, the tall, sandy-haired widowed Jefferson would really rather ride horseback around his Monticello, lay bricks, or cultivate his fruit trees and shrubs, than be a target for Federalist slings and arrows.

BONUS QUESTION #1

Which new political party dominated the first 10 years under the Constitution?

- a. Whig Party
- b. Anti-Federalist Party
- c. Washingtonian Party
- d. Federalist Party

BONUS QUESTION #6

The United States nearly went to war in 1798-1800, but a cautious President Adams won the day and calmed the hysteria. What nation did we almost fight?

BONUS QUESTION #2

Whose influence, Jefferson's or Hamilton's, will be greater in the United States 200 or more years from now, say about 2200?

BONUS QUESTION #7

Which was the most important contribution by the Federalist Party to United States history?

- a. strengthened the central government
- b. provided aid to revolutionary France
- c. established the states rights theory
- d. set up a decentralized banking system
- e. had George Washington's outstanding presidency

BONUS QUESTION #3

To gain revenue, on what product did the early Congress levy an excise tax in the early 1790s?

- a. corn
- b. grapes
- c. whiskey
- d. wheat flour

BONUS QUESTION #8

The Federalist Party, short lived as it was, was in power for

- a. 9 months
- b. 12 years
- c. 8 years
- d. 4 years
- e. 2 years

BONUS QUESTION #4

Which man did not serve in Washington's first cabinet?

- a. James Madison
- b. John Adams
- c. Thomas Jefferson
- d. Alexander Hamilton
- e. Henry Knox

BONUS QUESTION #9

In which public office did John Adams *not* serve?

- a. vice president
- b. secretary of state
- c. president
- d. ambassador to Great Britain

BONUS QUESTION #5

Which group was *not* necessarily favored by Hamilton's financial program?

- a. farmers
- b. creditors
- c. merchants/bankers
- d. manufacturers

BONUS QUESTION #10

Alexander Hamilton's financial program of the 1790s should be judged more of a success than a failure.

True or false

BONUS QUESTION #11

Which important tradition was begun in the 1790s under the Federalists?

- a. federal powers to levy taxes
- b. political parties
- c. development of the cabinet
- d. *all* were important traditions

BONUS QUESTION #16

Which party tended to have a positive view of what America's common people were capable of?

BONUS QUESTION #12

Which did *not* occur during George Washington's presidency?

- a. an undeclared war with France
- b. the Bill of Rights was added to the Constitution
- c. the rise of political parties
- d. the Proclamation of Neutrality was issued

BONUS QUESTION #17

Which major political party leader favored French culture and for a time supported the French Revolution?

BONUS QUESTION #13

Federalists tended to be:

- a. wealthy merchants
- b. farmers
- c. plantation owners
- d. common people

BONUS QUESTION #18

Which political leader of the 1790s might be a Wall Street executive or banker if he were alive today?

BONUS QUESTION #14

A spiffy dresser, an arrogant attitude, and a reputation of being a womanizer might describe which political leader of the 1790s?

BONUS QUESTION #19

Which leader of the 1790s, if alive today, might drive a Cadillac, a Lincoln Continental, or a Rolls-Royce?

BONUS QUESTION #15

Which *word* best describes the Anti-Federalist/Republican Party of the 1790s?

- a. powerful
- b. wealthy
- c. pro-British
- d. agrarian

BONUS QUESTION #20

Which political leader of the 1790s would be most comfortable living in one of today's modern cities?

BONUS QUESTION #21

Which *one* of the following positions was not in the original cabinet?

- a. secretary of war
- b. secretary of defense
- c. secretary of state
- d. secretary of the treasury

BONUS QUESTION #26

Which word best describes Alexander Hamilton's goal for the new government?

- a. stability
- b. power
- c. centralization
- d. all of these were goals

BONUS QUESTION #22

Which is not true of President Washington?

- a. he was from Virginia
- b. he was our first president under the Constitution
- c. he established many precedents for future presidents
- d. he believed in abolition of slavery and pure democracy

BONUS QUESTION #27

When George Washington was inaugurated on April 30, 1789, he was wearing a fine suit of clothes from Connecticut that was which color?

- a. navy blue
- b. gray
- c. forest green
- d. brown

BONUS QUESTION #23

When the Federalist era began in 1790, what was the approximate population of the U.S.?

- a. 10 million
- b. 2 million
- c. 14 million
- d. 4 million
- e. 750,000

BONUS QUESTION #28

Many people in the 1790s ate venison (deer) kabobs, a new fad of the decade.

True or false

BONUS QUESTION #24

Which major political leader might be a civil rights lawyer or inventor if he were alive today?

BONUS QUESTION #29

Evidence seems to tell us that Americans of the 1790s used newsprint and corn husks as "toilet paper."

True or false

BONUS QUESTION #25

Which political leader of the 1790s, if alive today, would probably drive a Volkswagen van or a used Renault?

BONUS QUESTION #30

A common medical practice of the 1790s was to use leeches to properly bleed people with ailments such as hemorrhoids.

True or false

BONUS QUESTION #31

In 1790, about what percent of Americans lived in what could be called cities?

- a. 20%
- b. 43%
- c. 2%
- d. 5%

BONUS QUESTION #36

Marriage in the 1790s was not taken very seriously and divorce was very common.

True or false

BONUS QUESTION #32

During the 1790s Americans for the most part wore underwear?

True or false

BONUS QUESTION #37

Who was considered Thomas Jefferson's second-in-command throughout the 1790s?

BONUS QUESTION #33

A decent daily wage in the 1790s was about

- a. \$5
- b. \$25
- c. \$1
- d. \$16

BONUS QUESTION #38

What did Alexander Hamilton propose in 1790 to help the government remedy financial problems and strengthen the nation's economy with its branches?

BONUS QUESTION #34

In the 1790s, students came into a class, bowed to the teacher, and sat according to rank—smartest in front.

True or false

BONUS QUESTION #39

In exchange for supporting Hamilton's financial program, what did the Southern states receive?

BONUS QUESTION #35

Which president of the 1790s, George Washington or John Adams, met with the most criticism from political opponents and the press?

BONUS QUESTION #40

"He was tall, gangly, and rather untidy. He had warm, hazel eyes, a shock of red hair and his face had a sunny aspect." This statement describes what famous American of the 1790s?

YE OLDE TALLYBOARD

Jeffersonians vs. Hamiltonians

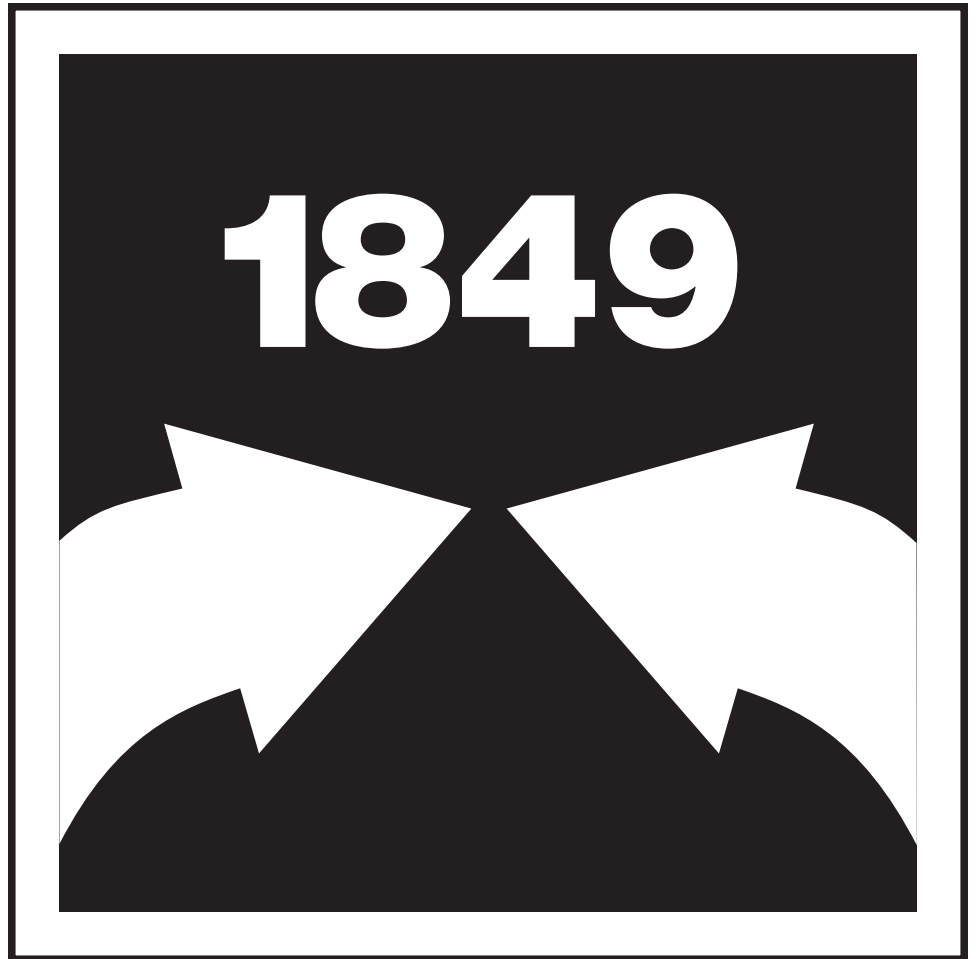
Directions: Fill in the names and take notes as they speak.

Jeffersonians		Hamiltonians	
1	2	1	2
Total =		Total =	



CALHOUN vs. GARRISON

Two distinguished Americans debate whether Americans should continue slavery in their nation



Great American Confrontations

PURPOSE

History teachers throughout the United States are being asked to perform Herculean tasks. Not only are they expected to cover nearly 400 years of history in great detail, they are also expected to present some aspects of career and computer education and to introduce their students to *critical thinking skills*. **Interact** created this Great American Confrontations series for your history classroom to help with the latter responsibility.

Interact's experience has been that these historical confrontations present controversial historical subjects in an imaginative, interesting way. Your students should be instantly involved. They will *confront* those individuals in our past who put careers, fortunes, and, frequently, their actual lives on the line. Thus, these persons in our past lived the tradition of free speech and active citizenship in our society. Having done so, they enriched our American heritage with their diverse opinions and active lives.

From this confrontation experience, your students will specifically gain the following:

- Understand the volatile issue of slavery.
- Learn the philosophies and legacies of important persons prior to the Civil War.
- Appreciate the importance of the give and take of a round-table, a forum, or a discussion group.
- Understand the idea that all ideas have merit and that there is usually more than one side to important issues.
- Understand that open debate/forum is healthy, and that an exchange of differing ideas is an integral necessity of a democratic society.
- Sharpen the skill of differentiating fact and opinion.
- Sharpen listening, note taking, and discussing skills.

NATURE OF THIS SERIES - 1

This confrontation, Calhoun vs. Garrison: 1849, focuses on the volatile issue of slavery; it showcases two men with opposite views on the subject. The Southern spokesman, John C. Calhoun, defends his section's peculiar institution; the Northern journalist/editor of *The Liberator*, William Lloyd Garrison, attacks slavery with a passionate anger.

The activity was developed for several reasons:

1. Historians often note that slavery permeated every issue and nearly every event in those watershed years just before our Civil War—the great “disruption of democracy.” It is difficult to mention a single major event between 1848-1861 that was not tinged by slavery. Therefore, for your students to understand that era, they need a grounding in the slavery issues of the times.
2. Slavery was *the* wedge that separated or disunited Americans during this turbulent era. Only distractions such as the early westward movement and the Mexican War prevented a sectional conflict from erupting earlier than 1861. Oddly, the expansion of slavery into the western territories following the Mexican War became the vortex of the storm and eventually forced the South to secede from the Union upon Lincoln's election in 1860. Southerners were convinced that Lincoln, a staunch supporter of the Republican party, must be “a bloody abolitionist.” They feared he meant to stop the extension of slavery into the territories and eventually to wipe slavery from every corner of the nation. Perhaps historian Bruce Catton best summed up slavery's presence in the American mind of the time: he called it an “indigestible lump” for antebellum Americans.
3. Conflicts between today's black and white Americans have their origins in 19th-century attitudes about slavery. Certainly race relations have changed since 1861-1877, but the fact remains, that in spite of well-meaning laws, Supreme Court rulings, and Constitutional amendments, many American blacks are not politically, socially, and economically equal, a reflection of slavery's legacy and entrenched white attitudes.
4. Finally, Northern/Southern relations often become strained, from civil rights legislation to intersectional sports rivalries. It would be hard to ignore the intensity of an Old Miss-Penn State football game with its Confederate regalia, Rebel yell, and the tune *Dixie* being sung with remarkable ardor.

Anyone doubting that such presentations can be effective should watch one of the many talk show presentations on TV.

NATURE OF THIS SERIES - 2

With these thoughts in mind, your students will soon re-create in your classroom a confrontation between Calhoun and Garrison. They will assume various roles: the two important historical figures, characters whose lives in this era were touched or influenced directly by these two men, and modern “show biz” persons who also participate in this activity.

As participants or observers, students will gain much from this experience which takes place in only one class period—a real plus for this confrontation series. Calhoun vs. Garrison will heighten awareness of the historical controversy, introduce the importance of evidence, and develop ability to recognize persuasion techniques. Students will focus upon the difference between substance and style while listening to the role players. And of course, the confrontation will add excitement to the school day. After all, how many times in life do persons get to be either a master of ceremonies or to dress up in historical costumes and become a distinguished antebellum Southerner, abolitionist, or some other pre-Civil War person eager to explain a position on the most explosive issue dividing our nation during its first 100 years?

Thus, as the presentation takes place, students will be exposed to the slavery issue in an historical context; nevertheless, they will have to face the issue on a philosophical, personal, even visceral, or “gut” level. As the confrontation takes place, all students will have to write down key arguments/issues presented on personal STUDIO AUDIENCE FORMS. Perhaps as a result students will reach a new understanding of a strong issue from an earlier time; suddenly slavery will likely take on a new perspective. Moreover, students who have been *involved* in their own education in an experiential way rather than having been merely *taught* a lesson by a teacher will likely retain the ideas they have confronted within the single class period.

OVERVIEW

Several of your students will role play characters involved in a modern TV show much like those your students see on contemporary talk programs. After a few introductory preliminaries, Calhoun and Garrison will debate one another, using information from detailed background sheets. The imaginary historical persons who just might have existed during the time will ask probing questions of these two historical titans. Finally, phone-in questions will round out the confrontation.

Roles

- **Master of Ceremonies** Like Phil Donahue or Oprah Winfrey, he/she will be the show's "director," insuring that the action proceeds smoothly and fairly. As teacher you may wish to play this role yourself unless you have a very competent, *take charge* student.
- **John C. Calhoun** The Southern defender of and apologist for slavery, Calhoun will present a strong, if outdated, viewpoint.
- **William Lloyd Garrison** As a leader of the radical abolitionists from the early 1830s until the Civil War, Garrison will attack Calhoun's defense of slavery with eloquent, no-nonsense statements.
- **Constitutional scholar** This individual will pose a question for Garrison about states rights and the non-rights of slaves.
- **Moderate abolitionist** This individual—sometimes called a member of the anti-slavery faction—will ask Calhoun about the possibility of gradually emancipating the slaves and paying the slaveholders for the slaves' freedom. He/she will allude to the inevitability of slavery's demise.
- **Southern plantation owner** This role-player, who will forcefully defend Calhoun's view and praise the Southern way of life, will challenge Garrison by pointing to what he/she considers to be the hypocrisy of the Northern abolitionist position.
- **Irish immigrant** Contending that working in Northern factories is still better than enduring a slave's lot in the South, this role-player will do so by addressing the issue of personal choice and liberty.
- **Southern slave** Full of anger and humiliation, this individual will challenge Calhoun's views by stressing the realities of the slave's life and the dismal prospects any slave has to ever live a better life.
- **Southern white farmer** (or farmer's wife) This individual will take the standard Southern position defending slavery; he/she will also explain the American Dream held by even the poorest Southerner.

SETUP DIRECTIONS - 1

1. **Understanding the confrontation** Read the entire packet at least 10-15 days prior to assigning any roles or determining how you will introduce the activity.
2. **Assigning roles** Once you are familiar with exactly what happens, carefully determine the students you will have play each key role. Your brightest and most articulate will likely do the best work, but you may want to give responsibility to others—particularly if you are going to be doing several of these confrontations or other *participatory* activities during your course (e.g., you might be doing several of Interact's 25 American history re-creations). We have found that many students rise to the occasion when they are in a class where *everyone* is expected to help teach. Then again, if this is your first student-presented activity of the year, you may want top students playing key roles in order to present a model for the remaining students for the rest of the year. Finally, you may well choose to be the emcee yourself in order to insure that everything goes as it should.
3. **Allocating time** Care has been taken so that this activity requires only one class period for the actual confrontation. Additional time should be allowed for the appropriate debriefing. Some preparation, however, is necessary.



*This activity
requires only one
class period.*

Five or more days in advance

- Duplicate all handouts (see #4).
- Select students for the key roles, and give them their handouts. Talk alone with the emcee about his/her responsibility to help you during the final preparation days.
- Find and order for your classroom all equipment (microphone and sound system ... phonograph or cassette player ... portable spotlight from the drama department), plus the stage risers, tables, etc., if you intend to have a relatively elaborate "set."

One to three days in advance

- Meet with persons playing key roles, answering all questions and insuring that everyone knows what to do. If you are having a student play the emcee, have him/her give you considerable help. The emcee is like an executive producer helping you make the show a success. Stress to these students that they should watch a current TV show such as the one they are to be doing. (While the author wrote this, the Phil Donahue and Oprah Winfrey shows were popular. It is this kind of show they should watch for patterns to follow.)

- Plan and present one or more lessons integrating material on antebellum slavery. Possibilities: filmstrip or slide show, lecture, a reading from one of the sources listed in the Bibliography.


Note well: A strong case can be made that this confrontation activity is an excellent *introduction* to your historical study of

SETUP DIRECTIONS - 2

the last three decades prior to the Civil War. In such a case you may wish to teach *follow-up* lessons on slavery in America after the confrontation rather than teach *introductory* lessons one to three days before Garrison and Calhoun meet.

- Confirm all deliveries of equipment, costumes, props, and visitations of other teachers/administrators.
 - Consider locating some dynamic theme music to help set a mood on the Confrontation Day.
4. **Duplicating handouts** Duplicate the following materials:
- All role sheets (two copies—appropriate handout for each role-player plus a copy for the emcee so that he/she will be able to study and thus know these persons quite well prior to meeting them onstage)
 - MASTER OF CEREMONIES (one copy)
 - PHONE-IN QUESTIONS (one copy—cut in three parts, one for each questioner)
 - STUDIO AUDIENCE FORM (class set)
5. **Adding flourishes to the confrontation**
- **Costumes and props** Strive to get Calhoun and Garrison to look up pictures/paintings of what these two individuals actually looked like. Your objective: to get them to dress in 19th-century costumes and to possibly carry props that such gentlemen would have carried. Of course, if some of the students playing minor roles want to dress up, too, encourage them to do some research and then to dress appropriately. The school's drama department may have costumes and props for these minor roles to wear and carry.
 - **Music** When you are ready to start the confrontation, play some appropriate music with "Southern" and "Northern" themes. Consider assigning a musical student to find recordings to play while introducing the two key roles.
 - **Phone-in questions** The three students who will play the persons phoning in questions/comments should be encouraged to tape record their contributions in advance. Tell them to try their best to sound like concerned persons taking the trouble to call in their feelings. This addition to the confrontation means that you will have to arrange to have a tape recorder in the classroom on the confrontation day and that you must assign a dependable student to play back each "call" at its appropriate moment.

Teaching Tip



Little extra flourishes such as these will really get your class into the proper spirit to learn about the divisive issue of slavery.

SETUP DIRECTIONS - 3

- **Classroom arrangement**
 - a. Use student brains and muscle to help you plan, obtain, and arrange items resulting in a realistic set. If you have the items and the desire, you can create a stage with risers of 16" to 24".
 - b. Try to locate a sound system with a microphone and extension cord so that the emcee can move around in the audience. (Of course, the emcee doesn't have to have a "live" microphone. A simple prop could be designed so that the emcee merely sticks a mike-like object in front of a questioner's mouth while he/she is speaking.)
 - c. Finally, certain students with artistic talent could be encouraged to create signs whose contents showed contrasting attitudes toward slavery in 1849.
- **"Staging"** The author has successfully staged this activity several times. It can't be emphasized enough how important "staging" is to its success. The more flourishes you and your students include, the more participants you include (with accents and costumes), the more successful the activity will likely be.

DEBRIEFING/TESTING

Debriefing

1. Have Calhoun and Garrison sit in front of the room while they discuss how they felt role-playing these two person's 19th-century views. Have classmates ask questions such as these:
 - How did you feel while playing your roles?
 - How difficult was it for you to get "in character"? Why?
 - What do you think was your character's strongest point? his weakest point?
 - Any questions students wish to ask either person from their own personal perspectives.
2. Have all students comment on *any* issue brought up during the TV show. Strive to get them to see how both Calhoun and Garrison tended to moralize rather than suggest practical solutions to the slavery dilemma.
3. Ask students whether or not they see any modern parallels. Are any issues which divide Americans today both *practical* and *moral* issues? These observations might stimulate their thinking:
 - Minority rights ... abortion ... alcohol ... cigarettes
 - For example, you might develop, with students' help, the following: Are today's smokers acting like antebellum slaveholders? Are smokers (an oppressed minority like the slaveholders) correct in hanging on to their "right to smoke" in the face of the obnoxious actions of nonsmokers (an oppressive majority like the abolitionists)? Many nonsmokers, in displays of moral fury comparable to the abolitionists, counter by stressing their belief that smokers pollute areas for nonsmokers. And so we might ask if there is any more possibility of compromise today on this issue than there was on the slavery issue in 1849? Or does the majority have the authority and the right to restrict the unpopular public actions of a minority?

Testing

1. An excellent way to find out what students learned during the confrontation is to give them an essay examination on the day following the debriefing. Use one or more of these questions:
 - Write a brief essay in which you explain the strongest and weakest arguments both Calhoun and Garrison presented. End your essay with a statement of why you, with your personal beliefs, would likely have believed a certain way about slavery if you had lived in America in 1849.
 - Explain why you think the following statement is *intelligent* or *unintelligent* "A more highly developed spirit of compromise on the slavery issue during the 1850s could likely have helped America avoid a Civil War."

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MASTER OF CEREMONIES - 1

As master of ceremonies you are, in a sense, the star of this upcoming production. Therefore, you have a big responsibility. Prepare adequately in advance so you have done everything you can to make this show a success. Consider the following suggestions.



*Never forget—as the emcee **you** are in charge of this production. Be positive, confident, and energetic. Keep the show going!*

Preparation

1. The show's format is based upon the TV talk-discussion-interview shows which are so popular in America. (During the late 1980s the Phil Donahue and Oprah Winfrey shows represented models of how you should try to present your show.) Therefore, strive to watch such shows well in advance of your presentation so that you have an idea of how to act as the master of ceremonies.
2. Write down on 4"x6" cards *key words* from the introductory comments and the questions found in this handout. Speak from these cards during the show. As a result, you will not have to carry this cluster of pages with you while you are performing.
3. *Thoroughly study* these 4"x6" cards so that you are familiar with their contents and can *glance at* rather than *read from* their contents as the show takes place. Practice reading the script aloud several times before the day of the show. Strive at all times—even while you are practicing at home—to have your voice and body language radiate confidence and interest in both the persons and the topic.
4. Make sure your teacher gives you copies of the preparation materials given to both John C. Calhoun and William Lloyd Garrison. The quality talk show host knows his/her guests' minds. Consequently, you should study both these 19th-century men's ideas very carefully. If you have done so, you will be able to add questions and make personal comments that are not included in this handout.
5. Talk with your teacher and the students who are playing key roles. Ask them if there is any way you can help them with their responsibilities.
6. Plan to dress appropriately. Check out how TV talk show hosts (male and female) dress. Try to emulate them as much as possible. Above all try to set the tone of the show. That means not dressing too casually. If you are a male, try to obtain a dark suit, dress shirt, dignified tie, and leather shoes. If you are a female, find a dressy dress or suit, stockings, high heels, and appropriate jewelry.
7. Finally, help your teacher in any way you can to facilitate this activity. Here are several examples:
 - The responsibility here is checking with all persons two or more days in advance. See if everyone is clear about what to do: speaking, dressing, moving around the room.
 - Either you or a classmate you assign to the responsibility could

MASTER OF CEREMONIES - 2

find theme music to introduce each of the main guests. William Lloyd Garrison is easy: *The Battle Hymn of the Republic* signals the nation's need to "trample out the vintage where the Grapes of Wrath are stored"; however, it had not yet been written in 1849. If you violate historical time and use *The Battle Hymn*, you can go ahead and use *Dixie* to introduce John C. Calhoun. Regardless, get a tape or record player and assign a person to be your sound engineer.

- Work with your teacher to get a live microphone (or a model mike) to use while you walk around your classroom (the studio!) and interview guests.
- Work with your teacher (or work with one of your classmates active in your school's drama program) to obtain a portable spotlight on a stand. This spotlight could be used late in the show to cast a pointed light in a darkened classroom on each of the two main guests as you summarize what happened to them after 1849.



Script

Hello, and welcome to today's show. Have you ever thought what it would have been like to have been a slave in the Old South prior to the Civil War? Today we are all going to find out. We're going to do some probing, and we therefore may hurt some feelings and upset a notion or two. In any case, you and everyone watching today are in for a treat. Let's meet our guests.

Our first guest is one of America's foremost senators. John Caldwell Calhoun is from South Carolina. Senator Calhoun owns slaves and will defend his right and other Southerners' rights to own slaves and treat them as he wishes. Is that about right, senator? Realize you're in for a battle, sir. Regardless, let's welcome this preeminent spokesman for the Southern way of life—John C. Calhoun. *(Applause)*

Next let's meet one of America's leading abolitionists, the man who started the big push against the practice of owning slaves, William Lloyd Garrison. He's from New England, the conscience of America. Now this gentlemen sees slavery as a moral issue which Americans in the mid-19th century must address. So greet now Mr. Garrison, the editor of *The Liberator*—America's most famous abolitionist newspaper. *(Applause)*

Brief interview of Calhoun

Senator, welcome to our "hot seat" today. You're controversial, sir, because of your staunch support of a dying institution—slavery. Before

MASTER OF CEREMONIES - 3

we get into that issue and watch the sparks fly when you are challenged by Mr. Garrison, let's find out more about you, the man.

1. How did you become the South's champion?
2. You are a South Carolinian, sir. But there was a time when you were a nationalist and a unionist supporting federal policies. What changed you into a sectionalist?
3. What kind of ideas were in this famous protest against the high tariff of 1828 that you wrote?
4. So, the tariff laws during Andrew Jackson's presidency forced you to go your separate way and to support the Southern point of view—which includes a defense of slavery. Right?

Mr. Calhoun, in just a few moments you will have an opportunity to outline for us a solid defense of slavery. Before your formal speech, however, I will introduce your adversary and ask him a few questions.

Brief interview of Garrison

Welcome to our "hot seat," Mr. Garrison. Your views are diametrically opposed to Senator Calhoun's and many Americans have labeled you a "fanatic." I'd also like to know a little bit more about you.

1. Mr. Garrison, you want to impose your anti-slavery views on everyone, including the people in Mr. Calhoun's beloved South. Isn't that a fair statement?
2. You've never been liked, loved, or even revered for your crusade against slavery, although most of us think it is a dying and antiquated institution. We need to find out why this is so. Sir, how did you originally get involved in the abolition movement?
3. Sir, you are editor and publisher of *The Liberator*, which since its inception in 1831, has advocated immediate abolition of slavery. Is it a popular and widely read newspaper?
4. Sir, do you have a practical plan to abolish slavery or are you here to inspire others to conceive plans?
5. In what other projects closely related to abolitionism are you involved?

MASTER OF CEREMONIES - 4

Mr. Garrison, now that we have some introductory information about you, the radical abolitionist, it's now time for both you and Senator Calhoun to more fully develop your cases for and against slavery.

Calhoun's and Garrison's speeches

Now the audience has had the opportunity to get acquainted with both of you. Let's hear in detail your controversial views which make you such opposites. Mr. Calhoun, would you outline for us a solid defense of slavery. The floor is yours, senator. Please elaborate on your views.

(Allow Calhoun to speak for 5-7 minutes.)

Mr. Garrison, please present your views on the issue of slavery. The floor is yours.

(Allow Garrison to speak for 5-7 minutes.)

Now is the time for us to move through the studio audience for some questions. Also you gentlemen will be receiving some phone-in calls to respond to. I'm certain you've struck some emotional chords in the American conscience.

(Walk around the audience with your mike in your hand and accept questions in any order you feel is appropriate. You have six "planted" questioners—a Constitutional scholar, a moderate abolitionist, a plantation owner, an Irish immigrant, a poor white farmer, and a slave. Interspersed will be several phone-in calls—either audio taped or spoken through a classroom window to represent phoned-in calls. When taking these calls, you will have to ad lib your responses. You may insert some of your own beliefs, but strive never to lose control as host of the show.)



Finale

Wow, what a terrific show this has been. Our thanks to you in the studio and at home. But our special thanks go to Senator John C. Calhoun and Mr. William Lloyd Garrison for their appearances and for their willingness to express their contrasting viewpoints on this crucially important issue—slavery in America.

Before we end today's show, let's look at what became of our celebrities after 1849 so we can determine their particular legacies to all of us in today's America.

MASTER OF CEREMONIES - 5

(At this point spotlight Calhoun in a semi-darkened room.)

John C. Calhoun was seriously ill in the late 1840s while he debated Northern antagonists in the Senate. Somehow, nevertheless, he summoned enough energy to be carried in to the Senate chambers where that body debated what became the Compromise of 1850. Calhoun listened as a fellow Southerner read his speech reflecting his section's views. Emaciated and gravely ill, he returned days later to hear Daniel Webster's speech of March 7, 1850, failing to comprehend how the New Englander's ideas could be so different from his own.

Bitter from prolonged illness and frustrated by Northern interference, Calhoun died on March 31, 1850. His last words: "The South, the poor South," he lamented, referring to his section's declining power. His body was taken to his beloved South Carolina, where he was buried on his plantation, present-day site of Clemson University.

Senator Calhoun left his mark on American destiny. More than any other, he epitomizes the points of view adopted by most Southerners in 1860 just prior to the outbreak of the Civil War. After this bloody fratricidal war, a Union officer touring bombed out Richmond, Virginia, remarked: "If you seek Calhoun's monument, look around you."

(Switch spotlight to Garrison.)

And what of William Lloyd Garrison, the entrenched abolitionist, whose views on slavery left no place for compromise? Mr. Garrison's glory days were certainly as important as Calhoun's. For it was Garrison and Garrison alone who pushed to rid America of slavery. His fanaticism was consuming, a fact he made clear in 1831 in the first issue of *The Liberator*. By 1854 his crusade nearly turned treasonous, for on Independence Day he burned a copy of the Constitution, crying: "So perish all compromises with tyranny."

MASTER OF CEREMONIES - 6

When Southern states seceded in 1861 (he had actually advocated earlier that New England states secede because of opposition to slavery), Garrison worked to make the abolition of slavery a legal fact. That fact, subsequently, was realized in 1863 when President Abraham Lincoln issued the Emancipation Proclamation, freeing all slaves in states still in rebellion against the Union. In 1865 when the South was finally beaten, Garrison journeyed to South Carolina, where, ironically, he chose to visit the grave of Calhoun, a man whom all records indicate, he never met. As he stood over Calhoun's burial site in the cemetery, Garrison laid a hand upon Calhoun's tombstone and said solemnly: "Down into a deeper grave than this slavery has gone, and for slavery there is no resurrection."

From 1865 to his death, Garrison continued to be a crusader, focusing on the prohibition of alcohol, suffrage for women, and justice for the American Indians. But decades of illnesses caught up with him, with death taking him on May 24, 1879. America had lost its most famous crusader and fanatic.

Slavery, no doubt, eventually would have died on its own. With pressure from strong religious groups such as the Quakers, who had openly opposed slavery since the 18th century—its demise was inevitable. Still, we owe this dedicated man a debt. He helped our nation move toward demanding slavery's death.

I am sure we have enlightened everyone today. Thanks for watching our meeting of the legendary John C. Calhoun and William Lloyd Garrison.

(Applause and theme music.)

SENATOR JOHN C. CALHOUN - 1

Background

You are John C. Calhoun, one of the great statesmen of 19th-century America and *the* spokesman for the South from 1830 to 1850. Your task will be to defend the Southern way of life, including its institution of slavery. It has been under siege for decades, but lately slavery has been most violently attacked by your opponent in today's debate, William Lloyd Garrison.

Born in a fiercely independent South Carolina in 1782, you are an American original. For more than 30 years you have served your country in public service, which has led you to be considered one of America's five greatest senators. After being educated at Yale University in Connecticut, you entered politics. From 1810 to 1828 you were considered a nationalist or unionist. You supported all things American, thinking that "what was good for the country was good for Calhoun and the South." You served as a U.S. congressman from 1811 to 1817. As a rabid "warhawk," you supported war against Great Britain. From 1817 through 1825 you were President James Monroe's secretary of war.

At age 42 you became John Quincy Adams' vice president. While presiding over the Senate, you began to notice that the growing industrial Northern states were eroding the Southern states' political power. Further, your earlier support for a national bank, protective tariffs, and other "national" measures seemed no longer in the interest of your beloved South. Consequently, you withdrew your support.

Your strong sectional tendencies really surfaced during your vice presidency under the next chief executive, the temperamental and erratic Andrew Jackson. The issue which drove a wedge between you, Jackson, and the North was the high tariff a Northern-dominated Congress passed in 1828. With intentions of raising needed revenues, the Tariff of 1828 (called the Tariff of Abominations by Southerners) hurt the South because it imported far more goods from abroad than did the North whose industrial base had rapidly expanded since the end of the War of 1812.

Your immediate reaction was to write secretly the famous *South Carolina Exposition and Protest*, a brilliant treatise clearly defining the doctrines of states' rights and nullification. Since the tariff was not agreeable to Southern states, and since the federal government receives its right to exist and exercise power from the states, you felt the states had a right to declare the law—in fact, any set of laws—null and void. In this, you were borrowing an earlier precedent set down in Thomas Jefferson's and James Madison's *Kentucky and Virginia Resolutions*, written as a reaction to the Alien and Sedition Acts in

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SENATOR JOHN C. CALHOUN - 2

1798. Your second reaction was to resign from the vice presidency, accept election as senator from South Carolina, and proceed to Washington, D.C., as the spokesman for the South. For the next 20 years you, John C. Calhoun, powerful politician and slaveholder, would defend, support, and push for all things Southern, including your “peculiar institution” of slavery, so maligned in the North.

While role playing Calhoun, you will defend slavery against abolitionist editor William Lloyd Garrison, a man who vowed never to equivocate or give an inch until slavery is destroyed.

You must uphold the South’s belief in slavery. The arguments below will help you. *Carefully* read them, do some research to “flesh out” your viewpoint and to weaken Garrison’s attack upon what he will call the “slave conspiracy” to control America. Get ready to be personally attacked, to be yelled at, and, generally, to have your name maligned.

Your defense of slavery

- Enslaved Africans were lifted from backward cultures where they had wallowed in the horror that was Africa—starvation, disease, ignorance, and, frequently, cannibalism.
- If Negroes had stayed in Africa in their primitive and bestial existence, all of them would have burned in hell, which is the fall of all non-Christians.
- It is necessary to have slavery so an upper class can create great things for American civilization. Slavery flourished in ancient Greek, Roman, and Hebrew societies—some of the greatest and sunniest periods of human history, when great strides in literature and science poured out in full radiance.
- Blacks are ignorant and unfit to enjoy the same kind of liberty whites enjoy. The Declaration of Independence, wherein the words “All men are created equal” are written, was overindulgent in French philosophy. It was written by a too youthful and too enthusiastic Thomas Jefferson. The Declaration really has no application to the social realities of our times.
- Blacks were meant to slave for their white masters. Since they are inferior subhuman beings, they can’t benefit from the same liberties and advantages the superior white race enjoy. The nigras can work harder and longer in the blazing sun, for he is immune to topical diseases. By contrast, the white man is not suited to working in hot, swampy areas.

SENATOR JOHN C. CALHOUN - 3

- Once here and possessed by whites, nigra slaves were fed, sheltered, and clothed from the cradle to the grave by benevolent owners. Some nigras have even become a part of their master's family, where they are cared for and treated as close friends. This "social security" system, whereby they are cared for into old age, is unique. No other group in this county has such an advantage. Blacks have been spared from really difficult or dangerous work. Irish immigrants are usually more willing to take on risky jobs for a few dollars.
- Nigras are far better off working in the fields of a Southern plantation than they would be working under the miserable conditions endured by Northern wage-earners. Nigras toil in fresh air and sunshine, not in dark, stuffy factories. Nigras are always employed and busy. Northern wage-earners are always subject to economic depression and hard times. And when these Northern wage slaves are laid off, no one is there to take care of them. They often experience malnutrition, chronic illness, and some starve to death.
- Slavery is justified because the Bible allows slavery. Abraham and several other prophets and great men were slaveholders. Most Biblical scholars point to Ham's curse as the beginning of the Nigra race being inferior and outcast. The abolitionists want to deny a right to us in the eyes of God. Blacks spring from a different single pair of progenitors—a separate creation and species. Hence, he is not entitled to the same level of civilization as the whites.
- Slavery is traditional in our society. It was a practice among our earliest and greatest forefathers. Brought to the colonies in 1619 by ... I might say ... New England ships, blacks immediately adapted to plantation life. Patriots like George Washington and Thomas Jefferson owned hundreds of slaves. Most of our presidents, including our recent seventh chief executive, Andrew Jackson, were slaveholders. Can it really be wrong if such impressive Americans were practitioners?
- Slavery is a *positive good* and is a national benefit. Northerners know only about the cruelties and the whippings of the darkies by some masters. Yet, there are always a few judges, or husbands, or fathers who appear cruel ... but they still have the authority to govern and rule. Plantation production benefits all Americans—it adds immeasurably to the gross national product of our great nation. Slavery is our peculiar institution; it is the choice of our way of life. States have the right to protect property as authorized by the U.S. Constitution. I implore you to allow slavery to exist. The abolitionists want to deny a right to us in the South. Look at it

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SENATOR JOHN C. CALHOUN - 4

this way: you don't have to hold slaves yourself; you don't have to support us in any way. But, please, leave us alone. Allow us the freedom to choose our institution. Don't listen to the ranting pronouncements of the abolitionists!

Questions you will be asked

Emcee

1. How did you become the South's champion?
2. You are a South Carolinian, sir. But there was a time when you were a nationalist and a unionist supporting federal policies. What changed you into a sectionalist?
3. What kind of ideas were in this famous protest against the high tariff of 1828 that you wrote?
4. So, the tariff laws during Andrew Jackson's presidency forced you to go your separate way and to support the Southern point of view—which includes a defense of slavery. Right?



Moderate abolitionist

1. Mr. Calhoun, several different abolitionist groups exist in America. We're not all the same. We differ as to method on how to stop slavery's spread or even to eliminate slavery from our nation. But we are united in our belief that slavery will *inevitably be abolished*. Sir, why do you persist in defending slavery when it is surely an antiquated and dying institution? Sir, all civilized nations have preceded us in abolishing it. *Why does the South hang on to slavery?*
2. Sir, my supporters believe you Southerners should *gradually* release your slaves, and your legislatures should then compensate slaveholders for their financial losses. Mr. Calhoun, in your opinion, is this not a feasible plan, perhaps more piecemeal and moderate than what the Garrisonian radicals propose?

Acting Tip

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Irish immigrant

1. Senator Calhoun, you have been defended by a so-called Constitutional scholar. He agrees with you that slaves are property. Well, sir, I'm no scholar, but I want to set you straight about personal freedom. You mentioned slaves are privileged because they get to work outside in the sunshine and fresh air. You said it was *terrible* how us Northern wage earners have to work in dark, stuffy factories. You're tryin' to make it sound like the slave is better off than we are. Not true! I *chose* to work in these factories—regardless of how bad the place is I have to work. *It was my decision*. Sir,

SENATOR JOHN C. CALHOUN - 5

the Negroes you hold in bondage never get to make any choices about their lives. They can't decide whether or not they want to work in the fields or the factories like I can. What you forget is that they are human beings, sir. They have a right to choose their lot. How can you look at your slaves and not see that they are *human* and that they deserve to be free so that they can control their own lives?

Slave

1. Mistuh Senator Calhoun, duz yuh have slaves? (*Pause for him to say, "Yes."*) Well, ah want to know how yuh treat yuh "property," if that's what we is. Are we really *human* in yuh eyes?
2. Yuh is the evil one, Mr. Calhoun. Yes, yuh is. And yuh know what? Yuh don't even know how *evil* yuh is. That's what's so sad. Oh, how ah would luv to have yuh painted black for a week so yuh could experience what slavery is really like—beatins', whippins', castrations ... to say nothin' of the humiliations, the degradations, and the ... ohhhhhhhh ... the resignation of us slaves. We give up too easy. So, want to trade places with me, Mistuh Calhoun? Paint me white and paint yuh black. How about that, Mistuh Senator? Before yuh answer, suh, yuh better remembuh how yuh is *the spokesman* for the glorious South. Yuh is that spokesman, aint yuh, suh? (*Wait for him to answer, "Yes."*) Suh, if I wuz you, I'd sleep with a gun under my pillow. So remember, we'z a watchin' yuh!

Acting Tip

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Characterization

- Dress in a long, black coat and try to look like an encyclopedia picture of Calhoun. See Calhoun's photograph in this handout.
- The way you speak and your body language must radiate coldness. Be stern. Walk formally and stiffly.
- Speak as if you have direct access to **T**ruth with a capital **T**. Don't forget for a moment that you are *the spokesman* for both the South and slavery.
- Be cool and aloof as you confront Garrison. Remember that he is your dreaded opponent. *You would just as soon shoot him as look at him!*
- When Garrison rudely interrupts you, remember that you are a Southerner with a deep sense of honor. Therefore, try to ignore his insults. Regard him somewhat as an inferior being. Relate to him with venomous, steely looks.

Background

You are William Lloyd Garrison—the abolitionist in mid 19th-century America, often hated for your unyielding radicalism and fanaticism in both the North and the South. Born in 1805, you were reared and educated in New England, where causes tended to be crusades or missions, and where Puritan self-righteousness still lingered. You were one of the earliest abolitionists to demand the “immediate and complete emancipation” of Negro slaves, and it was to this cause that you devoted some 30 years of your life. Your opponent in today’s debate is Senator John C. Calhoun.

Your involvement to abolish slavery began after you served a seven-week jail term for libeling a man found innocent of dealing in the domestic slave trade. Soon afterward you founded and became editor of the famous periodical, *The Liberator*, issuing the first copy on January 1, 1831. In it, your ringing words clearly spelled out your mission: “I am in earnest—I will not equivocate—I will not excuse—I will not retreat a single inch—and I *will be heard*.”

Although your subscription price was only \$2 a year, circulation was never more than 3,000. Your newspaper carried the words of the most extreme abolitionists. Oddly, you had no practical method to abolish slavery but were satisfied just to denounce it as an evil institution, leaving to others the ways and means of eradicating it.

Reactions to you and your crusade were often strong and violent. Southerners usually were enraged, threatening you with bodily harm. In Georgia, a \$5,000 reward was offered for your arrest and conviction. Undaunted, you continued your work. In 1831, you also helped form the New England Anti-Slavery Society. Working for this organization, you were able to publish pamphlets and travel to England to solicit funds. In 1833, you were part of a delegation which formed the American Anti-Slavery Society. Two years later, while attending a meeting of the Boston Female Anti-Slavery Society, a mob seized you and dragged you through the streets with a rope around your neck. You survived that incident and continued to speak against slavery.

You became a disunionist in the 1840s and publicly called upon the North to secede from the rest of the United States! In conjunction with this request, you denounced the U.S. Constitution as “a covenant with death and an agreement with hell,” which should be annulled. By the late 1840s, your extreme radicalism was losing support throughout the country, and more moderate and practical individuals began to take over the abolition movement. Yet, on Independence Day in 1854, at an abolitionist gathering in Framington, Massachusetts, you

WILLIAM LLOYD GARRISON - 2

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publicly burned a copy of the Constitution, saying, "So perish all compromises with tyranny." This event probably was your grandest gesture for the movement.

With others now in control, you mostly took a back seat. Then the Civil War broke out in 1861 and with the Emancipation Proclamation and northern victory in the conflict, slavery was finally abolished. At a solemn ceremony in 1865, you said, "I hate slavery as I hate nothing else in this world." You died in 1879.

In summary, you—William Lloyd Garrison—played a major role in abolishing slavery. Your early persistence and unswerving determination allowed others to pick up the torch and make the abolition of slavery a national issue and a war aim. You inspired a generation to take up a moral crusade, and in this you were highly successful.

Your attack upon slavery


- Ladies and gentlemen, it is shocking to me that anyone has to criticize an institution that is evil, immoral, and unjust. Since, however, we have countrymen who insist on holding on to their slaves, and a weighty figure such as Mr. Calhoun as my opponent today, I will use this chance as a forum to once and for all destroy this wicked practice.
- Certainly, *the* most important case against slavery is the fact that Negro slaves are always trying to escape! Why would they escape into the North if they felt secure and part of their master's family? Death is often preferred to living as a slave. I point to one common saying among blacks, "Yessah, my daddy's daid, but he's free."
- The Negro's life began to turn worse when he was captured and torn from his African roots and put on an unbelievably crowded slave ship for a journey over the Middle Passage of the triangular trade. Once in the Caribbean, slaves were fattened up after a perilous voyage which saw more than 50 percent of them die—often from melancholy. The strongest and fittest were brought to the mainland to be sold on the auctioneer's block.
- If one looks at a slave auction, it is easy to oppose slavery. Slave auctions, so visible in our nation's capital, are brutal, dehumanizing affairs. I quiver in rage when I see human flesh on sale—as if in a butcher shop. Negroes are examined as if cattle.

WILLIAM LLOYD GARRISON - 3

- Negro women, no doubt, who were bought at an auction will be bred to produce future “bucks” for a lifetime of toil on the plantations of their masters. Further, these dusky women may be abused in countless lustful ways by white masters. I have often said, “The slave states are Sodoms and the entire South is one big brothel.”
- Everywhere in the South, slaves are overworked, underfed, insufficiently clothed, and abysmally sheltered. If you tried to live and eat like a slave, perhaps like one of Mr. Calhoun’s own slaves, you’d see that the good treatment of blacks he speaks of is one big lie! It is a national tragedy. Negro families are broken up and husband and wife separated forever. Infants are torn from their mother’s breast. This is unspeakable!
- Mr. Calhoun speaks about uplifting the Negroes from their barbaric African past and guiding them to a Christian future. Yet, in Jesus’ eyes, all men are equal. Does it sound as if the Negroes we have been discussing are white man’s equal and are treated as an equal? Slavery can have no legal or moral status in a Christian democracy, which is what we have in the United States.
- As slaves on these “plantations of wickedness” in the South, Negroes are treated like animals if they do not obey their masters and the brutal overseers. Floggings and whippings are commonly used as punishments and incentives. In addition, slaves who escape and are caught are truly mistreated. They are scarred for life with countless lashes. Chronic escapees are frequently castrated, dismembered, and hanged. Surely, this is inhuman!
- Last, slavery is degrading to both the Negro and to the whites who subject them. It discouraged some three and a half million blacks in bondage from developing self-discipline and personal initiative. The slave is denied civil rights and liberties guaranteed to all humans in the United States. Further, using the Bible to justify slavery is unfair; the world of Moses and Abraham is quite different from 19th-century America. And to justify slavery in terms of biological race superiority is to push the South into a reactionary backwater in an era of progress. Mr. Calhoun points to the great tradition of slavery and uses patriots like Washington and Jefferson to strengthen his argument. They—like Mr. Calhoun (*point to him*)—were misguided Southerners and were in error about the morality of slavery. Thus, slavery is evil and wrong, and we must rid ourselves of this abomination. Slavery fosters the brutality of the whip, the bloodhound, and the branding iron. I will never rest until it is abolished, so ... help ... me, God!

Questions you will be asked

Emcee

- 
1. Mr. Garrison, you've never been liked, loved, or even revered for your crusade against slavery, although most of us think it is a dying and antiquated institution. We need to find out why this is so. Sir, how did you originally get involved in the abolition movement?
 2. Sir, you were editor and publisher of *The Liberator*, which, since its inception in 1831, advocated the immediate abolition of slavery. Is it a popular and widely read newspaper?
 3. Sir, do you have a practical plan to abolish slavery or are you here to inspire others to conceive plans?
 4. In what other projects closely related to abolitionism are you involved?

Constitutional scholar

1. Mr. Garrison, you are an extremist. You have no clear-cut plan to carry out your abolitionist scheme. Sir, am I wrong? Do you actually have a plan now even though you haven't articulated one? In fact, did you ever have a plan?
2. Sir, are you aware that slaves are not citizens but property? The Constitution does not automatically make anyone a citizen—that matter is left up to the states. Slaves were considered property by the Founding Fathers when they wrote the Constitution during the 1780s. The Negroes have no rights! Human beings they may be, but they, sir, are not equals to you and me. Therefore, if we intend to comply with the supreme law of this land, only the states have the right to abolish slavery. Mr. Calhoun's adherence to states' rights is correct in this matter. Are you aware of all this?

Southern plantation owner

1. Mr. Garrison, I would like to point out that slavery is a part of our national economy. It benefits all Americans. We in the South cherish our traditions, and slavery is traditional here. Why it's part of our very lives. It's our way. You and your Northern abolitionists have no right to try to take away one of our traditions, any more than we would be justified in taking away one of yours. I ask you, do we try to close your factories that are terrible places to work, those horrible, dark, dirty, stuffy, inhumane places?
2. Since you attack us because of slavery, let me point out, as every history student knows, it was *New England* ships and *New*

WILLIAM LLOYD GARRISON - 5

England businessmen who brought nigras from Africa to America. Doesn't it sound like hypocrisy for you to be so opposed to slavery when you New Englanders actually introduced slaves to America?

Poor white farmer

1. Ahh'd like tuh say somethin' about Mr. Garrison's belief that slavery is evil and that Southern slaveholders are cruel and unjust. Most of us white Southern farmers, we don't have much money and we don't have much property, but we still support slavery. We do so because we know our white way of life is superior to that of the nigras. We gotta protect the white culture. You see, we got more culture than they do. They was created at a different time and in a different place. They come from savage Africa where there's no culture and no Christianity. If we hadn't gone over there and brought them to true white Christian civilization here in the South, they woulda eaten each other up or killed one another out there in them jungles. So now that the nigras are here, they gotta be kept separate. They gotta be kept in their place. Don't you understand that fundamental truth, Mr. Garrison?
2. Let me say two other things: first that even though ahh don't own no slaves, ah dream of ownin' some. That's our American Dream. We wanta improve our way of life. Isn't that what this country's all about? Individuals improvin' their lives? The second thing ahh wanta say is that yuu'd bettah nevah forget that we Southerners are standin' shoulder to shoulder to see that our way of life gets protected. If necessary, we'll fight all yuh Damn Yankees from the North! So don't yuh see, Mr. Garrison, that you're sure nuff bringing on a war by agitatin' about freein' our slaves that God intended us to own, to civilize, and to Christianize?

Acting Tip

Your history text or certain costume history books in your school (or local) library will help you get ideas for your costume.

Characterization

- Dress in black like a scholarly, 19th-century New England preacher. See the photograph of Garrison in this handout. Ask your school librarian to help you find other portraits of Garrison.
- You are a prim, uptight, no-nonsense man. Radiate these qualities at all times.
- As Calhoun speaks, show tremendous physical agitation. Act as if you are about to explode. You cannot understand how so bright a man can be so morally blind. Therefore, interrupt him several times with comments such as: "Wrong, sir!" ... "How could you be so morally obtuse?" ... "How low human beings can stoop when their property interests are involved!"
- Be generally and continually obnoxious.

CONSTITUTIONAL SCHOLAR

Prepare yourself to exude a judicial demeanor.

Background

You are Judge Paul Knight, a noted authority on the United States Constitution. As a judge in New York, you have ruled in many cases involving states' rights. You will pose questions for William Lloyd Garrison about states' rights and the non-rights of slaves.

Questions for Mr. Garrison

1. Mr. Garrison, you are an extremist. You have no clear-cut plan to carry out your abolitionist scheme. Sir, am I wrong? Do you actually have a plan now even though you haven't articulated one? In fact, did you ever have a plan?
2. Sir, are you aware that slaves are not citizens but property? The Constitution does not automatically make anyone a citizen—that matter is left up to the states. Slaves were considered property by the Founding Fathers when they wrote the Constitution during the 1780s. The Negroes have no rights! Human beings they may be, but they, sir, are not equals to you and me. Therefore, if we intend to comply with the supreme law of this land, only the states have the right to abolish slavery. Mr. Calhoun's adherence to states' rights is correct in this matter. Are you aware of all this?



Characterization

Acting Tip



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- Look dignified and important. Ask your school librarian to help you find portraits of 19th-century gentlemen in encyclopedias or art history books. Perhaps you can find a black robe so that you will look like a judge.
- Practice your questions aloud at home before you come to school to participate in the TV show. Try to have the questions' substance memorized so that you do not have to read them.
- Speak with a firm, disciplined voice. After all, you are a constitutional scholar.

MODERATE ABOLITIONIST

Prepare yourself to exude a calm, moderate presence.



Background

You are Anthony Gleason. Sometimes called a member of the anti-slavery faction, you are a moderate abolitionist from New Jersey. You will ask Senator John C. Calhoun about the possibility of gradually emancipating the slaves and paying the slaveholders for the slaves' freedom. You will allude to the inevitability of slavery's demise.

Questions for Senator Calhoun

1. Mr. Calhoun, several different abolitionist groups exist in America. We're not all the same. We differ as to method on how to stop slavery's spread or even to eliminate slavery from our nation. But we are united in our belief that slavery will *inevitably be abolished*. Sir, why do you persist in defending slavery when it is surely an antiquated and dying institution? Sir, all civilized nations have preceded us in abolishing it. *Why does the South hang on to slavery?*
2. Sir, my supporters believe you Southerners should *gradually* release your slaves, and your legislatures should then compensate slaveholders for their financial losses. Mr. Calhoun, in your opinion, is this not a feasible plan, perhaps more piecemeal and moderate than what the Garrisonian radicals propose?

Acting Tip

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Characterization

- For ideas on how to dress, ask your school librarian to help you find portraits of middle-class 19th-century Northern gentlemen (or Northern ladies, if you are playing a woman) in encyclopedias or art history books.
- Look like a calm and moderate person. Radiate self-confidence.
- Practice your questions aloud at home before you come to school to participate in the TV show. Try to have the questions' substance memorized so that you do not have to read them.
- Speak with a firm, calm voice. Above all, don't sound radical like Calhoun and Garrison.

SOUTHERN PLANTATION OWNER

Background

Prepare yourself to exude Southern charm.

You are James Carter Lee, a distinguished Southern plantation owner from Virginia. You will forcefully defend John C. Calhoun's view and praise the Southern way of life. You will challenge William Lloyd Garrison by pointing to what you consider to be the hypocrisy of the Northern abolitionist position.

Questions for Mr. Garrison

1. Mr. Garrison, I would like to point out that slavery is a part of our national economy. It benefits all Americans. We in the South cherish our traditions, and slavery is traditional here. Why it's part of our very lives. It's our way. You and your Northern abolitionists have no right to try to take away one of our traditions, any more than we would be justified in taking away one of yours. I ask you, do we try to close your factories that are terrible places to work, those horrible, dark, dirty, stuffy, inhumane places?
2. Since you attack us because of slavery, let me point out, as every history student knows, it was *New England* ships and *New England* businessmen who brought nigraslaves from Africa to America. Doesn't it sound like hypocrisy for you to be so opposed to slavery when you New Englanders actually introduced slaves to America?



Acting Tip



Your history text or certain costume history books in your school (or local) library will help you get ideas for your costume.

Characterization:

- Try to dress as a well-to-do plantation owner (or wife, if you're playing this role as a plantation owner's wife) would dress during the 1850s—before the Civil War began. For ideas on an appropriate costume, ask your school librarian to help you find portraits in encyclopedias or art history books. Possible items to wear: fancy suit, high boots, wide-brimmed hat; and, as a prop, come on stage carrying a glass containing soda to simulate a mint julep. If playing the wife wear a frilly dress, classy slippers, and sunbonnet.
- You might begin your comments to the TV show audience such as this: "I'm James Carter Lee (Susannah Lee) of Virginia, and I'd like to ask Mr. Garrison a few questions."
- Practice your questions aloud at home before you come to school to participate in the TV show. Try to have the questions' substance memorized so that you do not have to read them.
- As you support Calhoun and attack Garrison, speak with a Southern accent.

Prepare yourself to exude a workingman's temperament.

Background

You are Shawn O'Reilly of Boston—a steamfitter in a boiler factory. Though you are quite poor, you still possess plenty of vibrant energy and a desire to express your happiness about having migrated to a country where a person is free to make something of himself or herself. You contend that working in Northern factories is still better than enduring a slave's lot in the South. You will address the issue of personal choice and liberty. Be sure to speak *after* the plantation owner.

Question for Senator Calhoun



1. Senator Calhoun, you have been defended by a so-called Constitutional scholar. He agrees with you that slaves are property. Well, sir, I'm no scholar, but I want to set you straight about personal freedom. You mentioned slaves are privileged because they get to work outside in the sunshine and fresh air. You said it was *terrible* how us Northern wage earners have to work in dark, stuffy factories. You're tryin' to make it sound like the slave is better off than we are. Not true! I *chose* to work in these factories—regardless of how bad the place is I have to work. *It was my decision*. Sir, the Negroes you hold in bondage never get to make any choices about their lives. They can't decide whether or not they want to work in the fields or the factories like I can. What you forget is that they are human beings, sir. They have a right to choose their lot. How can you look at your slaves and not see that they are *human* and that they deserve to be free so that they can control their own lives?

Acting Tip

Your history text or certain costume history books in your school (or local) library will help you get ideas for your costume.

Characterization:

- Look up some illustrations of the early migration to America of the thousands of Irish during the 1840s. See if you can find a painting of how the men and women dressed. Try to pattern what you wear after what you find.
- Practice your question aloud at home before you come to school to participate in the TV show. Try to have the question's substance memorized so that you do not have to read it. Instead of reading it, *act* it out.
- Speak energetically with an Irish accent.

Background

Prepare to display your anger as you question Calhoun.

You are a slave on a cotton plantation in North Carolina. Full of anger and humiliation, you will challenge Senator John C. Calhoun's views by stressing the realities of the slave's life and the dismal prospects any slave has to ever live a better life. Be sure you speak *after* the plantation owner.

Questions for Senator Calhoun

1. Mistuh Senator Calhoun, duz yuh have slaves? (*Pause for him to say, "Yes."*) Well, ah want to know how yuh treat yuh "property," if that's what we is. Are we really *human* in yuh eyes?
2. Yuh is the evil one, Mr. Calhoun. Yes, yuh is. And yuh know what? Yuh don't even know how *evil* yuh is. That's what's so sad. Oh, how ah would luv to have yuh painted black for a week so yuh could experience what slavery is really like—beatins', whippins', castrations ... to say nothin' of the humiliations, the degradations, and the ...ohhhhhhh ... the resignation of us slaves. We give up too easy. So, want to trade places with me, Mistuh Calhoun? Paint me white and paint yuh black. How about that, Mistuh Senator? Before yuh answer, suh, yuh better remembuh how yuh is *the spokesman* for the glorious South. Yuh is that spokesman, ain't yuh, suh? (*Wait for him to answer, "Yes."*) Suh, if I wuz you, I'd sleep with a gun under my pillow. So remember, we'z a watchin' yuh!



Characterization:

Acting Tip

Your history text or certain costume history books in your school (or local) library will help you get ideas for your costume.

- If you cannot find a suitable picture of how a pre-Civil War slave dressed in the South, go to your school librarian for help. Then try your best to dress as the male or female slave you are role playing.
- Practice your questions aloud at home before you come to school to participate in the TV show. Try to have the questions' substance memorized so that you do not have to read them.
- Be forceful, direct, and passionate as you confront Senator Calhoun. Make clear how you feel that he in no way understands your world.

POOR WHITE FARMER

Background

You are Jeb (Julia) Johnson—a poor Southern white farmer in Alabama. As you question William Lloyd Garrison, you will take the standard Southern position defending slavery. You will also explain the American Dream held by even the poorest Southerner.

Questions for Mr. Garrison



1. Ahh'd like tuh say somethin' about Mr. Garrison's belief that slavery is evil and that Southern slaveholders are cruel and unjust. Most of us white Southern farmers, we don't have much money and we don't have much property, but we still support slavery. We do so because we know our white way of life is superior to that of the nigras. We gotta protect the white culture. You see, we got more culture than they do. They was created at a different time and in a different place. They come from savage Africa where there's no culture and no Christianity. If we hadn't gone over there and brought them to true white Christian civilization here in the South, they woulda eaten each other up or killed one another out there in them jungles. So now that the nigras are here, they gotta be kept separate. They gotta be kept in their place. Don't you understand that fundamental truth, Mr. Garrison?
2. Let me say two other things: first that even though ahh don't own no slaves, ah dream of ownin' some. That's our American Dream. We wanta improve our way of life. Isn't that what this country's all about? Individuals improvin' their lives? The second thing ahh wanta say is that yuu'd bettah nevah forget that we Southerners are standin' shoulder to shoulder to see that our way of life gets protected. If necessary, we'll fight all yuh Damn Yankees from the North! So don't yuh see, Mr. Garrison, that you're sure nuff bringing on a war by agitatin' about freein' our slaves that God intended us to own, to civilize, and to Christianize?

Characterization

Acting Tip

Your history text or certain costume history books in your school (or local) library will help you get ideas for your costume.

- Check your history textbook for illustrations of how poor farmers dressed in America during the pre-Civil War years. General suggestions include wearing overalls and a straw hat if you are a male; wearing a cotton print dress and a sun bonnet if you are a female.
- When you speak, use a Southern accent, and speak slowly.
- Practice your questions aloud at home before you come to school to participate in the TV show. Try to have the questions' substance memorized so that you do not have to read them.

PHONE-IN QUESTIONS

You will either record this comment on an audio recorder or will speak the words from outside the classroom.



Phone-In Questioner #1: A Southern Farmer's Wife

(Spoken angrily) Yeh, as a Southern farmer's wife ah gotta question for Mr. Garrison. Who do yuh think yuh is? Yuh's tryin' tuh tell us in the South that we cain't own nigras, ain't yuh? My question is this: Is we breakin' the law? Ahh mean, ahh think the law's on our side. Ahh heard 'bout that Dred Scott case. The Supreme Court says we gotta right to own slaves down here—in fact we can take 'em anywhere in this here country. So yuh tell me what law we's a breakin' by ownin' slaves?

You will either record this comment on an audio recorder or will speak the words from outside the classroom.



Phone-In Questioner #2: An Illinois Farmer

(Spoken earnestly) My comment is for Mr. Calhoun. I'd just like him to know that I speak for many farmers—I'm from Illinois, myself—who think like I do. We're abolitionists or at least anti-slavery persons. We just don't want slavery to spread across this fair land. Slavery is a moral cancer. It's going to eat up the freedom that this country was founded on. I want you to know that we're organizing an Underground Railroad so we can help slaves escape North as far as to Canada. I've been doing that for six years. So Mr. Calhoun, don't you see that the country's against you Southerners? Don't you see that slavery's on its way out?

You will either record this comment on an audio recorder or will speak the words from outside the classroom.



Phone-In Questioner #3: A Southern Belle

(Spoken pleasantly, plaintively) "Mercy, mercy. Everybody's suh upset. We must learn to live in ha-mah-nee. If we don't, a war's gonna come, no doubt. Ahh guess mah question is for both yuh gentlemen. Sirs, won't both of yuh compromise just a little on this issue? Aftuh all, the idea of givin' in a little to getta little back—the spirit of compromise—is a cherished procedure in our nation, isn't it? So how 'bout it, won't yuh both compromise?"

STUDIO AUDIENCE FORM

Calhoun vs. Garrison: A Slavery Debate in 1849

Directions: Fill in the debater's name and take notes as he speaks

Your name:

Debater's name _____

Background:

Key arguments presented:

How the debater answered questions he was asked:



PROGRESSIVE ERA FORUM

America's emerging "Social Conscience" on the eve of its entry into World War I



Great American Confrontations

PURPOSE

History teachers throughout the United States are being asked to perform Herculean tasks. Not only are they expected to cover nearly 400 years of history in great detail, they are also expected to present some aspects of career and computer education and to introduce their students to *critical thinking skills*. **Interact** created this Great American Confrontations series for your history classroom to help with the latter responsibility.

Interact's experience has been that these historical confrontations present controversial historical subjects in an imaginative, interesting way. Your students should be instantly involved. They will *confront* those individuals in our past who put careers, fortunes, and, frequently, their actual lives on the line. Thus, these persons in our past lived the tradition of free speech and active citizenship in our society. Having done so, they enriched our American heritage with their diverse opinions and active lives.

In this confrontation your students will re-create historical characters in a forum-like activity, one which did *not* really happen in 1917. Lasting only *one* class period, the forum, a "meeting of the minds," has students act out roles that help them sort out the legacies and philosophies of real people who were movers and shakers. Participants will use detailed profile sheets whose background information, achievements, and action and reaction suggestions will help them carry off their roles effectively.

From this forum experience, your students will specifically gain the following:

- Understand the vital issues of the Progressive Era.
- Learn the philosophies and legacies of important persons of that pre World War I era.
- Appreciate the importance of the give and take of a round-table, a forum, or a discussion group.
- Understand the idea that all ideas have merit and that there is usually more than one side to important issues.
- Understand that open debate/forum is healthy, and that an exchange of differing ideas is an integral necessity of a democratic society.
- Sharpen the skill of differentiating fact and opinion.
- Sharpen listening, note taking, speaking, and discussing skills.

NATURE OF THIS SERIES

This Great American Confrontation, Progressive Era Forum, was developed for several reasons:

1. Across the country there seems to be a new emphasis on 20th-century American history. Obviously, from the turn of the century to 1917, when we entered the Great War (World War I), is a logical launch pad of this new curriculum. In California, for example, high school U.S. History teachers do the following: After a nine-week review through the Spanish American War, they spend the remaining three-quarters of the school year teaching the 20th century. Clearly, materials must be provided to fill in the gaps left by such a stretched time line.
2. The Progressive Era initiated the idea of permanent reform and change in our society. By 1900, glaring flaws in our political, economic, and social systems revealed cities in decay, businesses in cut-throat competition, authority and power concentrated in the hands of wealthy industrialists, and widespread poverty. When the era came to a dramatic finale in 1919, a genuine social consciousness had been established, emphasizing the credo that unless *all* Americans are free to pursue their dream, no one is free. More recent eras of reform, notably the 1930s and 1960s, attribute much of their success to the progressives' precedents of 1900-1917.
3. The Progressive Era possessed great leadership. Either by sheer luck or providence, the dynamic and "progressive" guidance of President Theodore Roosevelt, and, to a lesser degree, his successors, William H. Taft and Woodrow Wilson, was propitious for the United States. One historian has written that TR (the first chief executive to be identified by initials) dragged a reluctant nation crying and screaming into the 20th century, only to find out that *change*—whether it be the airplane, aspirin, or less corrupt government—was marvelous! Thus, Roosevelt's role needs to be analyzed, along with that of other influential figures such as John D. Rockefeller, J. Pierpont Morgan, Robert La Follette, and John Muir. These charismatic individuals helped shape 1900-1917 into a watershed period certainly worthy of being included in this series.
4. Finally, this confrontation, as do the others in this series, deals cleverly with an historical topic so that students will find it next to impossible not to get involved. They will not sit *passively* in class, only half listening while you and a few students analyze the Progressive Era's vital issues. Because they will find themselves *actively* caught up in these issues, they will inevitably learn about what troubled and involved citizens of 1900-1917. Consequently, your students will take increasing responsibility for their own education. Their positive reaction to this round-table activity (forums seem to bring out heated discussions in adolescents) will justify the time and energy you will pour into this confrontation. They *will* remember the characters and the vital issues they have either discussed or heard discussed.

*Anyone doubting that such presentations can be effective should check out Steve Allen's marvelous **Meeting of the Minds** series.*

Confrontation Day In this Progressive Era Forum several of your students will role-play famous personalities who wrestled with society's problems from 1900 to 1917. Each visitor from that era will articulate personal views in a round-table discussion format, imitating the Emmy-award winning PBS television miniseries called *Meeting of the Minds*. This series was written by and starred comedian, composer, author Steve Allen. The participants will dress up and play real characters, speak out on contemporary issues, and argue heatedly with other celebrities who shared an era with them.

Celebrities and their perspectives

- **Theodore Roosevelt** As 26th president of the United States, Roosevelt championed the underdog in an aggressive, outspoken manner and defended his Square Deal, which boldly pushed for reforms to make America a better place to live.
- **Dr. W.E.B. DuBois** Scholar and early leader of black protest movements, DuBois was an advocate of pan-Africanism and one of the founders of the National Association for the Advancement of Colored People (NAACP). He presented the case for improving the lot of American Negroes.
- **Jane Addams** One of America's most famous social workers and pacifists, Addams became the "beloved lady" of reform in the U.S. Because of her work at Chicago's Hull House, she earned her place at this table to represent America's turn-of-the-century poor.
- **Robert "Fighting Bob" La Follette** Perhaps the most famous legislator of the time, La Follette fought hard to change corrupt or abusive political practices to reflect the new "progressive spirit." As Wisconsin's notable governor and then senator, he championed important and long-lasting progressive legislation.
- **John Pierpont Morgan** Called the Wizard of Wall Street, Morgan spoke for America's financiers and bankers. His House of Morgan in New York made him one of the richest men of his time and earned him unrivaled power.
- **John Muir** A foreign-born naturalist, Muir worked passionately to enlighten the public view toward the conservation of natural resources. His crusade captured the attention of TR, who initiated important changes.
- **Ida Tarbell** Scholar, writer, and independent spirit, Tarbell exposed Rockefeller's business ethics in her monumental book on Stan-

OVERVIEW - 2

dard Oil, to become a famous “muckraker.” Her writings alerted the reading public and sparked others to expose abuses in our society in the century’s early years.

- **John D. Rockefeller** The world’s richest man and famous “robber baron,” Rockefeller started Standard Oil and turned it into a giant corporation, very often using ruthless methods to stifle competitors. Earning the nickname, “Reck-a-fellow,” he and his company were the target of reformers, and one of the reasons why our government began regulating large monopolies.

Other participants

- **Emcee** This role-player will be a *facilitator*, leading the discussion, sparking the dialog, keeping everyone on task.
- **Historian** This individual will sit in to give *perspective* to the forum. He/she will help with the introductions, make periodic comments, and, at the end of the activity, draw conclusions about the discussion and the era just passed.
- **Inquisitors** These persons from the audience will ask probing questions of the eight superstars of the Progressive Era. What they ask should further spark the dialog and enlighten all who witness this forum of ideas.

*These role-players
guide the celebrities or
ask questions.*

SETUP DIRECTIONS - 1

1. **Understanding the confrontation** Read the entire packet at least 10-15 days prior to assigning any roles or determining how you will introduce the activity.
2. **Assigning roles** Once you are familiar with each role's demands, you may decide to play the role of the emcee or historian yourself. (Perhaps only you are qualified to function as the historian-scholar. Read what is required of this role on the appropriate role sheet.) Clearly, you must have bright and articulate students play the "Big 8" roles. These roles require assertiveness: persons playing these roles must speak up and be prepared to answer challenges to their ideas. Don't choose timid, shy students to play these roles, unless someone like John Muir is to be played as a "gentle soul." In any case, select wisely for all roles.
3. **Allocating time** Care has been taken so that this activity requires only one class period for the actual confrontation. Additional time should be allowed for the appropriate debriefing. Some preparation, however, is necessary.



*This activity
requires only one
class period.*

Five or more days before the confrontation

- Duplicate materials (see #4).
- Choose the students for key roles. Give them their handouts.
- Plan to setup your classroom to resemble a panel show studio. Find and order all equipment, stage risers, tables, etc. that you intend to use for your "set."
- Make ID tags for each celebrity to wear (see #5 Flourishes).

Two days before the confrontation

- Build enthusiasm by using the chalkboard to alert the class of the upcoming activity. (**Examples:** quotations from the era printed in colored chalk ... display copies made from black-white cartoons or graphics characterizing persons/issues of the era)
- Prepare a lesson on the Progressive Era, TR, or any related or appropriate subject. The author recommends two fine TV specials called *TR and His Times*, a PBS program hosted by journalist Bill Moyers, and *The Indomitable TR* shown on ABC and the Arts and Entertainment cable channel.
- Prepare the room for the confrontation. Consider rearranging your room into a sort of fishbowl: a large round table in the middle with 10 chairs around it for the emcee, historian, and eight key roles; and all other students' chairs/desks in another circle outside this inner circle.

SETUP DIRECTIONS - 2

One day before the activity

- Make sure the re-enactors are nearly ready and have reviewed in detail the historical information and what each has been assigned to do according to their role sheets.
- Finalize the physical arrangement of your room. Some banners, name tags, and studio props might help the appearance.
- Give a lesson appropriate to tomorrow's Confrontation Day. The BACKGROUND ESSAY on the Progressive Era will likely fit in nicely, especially if you utilize the questions.

4. **Duplicating handouts** Duplicate the following materials. All role playing sheets should be duplicated and distributed to students chosen to play the various parts. For each class involved, duplicate the following profile sheets and handouts in the number found in parentheses:

- Emcee (1)
- Historian (1)
- Theodore Roosevelt (1)
- W.E.B. DuBois (1)
- Jane Addams (1)
- Robert La Follette (1)
- John Pierpont Morgan (1)
- John Muir (1)
- Ida Tarbell (1)
- John D. Rockefeller (1)
- AUDIENCE QUESTIONS (10—Give one copy to each guest to help that person prepare to answer a question directed at him/her. Since all guests will receive all questions, they will also be able to comment on the other guests' answers to these questions, if they wish to do so. Cut up one set and give a question to each student who will ask a question. Give one copy to the emcee.)
- BACKGROUND ESSAY (class set)
- AUDIENCE REACTION FORM (class set)
- PARTICIPANT'S RESPONSIBILITIES (9—one for each guest; one for the emcee)
- EMCEE'S SCRIPT (2—one for emcee; one for historian)

5. **Adding flourishes to the confrontation** While **Interact** involvement activities are relatively "teacher proof" (i.e., most teachers can use them after minimal preparation time), added flourishes such as those suggested below can make your forum an even more positive experience for your students.

Teaching Tip

Little extra flourishes such as these will really get your class into the proper spirit to learn about the movers and shakers of the Progressive Era.

- Watch the TV programs which inspired this particular activity. Ask around, or call a local PBS outlet to see if they have copies of the Emmy-awarded "Meeting of the Minds," written and

SETUP DIRECTIONS - 3

hosted by Steve Allen. Nothing else could be better for you than to see how the original was staged.

- Encourage all guests to be in costume. Have them find pictures of their characters and try to resemble them as closely as they can. Sometimes just a pair of glasses, a moustache, a vest, or rolled up hair will do wonders to make a person more believable.
- If you don't have enough quality students to fill the inquisitor roles, tape voices reading the questions a few days before. Pretend they are calling in over the telephone. Three or four students with clever voice characterizations would suffice.
- If you are able, microphone everyone. Lavalier mikes would be perfect, but if they aren't available, try at least to obtain a couple of quality microphones placed near the emcee and guests. It goes without saying that if the participants aren't heard, no learning takes place.
- Name tags will help identify all participants. On the round table, right in front of each guest, place neatly done name tags:

Theodore Roosevelt
(1858-1919)
26th President of U.S.

You might make up large cards with more information on them to be carried around the table, held aloft by a student (like the *Rocky* movies during the fights) as each particular guest is introduced and interviewed.

- Consider adding music. The following pieces might be played as each guest is introduced. Consider placing them sequentially on a single cassette tape several days before the activity.
 - **TR**—*There'll Be a Hot Time in the Old Town Tonight* (This was TR's actual introductory tune at presidential rallies.)
 - **W.E.B. DuBois**—*School Days*
 - **Jane Addams**—*Bird in a Gilded Cage*
 - **Robert La Follette**—*Alexander's Rag Time Band*
 - **J. P. Morgan**—*Shine On Harvest Moon*
 - **John Muir**—*In The Good Old Summertime*
 - **Ida Tarbell**—*Sweet Adeline*
 - **John D. Rockefeller**—*You're a Grand Old Flag* or *I Want Money* by the Beatles.
- As an introduction to the whole proceedings at the moment the emcee is coming on stage, you might want to play Scott

SETUP DIRECTIONS - 4

Joplin's *The Entertainer* or other ragtime music from the 1973 soundtrack album, *The Sting*.

- If you're bold enough, you might want to consider a few final flourishes to get and keep audience attention. *Consider having these done by students who have no other role.*
 - Have an attempted assassination of TR during the festivities. The "assassin" could be the brother of John Schrank, who actually fired one shot and hit TR while he was on the stump in Milwaukee in the 1912 presidential campaign. Stage it anyway you like, but a few students should apprehend the "assassin." Also, TR should rise up from the floor, show that the bullets hit his glass case inside his coat, and say: "Ah! Hah! Foiled again and I still feel like a strong Bull Moose."
 - Place a phone on the table and have it ring. Or have a secretary bring in a stage phone, saying "There's an important call for Mr. Morgan." Have him make a big money deal on the phone, taking up no more than 10-20 seconds of activity time. ("Buy 'em out!" "Crush 'em," "Sell 400 shares," etc.)
 - You could have John Muir come in with a potted house plant and explain how to properly water it.
 - Rockefeller, just before he is interviewed, could hand out samples of motor oil. ("Here's a sample of my black gold.") Before class, he could open one can of oil and pour it into seven small cups. *Everyone would have to be careful about spilling it.*
 - Encourage the "Big 8" to avoid reading from their notes. *They should study their sheets carefully many times in advance of the show.* Tell them believability comes from *being* the person they're portraying.

We have worked in this series to make relevant the historical issues the confrontations present. In this particular episode on the Progressive Era, consider working to show how reform has continued to influence our lives during the intervening years. Some historians have noted that the United States cleanses itself with change or reform about every 30 years or so. Starting in the 1840s, through the 1870s, 1900s, 1930s, and 1960s easily perceptible trends seem to indicate definite “watershed” eras when change did take place.

The 1840s One could make a case that the 1840s were great years of reform and initiated the every-30-year-cycle. The move to abolish slavery, to improve the treatment of the insane, to prohibit the use of alcohol, to give equal rights to women, and to spread democratic privileges—all these mark this decade with change. While the battles were not necessarily won in a few years, this decade started the movement toward eventual victories.

The 1870s On the other hand, the decade of the 1870s might be the weakest reform era mentioned here; however, there were achievements. The rise of the city brought a plethora of human problems. There was, at least, a recognition concept that the federal government must assume a role to stop the monopolistic growth of huge corporations, decrease the gap between rich and poor, improve the lives of immigrants, and decrease the power of the railroads over innocent farmers. Widespread strikes and unrest clearly pointed to the need to reform some traditional institutions.



The Progressive Era was perhaps the most vital reform era in our history.



The Progressive Era The era under study in this activity, the Progressive Era, was perhaps the most vital reform era in our history. These years, 1900-1917, saw more changes than any before them, combined. Thanks to muckraking writers, who exposed the need for change, and progressive leaders like TR and La Follette much-needed reforms came at all levels—federal, state, and local. The positive response to the problems brought on by an industrial society fueled by a social Darwinistic attitude came in many forms. Most important, the people began directly electing senators; federal income tax made an attempt to distribute wealth; women and children were spared long hours of toil with new protective laws; the commission system replaced the easily corruptible mayor-boss system in many cities; elections were improved with the secret ballot, the recall procedure, the initiative, and the referendum; the Pure Food and Drug Act made Americans less worried about what ingredients might be in canned foods; forest areas across the country were spared development; and numerous new laws checked the power of giant railroad, oil, and steel conglomerates. Lastly, it might be proper to mention two reforms which came a few years after 1917, reforms which owed their passage to the progressives’ idealism and energy during these years: the prohibition of alcohol (Amendment 18) and the voting privilege to women (Amendment 19). To say the least, the Progressive Era was an important one.

TODAY'S PARALLEL - 2

The 1930s The Great Depression, 1929-1941, serves another era of reform. Brought about as a response to the human misery and economic collapse of the early 1930s, Franklin Roosevelt's New Deal programs continued the agendas of the Progressives a generation before. Changes occurred throughout society: the Social Security Act of 1935 to prevent catastrophic poverty in old-age; laws governing the stock market and banking to stabilize the economy; a welfare system to prevent starvation and help families cope until employment could be found; large make-work projects like the Tennessee Valley Authority to provide jobs and improve life in certain regions; and labor unions, struggling to be recognized as the blue-collar worker's partner, to help win collective-bargaining rights and shorter work weeks for their members. Like the Progressive Era of 30 years before, the New Deal years made a great impact on transforming American life.

The 1960s If certain minorities were bypassed in the two previous reform periods, the 1960s made a valiant attempt to deal with these people. Under presidential administrations of John F. Kennedy and Lyndon Johnson, needs of Black Americans became focal points for change. Granted, much of the immediacy for change came from Blacks themselves, many of whom violently protested and rioted in major cities across the nation to put pressure on lawmakers, as well as those who employed the even more potent weapon of passive resistance, placing on government's shoulders the responsibility to do something about the violence. Although Blacks differed on what kind of reforms should occur, and followed leaders as diverse as Stokely Carmichael, Malcolm X, and Martin Luther King Jr., Congress did eventually respond with civil rights legislation to remedy many of the miseries and inequalities faced by Blacks. Consumers and environmentalists pushed for changes. Laws were passed to protect Americans against, for example, foul air, poorly made automobiles, and contaminated foods. In addition, a liberal Supreme Court, under Chief Justice Earl Warren, made historic rulings in the 1960s which dealt with prayer in the classroom, rights of the accused, and reapportionment. Thus, the 1960s clearly extended the crusade of the Progressives.

Era of change If the 30-year cycle holds true, we are ripe for another such reform era in the 1990s. What will it take for such an era to happen? What leaders will galvanize the spirit necessary for change? What changes have occurred in the 1970s and 1980s as forerunners to the reforms of the 1990s? And, last, what changes specifically will need to happen to further carry out the goals of earlier reformers who have risked everything to improve the lives of Americans? As a teacher, you might want to review all these ideas after the Progressive Era Forum activity is over. Furthermore, you may want to explore these questions: Is change always good? When and how can it be bad for a society?

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BACKGROUND ESSAY - 1

Origins Reformers have always been present in every era of our nation's history. Therefore, when a new vocal band of "progressives" appeared on the scene around the turn of the century, they were carrying on the missions of their predecessors. Earlier "do-gooders" of the 1830s and 1840s had attacked then-current issues such as treatment of the insane, the status of women, and the always volatile slavery controversy. The new group of crusaders went to the barricades to fight against the ills of society brought about by the industrial revolution: corrupt government, alcohol abuse, child labor, and neglect of urban areas. The Progressives, as they came to be known, saw a need to make life better and to do this meant attacking the institutions causing the abuses. They clamored passionately for massive doses of increased democracy to cleanse the system.

Progressives The turn-of-the-century Progressives were, to be sure, a diverse lot. They cut across Democratic and Republican party lines, including in their ranks many old Populists whose political goals had been adapted by the Progressives. Moreover, some Progressives were wealthy; others came from the working classes. Most, it seemed, were members of the urban middle class. Within this category, comprising more than half of the reformers, were college-educated professionals, white-collar workers, and small businessowners. Nearly as many women as men were involved in this reform movement. Further, many religious leaders joined in, giving the entire movement not only credibility, but also a religious, crusade-like fervor as well. This nebulous group, mostly conservative at one time, moved toward the liberal viewpoint as the movement picked up steam.

Goals Generally, concerns of the Progressives centered around the huge and growing power of trusts, many of which dominated the government and threatened to overwhelm smaller, struggling businesses. It appeared that legislators were far behind the rapid industrialization of the country, and men like James J. Hill, J. P. Morgan, John D. Rockefeller, and Andrew Carnegie took advantage of this fact. By 1900 the American Dream had soured for most Americans. Consequently, the Progressives saw as their mission the reestablishment of the American promise: *to make life better for everyone*. Abuses must be stopped, economic equality restored, and political democracy renewed. Thus, new laws would have to be passed.

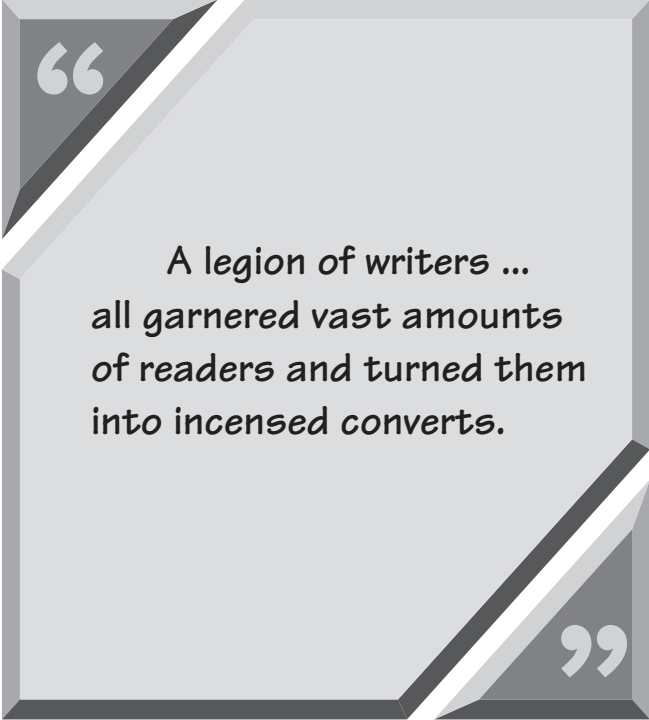
Muckrakers Who would be the voices to alert the public of the need to cleanse society? As often happens, writers played a major role in exposing turn of the century problems. These writers felt that unless people got angry about social and political wrongs, they would not demand or fight for changes. Writers who exposed society's ills had been around before 1900, but by the early years of the new century, the use of mass-circulation magazines such as *McClure's*,

BACKGROUND ESSAY - 2

Everybody's, and *Harper's Weekly* gave journalists an outlet for their articles. Before long, the nature and critical style of the literary press gave reason for President Theodore Roosevelt to label these writers "muckrakers," because he thought that they resembled a character in John Bunyan's novel *Pilgrim's Progress* (1684), who was so busy raking the muck, filth, and dirt on the floor that he did not see the good things that were above his head. The name caught on.

Undaunted by this mild rebuke, the muckrakers gained a stronghold on the reading public as they began to illuminate in their articles and books what they felt blighted the nation, ills ranging from politicians' kickbacks to unsafe canned food. In 1904, Lincoln Steffens wrote *The Shame of the Cities*, an expose of corruption in city government.

Another muckraking success was Ida Tarbell's *History of the Standard Oil Company*, in which she attacked John D. Rockefeller for ruthless business practices. A legion of writers joined Steffens and Tarbell: David Graham Phillips, *The Treason of the Senate*; Upton Sinclair, *The Jungle*; John Spargo, *The Bitter Cry of the Children*. They all garnered vast amounts of readers and turned them into incensed converts.

A graphic of a folded piece of paper, light gray with dark gray borders. In the top-left corner, there is a large white double quote " ". In the bottom-right corner, there is a large white double quote " ". Centered on the paper is the text: "A legion of writers ... all garnered vast amounts of readers and turned them into incensed converts."

A legion of writers ...
all garnered vast amounts
of readers and turned them
into incensed converts.

State and local reforms Soon after, the impassioned pleas for reform first exhibited themselves at the state and local levels of government. To many it was a matter of focusing on the cities which had many corrupt politicians. The plan seemed simple. First, throw out the rascals and then make the necessary institutional changes. Progressives called for new forms of city government to replace the old corrupt ones. One of the new forms was commission government, under which citizens chose a number of commissioners to

administer city business, instead of a mayor, who could be a corrupt boss. By 1910, more than 400 U.S. cities had set up the commission system. Another reform was city-manager government, in which a professional manager was hired to handle city administrative duties. Like the commission system, the city-manager type flourished in the first two decades of the century as it does today.

Also active at the state level, Progressives instituted a number of reforms that allowed citizens to have a more direct role in government. The direct primary, the initiative, and the referendum, as well as the Australian secret ballot, all empowered the common people

BACKGROUND ESSAY - 3

with increased suffrage rights. Wisconsin, in particular, became, under its progressive Governor Robert La Follette, the “laboratory of Democracy.” It achieved a near-perfect agenda for Progressives between 1900 and 1915. The Wisconsin Plan, as it became known, inspired other states to legislate major changes.

Progressive states like Wisconsin, Oregon, and Maryland also dealt with social reforms, using the example of unselfish social worker Jane Addams, a woman who set up America’s first settlement house, called Hull House, in a Chicago slum. Seeking reforms in education, housing, and working conditions, Progressives achieved success at the state level and at the national level with the passage of laws dealing with child labor, minimum wage, shorter hours, and workman’s compensation and disability.

Influence of TR Critical at first of muckraker overkill, President Roosevelt, affectionately called TR, nonetheless was himself a progressive. Energetic and optimistic, he not only symbolized the new spirit of reform, but he also jumped in and fought many battles to bring about change. With the same moral intensity of the muckrakers he mildly criticized, TR took on a multiplicity of evils from his “bully pulpit”: he differentiated between “good” and “bad” trusts and encouraged Congress and his attorney general to regulate the “bad” ones; he asked Congress to protect the public’s health with new laws (especially after reading *The Jungle* and being horrified at what was put into his breakfast sausage); he mediated a coal strike when it threatened to last into a cold winter; and he used his considerable political clout to change public attitudes and official public policy regarding the conservation of natural resources and wilderness areas (aided by friendships with fellow naturalists, John Muir and Gifford Pinchot, who was his chief forester). TR’s presidential successors, William Taft and Woodrow Wilson, were also progressive presidents and they—especially Taft—continued to encourage a progressive agenda, if on a lesser scale. It was TR, however, who gave focus and enthusiasm to the full-flower of reform to 1910.

Progressive agenda In any movement, energy and spirit cannot endure forever. By 1916-1917, the European War, later called World War I, had diverted our attention, and the United States seemed ready for a new crusade, this time to enter the war on the western powers’ side “to make the world safe for democracy.” The Progressive movement had nearly spent itself. Except for amendments involving women’s suffrage and the prohibition of alcohol, which would come immediately after the war in 1918-1919, the really important features of the Progressive agenda had been accomplished. If the movement was not entirely successful, it was at least able to bring about positive and durable changes. In all, the Progressives were able to restore the

BACKGROUND ESSAY - 4

promise of American life and thus to allow individual Americans greater opportunity to work out their own destinies. When the Progressives walked off center stage, they could say that their goal to make life better had been reached.

Progressive Era Forum Very soon all of you will either take part in or observe a round-table discussion involving eight major figures from the 1900-1917 period. They were all there when the issues were originally debated, and it is only proper that they be brought to your classroom to help you learn about their times. Either you will get a chance to role play one of these celebrities or you will listen to them and ask probing questions. Since it will be a rare and exciting session, be ready to expound on the viewpoints of, or be challenged by, Theodore Roosevelt, J. P. Morgan, Jane Addams, Robert La Follette, Ida Tarbell, John Muir, W.E.B. DuBois, and John D. Rockefeller.

Questions over the Background Essay:

1. In what ways did the reformers of the early 1900s differ from those of the earlier 1830s and 1840s?
2. Why were writers who exposed the evils of society called *muck-rakers*?
3. What did the Progressives want to achieve?
4. Name some muckrakers and their works.
5. In what ways did reform change city and state government.
6. How did President Theodore Roosevelt influence the Progressive movement?
7. What historical event seemed to abruptly end the Progressive Era's energy and idealism?
8. In the end, what were Progressives able to restore?
9. What important people will discuss Progressive success and failures, and their own viewpoints and career achievements in the round-table forum in your classroom?
10. What two major parts of the Progressive agenda which came just a few years after the Progressive Era ended owe their passage to the same movement?



MASTER OF CEREMONIES - 1

As master of ceremonies you are, in a sense, the star of this upcoming production. Therefore, you are going to have a big responsibility for this show's success or failure. Consider the following suggestions:



1. Practice reading the script aloud several times before the day when the show goes on.
2. Strive at all times—even while you are practicing at home—to have your voice and body language radiate confidence and interest in both the persons and the topic.
3. Talk with your teacher and the students who are playing key roles. Ask them if there is any way you can help them with their responsibilities.
4. Finally, be sure you take seriously how you will dress yourself for your important part. If you are a male, try to obtain a dark suit, dress shirt, dignified tie, and leather shoes. (*How about a tuxedo if you want to astound everyone?*) If you are a female, find a dressy dress or suit, stockings, high heels, and appropriate jewelry.

Script

*Never forget—as the emcee **you** are in charge of this production. Be positive, happy, and energetic. Keep the show going!*

Hello, everyone, and welcome to The Progressive Era Forum, a program which is guaranteed to entertain and enlighten you, the audience. We hope to challenge you with an exciting exchange of ideas and viewpoints by eight distinguished superstars of our age, 1900-1917. It may be too soon to sort out the issues and conflicts of the past 20 years, but we're going to try, and, I think, what you'll see and hear today will enrich your understanding of a vital time just prior to World War I.

First let us look at some pivotal questions we'll ask our forum guests: *Did the years 1900-1917 witness America being transformed into a better and more equitable society? Are the changes of those years permanent? Did America overdo it in regulating big business? And what role did leadership play in this transformation?*

It's time to introduce our guests.

Our first celebrity is a man whose name is often a synonym for the Progressive Era just past. He overcame childhood diseases and a frail body to rise very rapidly from his Rough Rider years in the Spanish-American War to become president. Welcome a human dynamo—President Theodore Roosevelt! (*Applause*)

Mr. President, your supporters love your expressions, your optimism, your hearty embracing of life. Has life always been good to you? Where do you get your seemingly endless supply of energy?

MASTER OF CEREMONIES - 2

Sir, would you say that you had a great impact on the so-called Progressive Era?

Thank you, Mr. President. Now let's bring in someone to join you, and challenge you. Our next guest, like the president, overcame medical adversity to achieve international fame and then became a social worker in Chicago for 30 years. A warm welcome for Miss Jane Addams! *(Applause)*

Miss Addams, what motivated you to improve the lives of poor immigrants in Chicago?

What's on your list and does it help you to function better?

Thank you, Jane. Now our third guest. For most of his life, he's been a heavyweight banker. Er, not in poundage, but in clout. He's America's most respected and feared financial dealer from the cement canyons of Wall Street. Say hello to John Pierpont Morgan! *(Applause)*

Welcome, J. P.—If I may call you that. Why do you suppose people quake and quiver in your presence? Do they fear your money or your power?

(When the telephone rings, pick it up, look toward Morgan, and say...

Sir, why—it's for you! Morgan picks up prop phone and makes a big money deal with an imaginary person on the other line.)

Wow! So that's how it's done. Thanks J. P. Better get another celebrity out here, or we'll all want to make some calls, eh? Our next guest is our foremost naturalist, who when he camped with the president in Yosemite (Yo-SEM-a-tee), influenced our nation's conservation policy for the future. Welcome, John Muir! *(Applause)*

Mr. Muir, am I right? Did you and TR camp in Yosemite and decide to protect our forests for the future?

Marvelous, sir. I noticed you brought in a lovely little sapling. Have you watered it yet?

(Muir shows how to water the plant, treating the sapling like a newborn child.)

I wish more of our developers and politicians cared for living things as you do, sir. Thank you for demonstrating your love for the wilderness. Now let's greet our fifth guest. He's devoted most of his life to crusading for equality for people of his race and ... he's quite a scholar, too. A warm welcome for ... Dr. William DuBois! *(Applause)*

MASTER OF CEREMONIES - 3

Dr. DuBois, you might be the most learned of all our celebrities today. You were one of America's first Blacks to earn a Ph.D. degree. Sir, have Negroes achieved equality with whites in 1917?

So, the battle rages on, huh? Maybe someone in the forum today will offer some suggestions. We've three more superstars to bring in still, so let's introduce them. Our next guest is one of America's famous muckrakers. After vowing to devote her life to a meaningful career, she took on Standard Oil and John D. Rockefeller. Welcome, Ida Tarbell! *(Applause)*

Miss Tarbell, you're known for muckraking. What is that?

Miss Tarbell, I see you're carrying one of those placards. Tell us about it.

So, like Dr. DuBois, you're crusading to obtain equality. But from what I've seen and read, your real focus has been on oil and John D. Rockefeller. Let's get him in here, and maybe sometime during the our show you two can ignite some sparks, eh? All right, here is the man who's been called the richest man in all of recorded history except for a few Chinese emperors—John D. Rockefeller! *(Applause)*

Well, Mr. Rockefeller, I'd expect you'll ask Miss Tarbell some questions later on. But I have a few questions, how did you get into the oil business?

Sir, what can oil be used for?

Is it true that in the 1850s, before the machine age in which oil is being used as a lubricant, people were taking it like medicine, in a spoon?

Thank you, Mr. Rockefeller. Now we bring in our last guest. He pushed for progressive legislature in the U.S. senate for years after transforming his own state of Wisconsin into a model of change. He earned the nickname, "Fightin' Bob." Welcome, Senator Robert La Follette! *(Applause)*

You're all here now. Let's get this forum into gear by asking a pivotal question. Senator La Follette, was President Roosevelt's leadership during these past 20 years helpful to reform, or was it just bluster and stage-acting?

Mr. Morgan? What about TR's leadership: Was it helpful or just bluster? *(Morgan answers.)*

Over the remainder of the show, intersperse the eight audience questions. When an inquisitor stands at the mike, call on this questioner at the next convenient spot.

MASTER OF CEREMONIES - 4

Fine, let's try another vital question. Is this era just passed, now being called the Progressive Era, merely a brief time of change in a pattern of every 30 year cycles, or is this era one of permanent and lasting effect? Miss Tarbell, care to answer this one since you are a noted muckraker? *(Tarbell answers.)*

Okay, if you say so. Let's pursue another question of major significance as we evaluate the past 20 years in the scope of American history. Mr. Muir, considering your work in the wilderness, what changes or reforms were the most important and will prove to be the most durable? *(Muir answers and makes a plea to continue conservation policies.)*

Miss Jane Addams, will you address this same question. Which reforms will prove to be the most long-lasting? *(Addams answers, no doubt singling out child labor laws or other similar social advances.)*

Anyone else care to respond to this question? *(Others respond—TR discusses his conservationist achievements.)*

Good answers, group. Now, another vital question: Were the results, uh, Dr. DuBois, were the results, that is, all the reforms and changes, beneficial to all Americans equally, including minorities and women? *(DuBois responds, reviewing his list and how the changes have bypassed his people.)*

So, the Progressive Era hasn't been too progressive for the colored people, even after the efforts of the NAACP. How about for women, Miss Tarbell? Are they going to get the vote soon, as it appears? *(Tarbell responds.)*

Anyone else care to take up the challenge on this one? *(TR explains his Square Deal administration's efforts: arbitrating the 1902 coal strike, breaking up trusts, protecting the consumer...)*

Let's go to another pivotal question. Mr. Rockefeller, has the government gone too far in its attempts to regulate American industry? Are we upsetting the natural selection process in trying to level out, or distribute, wealth in this country? *(JDR responds, justifying his wealth by explaining the Darwinian struggle that results in greatness.)*

So, "God gave you the money," as you've said so often, Mr. Rockefeller. We just have to ask Miss Tarbell, who wrote the expose on your Standard Oil Company. Miss Tarbell, *did* the government *have* to step in and regulate corporations like Standard Oil, Carnegie's steel empire, and J.P. Morgan's Northern Securities? *(Tarbell attacks vehemently.)*

Mr. Morgan, any rebuttal to Miss Tarbell's arguments? *(Morgan responds.)*

MASTER OF CEREMONIES - 5

Let's go to a very basic question. As a result of all these changes, is life really better now in 1917 than it was in the late 19th century? Miss Addams, care to tackle this one? *(Addams explains about her work at Hull House, her inspiration to others, and her overall commitment to "progressivism.")*

Senator La Follette, your response to Miss Addams? *(La Follette answers, explaining his Wisconsin plan.)*

Dr. DuBois, colored people can't relate to this question very well, can they? *(DuBois responds.)*

Anyone else want to add to what's been said? ... Okay, let's go to our last important question. Industrial giants like Rockefeller, Carnegie, and Vanderbilt made millions after the Civil War and led our nation into the Industrial Revolution. Many people considered the profits they made obscene, especially when we had millions of people near starvation. The question is this: Were industrialists such as Rockefeller and Carnegie, and financier bankers such as Morgan, a plus or minus in the scheme of things, when in effect they stifled competition and took advantage of the absence of regulatory laws as they pursued the American Dream? Mr. Morgan, is the accumulation of money what the American Dream is all about? *(Morgan responds, referring to his rise to power, and his right, under a free enterprise system, to make unlimited income.)*

Mr. President, you're the trustbuster. Was it necessary, sir, to regulate and even break up powerful monopolies? *(TR explains about good and bad trusts and his battle with Morgan's Northern Securities.)*

Mr. Morgan, your response? *(Morgan responds.)*

Miss Tarbell, you might say Rockefeller's income was obscene. What kind of numbers are we talking about? And when Morgan bought out Carnegie Steel, how much money passed hands? Anyone know? *(Tarbell responds.)*

But in all fairness, these giants of big business did give millions away. Mr. Rockefeller, will you address the subject of philanthropy? *(JDR discusses philanthropy and the concept of the Social Gospel and noblesse oblige.)*

Miss Tarbell, a final comment on philanthropy. Should we criticize him? After all, he did give away more than 500 million dollars? *(Tarbell responds.)*

MASTER OF CEREMONIES - 6

Anyone else care to make a final comment? *(Other celebrities make appropriate comments as they wish.)*

Well, I believe we've had a productive and healthy exchange of ideas here today. Perhaps we shouldn't end our forum without some scholarly words from our historian, _____. Professor _____, would you now make some conclusions for us, to kind of sum up our discussion about the Progressive Era? *(Historian of the Forum makes conclusions, perhaps using the chalkboard or a poster board.)*

Thank you, professor. We've learned a great deal about our just-passed era, and we in 1917 feel it's been quite a period of history for change. Questions remain, however. Will the reforms endure? Will future generations continue to strive to make life better and full of opportunity for each individual's pursuit of the American Dream? Let's give a big hand to all our participants today. It's been an immense pleasure to have you in our forum. Goodbye, everyone! *(Applause)*

PARTICIPANT'S RESPONSIBILITIES - 1

Assuming responsibility You are one of the participants in the upcoming Progressive Era Forum. You have been chosen to role-play one of that era's movers and shakers because your teacher believes you can do the following:

- assume the responsibility to research your character;
- become this person *philosophically* and *physically*; and then
- carry out the role dramatically in front of your classmates during the forum on Confrontation Day.

All this will take time and work to prepare, but in the end it will be worthwhile, and everyone involved, or who's watching, will have a better and more complete understanding of those progressive years, 1900-1917.

Forum format Clearly, the format for this activity has been taken from comedian Steve Allen's Emmy-winning miniseries, "Meeting of the Minds," seen on PBS in the late 1970s. While such a show's budget, talent, and skilled writer and technicians made it a truly memorable television feast, it is still possible to use the same ingredients to create a similar round-table exchange of ideas and viewpoints of vital men and women who lived and added immeasurably to their era between 1900 and 1917.

Pivotal questions the emcee will ask Here are some suggestions to help you do a good job with all this responsibility. Below are some pivotal or vital questions which the emcee will ask periodically to keep the discussion relevant to the Progressive Era's essential issues. *Prepare answers to these seven questions beforehand.* Some of you will be asked to respond to these directly!

1. Was the just-passed Progressive Era (1900-1917) merely another cyclical period in our history, or will it have a more lasting and permanent effect?
2. What reforms or changes were the most important and will likely prove to be the most durable?
3. Was President Theodore Roosevelt's leadership during these years really helpful for reform, or was it just style, color, charisma and bluster?
4. Were industrialists such as Rockefeller, Carnegie, and Morgan, a plus or a minus in the scheme of things when, in effect, they stifled competition and "broke" laws while pursuing their American Dream?
5. Were the results—all the reforms and changes—beneficial to *all* Americans, including minorities and women?
6. Has our federal government gone too far while regulating American industry in the name of "Progressive Reform"?
7. Is life really better now (1917) than it was in the early 1890s, as a result of the changes made since then?

PARTICIPANT'S RESPONSIBILITIES - 2

Questions you will ask

From your profile sheet, write down the suggested questions to ask on 3"x5" or 4"x6" cards to have with you during the forum.

Keys to success

- Speak loudly and often. Make lots of comments. Be humorous, entertaining, *and* informative.
- Research your character. Find out who he/she really was. Get into his/her psyche. Speak out as if you really are the person.
- Be courteous for the most part. Challenge other persons' *views* and *ideas*. Do not criticize them as persons.
- Don't rely on notes and don't read directly from handouts.
- Don't let the discussion lag. If it starts to, throw out a question or comment that will surely provoke someone else to talk.
- Thoroughly study both your textbook chapter on the Progressive Era and the Background Essay handout.
- Find a costume that "fits" your character. Research carefully what your personality looked like and what he/she might have worn if such a round-table discussion had really happened.
- Study your individual profile handout several times. Be that person.
Good luck!

Very likely your role as emcee of the Progressive Era Forum is the most vital role of all who take part in this activity. You have several tasks: serving as a genial host/hostess, introducing everyone (along with the activity's Historian), asking prepared questions, and being responsible for keeping the discussion going if it starts to sag, change directions, or needs a fresh or provocative point.

This particular activity, based on an award-winning TV show *Meeting of the Minds*, has a more free-flowing spirit than others in this Great American Confrontations series. True, participants do have detailed information about their historical characters and points of view, but you may have to go beyond the few prepared questions to probe what they believe is an attempt to promote a lively exchange of these ideas. Reviewing this sheet and becoming *very familiar* with the EMCEE'S SCRIPT will help ensure that you will lead your classmates to learn a great deal during their forum experience.

Suggestions

1. **Never forget your role in the show:** to get the eight big name participants to clearly reveal who they are, what they believe, and how their beliefs complement or are in conflict with the other individuals. The result? You will have promoted a lively exchange of ideas between several important 20th-century Americans.
2. **Be animated, loud, positive, and, above all, congenial.** Watch a few discussion shows on TV—*Firing Line*, *Crossfire*, even *Jay Leno* or *David Letterman*. Most emcees work to get their guests to be the main attraction. (Notice how they try to “open up” the persons visiting their shows.)
3. **Consider modeling your comments after those you hear** while viewing and listening to the above shows. Examples “Good point, John D.,” or “What do you think about that idea, Mr. Muir?” or “Of course, history shows us that” *Be an active listener*. This means that you should nod often and say something positive to let the speaker know that you are still his/her captive.
4. **Clarify points that may be vague.** If one celebrity makes a statement that needs further clarification, say something like: “So, Jane, what you’re saying is” Or “I’m not sure we all caught that thought. Could you explain it differently?”
5. **Be complimentary.** Example: “Mr. Rockefeller, I’ve admired you and your business genius for years. Was it fun making all that money over the years?”

6. **Be provocative.** Example: “Mr. DuBois, are Blacks really deserving of economic equality in America?”
7. **Summarize often.** Example: “Mr. Muir here thinks preserving our forested areas is the number one priority of national policy. Mr. Morgan, how do you feel about that?”
8. **Try to get the celebrities to share the discussion equally.** Don’t let one or two dominate. Perhaps a little scoresheet in front of you to check each name as he or she makes a point would be a good idea. *(Perhaps the audience could record the number of responses on their AUDIENCE REACTION FORM.)*
9. **Be humorous.** Tell jokes, anecdotes, stories.

Characterization

You’ve already read about how you should act: witty, friendly, positive, inspirational, and provocative. Of course, use appropriate language, too. With regards to appearance, try to look like a TV emcee: coat/tie or nice dress. Don’t dress down, as your role will serve to set the tone for everyone else.

Background

You have been added to the Progressive Era Forum to help the emcee keep the show flowing. Then before the show ends, you must give an historical perspective to the entire proceedings. Thus, in some ways you will act as co-host, assisting when you can by making intelligent comments at appropriate places. Consequently, read over this sheet carefully and study the EMCEE'S SCRIPT to be aware of when you speak. Doing so will help you contribute to making this an exciting, fun, and meaningful learning experience.

Suggestions

1. You are the "historical anchor." This means you will make sure everyone in the forum doesn't forget it is 1917, the end of the Progressive Era in the U.S., and a month or two before the U.S. will enter the Great War in Europe to help "make the world safe for democracy." Therefore, it is up to you to show that you are an articulate fountain of historical knowledge. You should be an authority on the entire Progressive Era (1900-1917). It behooves you to do some reading over and above a thorough examination of your textbook's chapter on this period of American history. Take some notes from other useful sources or textbooks. Read and write down some facts about the eight celebrities in the forum. An encyclopedia, though not exhaustive on these people, can supply the essentials which you can use during the discussions. (If you wish to be quite scholarly, read the entries on these persons in specialized reference works such as *The Dictionary of American Biography* and *Notable American Women*.) Perhaps some 3"x 5" or 5"x 7" cards on each person will help you feel especially prepared. In any case, do your homework. Most of all, read over the *Background Essay*. Be impressive as an historian!
2. Though your role is secondary to the emcee (be careful not to upstage him/her), you are a kind of co-host who is to help with various parts of the proceedings.
3. During the actual discussion of ideas, make clever and informative statements to give historical perspective and to energize the discussion. Insert such comments/questions when you feel a lull has slowed down the show. Here are examples:
 - **TR** So, President Roosevelt, could you have accomplished all you supposedly did without all the phony dramatic gestures, the gritted teeth, and your ridiculous attempt to be the macho man?

HISTORIAN - 2

- **Robert La Follette** Senator, did you, in your opinion, have more success at the national level while you were a senator, or at the state level while you were governor of Wisconsin?
 - **John P. Morgan** Did it ever bother you to spend and collect millions of dollars in meaningless deals when within miles of your beloved Wall Street, thousands—perhaps millions—were starving and dying?
 - **Ida Tarbell** Why did you choose to write your fine expose on the Standard Oil company, rather than the steel or railroad industries?
 - **Jane Addams** Miss Addams, what made you take up the crusade to help the poor in Chicago?
 - **W.E.B. DuBois** Professor DuBois, Blacks today have citizenship, the vote, and equality. What more is there to attain?
 - **John D. Rockefeller** Mr. Rockefeller, you are no doubt the richest man in all of history, yet you pinched pennies and kept exact records of your smallest expenditures. I find these facts a bit contradictory. Would you care to comment?
 - **John Muir** Mr. Muir, you believe that conservation of our natural resources is a number one priority. But how can you justify this in the face of people who even now are starving? Aren't people more important than rocks, raccoons, streams, and trees?
4. Your last task will be to sum up and draw conclusions about the forum and the directions the discussions took. Prepare for this responsibility by jotting down some particularly wise comments guests have made. Then when the emcee asks you to draw conclusions at the end of the proceedings, you should say something such as this: "Well, (*name of emcee*), it seems to me that many interesting and provocative points have been made today in our forum. These conclusions (*make three or four*) appear to me to be very pertinent.

Examples of what you might say

1. First off, the U.S. made many changes during the Progressive Era, 1900-1917, most of which have insured a better life for more Americans, including millions of recently arrived immigrants.
2. Writers like Ida Tarbell, here, and others like Upton Sinclair, Lincoln Steffens, and Jacob Riis, exposed the many ills in our impure society, caused perhaps by the excesses of men such as Rockefeller, Carnegie, and Morgan. Thus, they helped begin the crusade to better American society by getting legislation passed.
3. Charismatic leaders such as President Theodore Roosevelt and Senator La Follette gave impetus to the Progressive's crusade. Through them and other compassionate men and women, America developed a permanent social conscience about its unfortunates.
4. Last, permanent changes were made in education, city and local government, and in federal voting practices. Laws were passed to regulate monopolistic corporations, conserve natural resources, and protect public health and child laborers. Furthermore, women are close to achieving suffrage, and demon-rum and other alcohol beverages seem to be on the way out—at least, legally. The Progressive Era just ending has indeed been a very important period in American history. Individual citizens and our federal government are both aware of the obligations they have, for unless all our citizens are free to pursue the American Dream, none of us is free.

Characterization

- Act professorial: intellectual, serious, always probing.
- Look like a college professor and scholar (a suit/dress, briefcase, glasses, and other appropriate touches).
- You might want to mention certain scholars who have interpreted the Progressive Era. (Actually these historians wrote in the last 40 years—after 1917.) “According to Arthur Link ... George Mowry ... Richard Hofstadter ... David Thelen ... Samuel Hays ... William O’Neill ... David Chalmers”

Background

You are Robert La Follette, one of the most famous of all Progressive Era legislators, first as governor of Wisconsin and then as a U.S. senator. To your contemporaries, you are “Fighting Bob” or “Battling Bob,” because of the struggles you had against forces which resisted change in the first 15 years of the 20th century.

You were born on June 14, 1855, on a farm in Dane County, Wisconsin. You graduated from the University of Wisconsin in 1879, and a year later passed the state bar exam to become a lawyer. After four years you ran for Congress and won, serving three terms in Washington, D.C., 1884-1891. Defeated for a fourth term in 1890, you returned to Wisconsin to renew your law practice.

In 1892 a turning point in your life occurred when a member of the party machine offered you a bribe to “fix” a court case in which you were involved. From that day forward, you vowed to crush corrupt politics, and reform the process that made it easy for corruption, greed, and graft to flourish. With newfound energy, you ran for governor but lost twice—1896 and 1898. Undaunted, you ran again in 1900, this time spreading your cause during an impressive speaking tour of country fairs throughout Wisconsin. After you won, you served three terms as governor. While the first four years saw your progressive programs blocked by conservative elements in the state legislature, your final term saw many of your reforms started. In 1908 you were elected U.S. senator, and you moved your campaign to change the political system at a national level.

Clearly, your importance to the Progressive Era reforms of 1900-1917 is similar to President Theodore Roosevelt’s importance: you both gave impetus to the crusading spirit of these first years of the 20th century.

Use this information to help you answer the emcee’s questions.

Note: Do not carry these recollections on-stage. Instead, practice your answers several times. Have a parent or friend ask you the questions in advance so that you can practice your answers.

Viewpoints and accomplishments

High profile and high visibility were part and parcel of your crusades. Here are some examples:

Initiating the “Wisconsin Idea” As governor of this vanguard state, you made sure that it led the nation in instituting reform. Once the “machine’s” power was lessened (especially the railroad and lumbering industries), your efforts paid off and the results became a shining example for other states and the federal government to follow. Your major victory might have been establishing the *direct primary*, where

ROBERT LA FOLLETTE - 2

voters, not party conventions, choose candidates in primary elections. The Wisconsin Idea led to other notable reforms seen in changes in taxes, conservation, and political corruption. In addition, you initiated the ingenious “roll-call” method of allowing citizens to know how their representatives vote on vital issues. Clearly you were a pivotal political figure fighting for laborers as well as depressed farmers and businessmen.

Inspiring other states to reform their laws As mentioned, the success of the Wisconsin Idea inspired other states to make changes in their systems. In New York, “progressive” governor Charles Evans Hughes exposed corruption in his state’s insurance industry. California Governor Hiram Johnson took on the powerful Southern Pacific Railroad. In Arkansas Governor “Little Jeff” Davis worked for the cause of compensating injured workers and getting a budget for charities. Your influence further advanced democratic reforms when the initiative, referendum, recall and the secret ballot were instituted in many states. The *initiative* gave voters the chance to propose new laws by collecting a number of signatures on a petition. The *referendum* let voters approve or discard a proposed bill when a petition of signatures would force the state legislature to place a particular bill before the voters on a ballot for voter approval or disapproval. The *recall* granted voters a chance to remove an elected official from office before the end of his term. Again, required signatures made it possible for such action. Another similar reform was the adoption of the Australian *secret ballot*. By 1910, all states allowed voters to mark their ballots in a private booth.

Other lasting reforms Your leadership continued to serve as a model. Laws were passed to make factories safer and cleaner places to work. Women were given the vote in some states, and, for the first time, children were protected from long and dangerous work. Minimum wage and limited hours for all workers were also improved. Some more advanced states passed workers’ compensation laws for disabled employees.



Praising and attacking

Many Americans rave about your work to reform America; others feel you went too far. Even on the panel you will feel both warm praise from supporters as well as “the slings and arrows” from critics. Pay close attention and add appropriate remarks from time to time during the discussion. Here are some guidelines:

- **TR** Praise him, for he’s your mentor and counterpart at the national level. He symbolized the progressive spirit flowing through

ROBERT LA FOLLETTE - 3

the U.S. from 1900-1915. *Possible remarks:* “Good for you, Mr. President,” or “Give ’em a dose of TR.” One point: TR did oppose you on *some* banking and railroad legislation.

- **Muir** He also is a kindred spirit whom you should praise. You took on the giant lumbering industry in Wisconsin and managed to keep it from overusing forested lands. In this way you’re following the advice of nature conservationist John Muir. *Possible remarks:* “Fly like an eagle, John. I’m with ya,” or “You’re saving our wilderness heritage, Mr. Muir.”
- **Morgan and Rockefeller** They are the enemy in a way because they represent influential people who seem to be against reforms, whether the changes come in the form of laws to protect factory workers or laws to reform banking procedure. *Possible remarks:* “JP, ease up and let us all have a share in the American Dream,” or “John D., reforms are needed because of you,” or, “J.D., you’re the greatest criminal of our age,” or, call Morgan, “Morgan, the Pirate.” Call JDR, “Reck-a-fellah” because he did devastate the oil competition with unethical practices.
- **Addams, Tarbell, and DuBois** Because all three advanced the progressive movement in their own ways, you should praise them. Any clever comments from you would be appropriate. Possibly call Addams “Saint Jane”?

Questions

From the emcee

- Was President Roosevelt’s energetic leadership during the past 20 years helpful to reform, or was it just bluster and stage-acting? (Review the BACKGROUND ESSAY.)
- Is life really better now in 1917 than it was in 1890 before all the reforms?
- Please, would you explain the Wisconsin Plan and your role in it?

From the audience

- Did you ever worry in the midst of your crusade that reforms you were fighting for would destroy the capitalistic system by encouraging the federal government to over regulate our businesses?

From the historian

- Senator, did you, in your opinion, have more success at the national level while you were a senator, or at the state level while you were governor of Wisconsin?



Prepare detailed answers beforehand.

ROBERT LA FOLLETTE - 4

Put your questions on cards and then ask at the appropriate times, or when the discussion drags a bit. Say: "I'd like to ask"

For Theodore Roosevelt

- Mr. President, if you could change one thing over the past 20 years, what would you wish to change?

For John D. Rockefeller

- I heard you say that you're not addicted to anything—alcohol, gambling, tobacco, or women. Sir, is not the greed you exhibit an addiction?

Acting Tip

Look for a picture of "Fighting Bob" in an encyclopedia. Your history text or other books in your school (or local) library will help you get ideas for your costume.

Characterization

- Wear a suit with a string tie. Wear your hair stacked up on your head.
- Talk about the Wisconsin Idea often, but be careful not to upstage everyone else.
- When you speak, pound one fist into the other hand, like TR, forcefully inspiring the audience.
- Although you have been a real spellbinder, you are also humorless and very intense.
- Try to radiate passionate energy.
- When you are introduced, run in and shake the emcee's hand vigorously for you are quite energetic.

JOHN PIERPONT MORGAN - 1

Background

You are John Pierpont Morgan, currently one of the wealthiest men in America and one of the most famous bankers or financiers in all our history. The name Morgan elicits the vision of dollar signs and big deals, because you and your son, J. P. Jr., or “Jack,” cultivated such an image. Actually, you, J. P. Morgan Sr., died in 1913, four years before this forum takes place. To remedy this historical fact, your characterization will reflect both father and son. Actually, your son Junior resembled you in appearance, spirit, and know-how.

You were born on April 17, 1837, in Hartford, Connecticut. You attended private schools in both Europe and America before taking an accounting job at a New York banking house. Within four years you were ready to set yourself up in banking. Soon after, you and your father established J. P. Morgan & Co., later Drexel, Morgan & Co., and finally J. P. Morgan & Co. Your rise in the banking world was propitious. America’s big companies were getting bigger and needed huge, long-term loans for expansion. With connections in England, then the richest capital center in the world, the Morgan firm grew rapidly. Besides setting up corporate expansion mergers and company reorganizations, the company floated large loans to large companies.

The banking house of J.P. Morgan thrived in the cement canyons of Wall Street and gained the reputation in which it justifiably feels great pride. Your efforts, dedication, and financial deals were responsible for the money the firm made and the part it played in American history from 1850 to 1920.

Viewpoints and achievements

Use this information to help you answer the emcee’s questions.

Note: Do not carry these recollections on-stage. Instead, practice your answers several times. Have a parent or friend ask you the questions in advance so that you can practice your answers.

Moving into the big time The banking house of J. P. Morgan moved into the big time in 1873 when you were able to break up banker Jay Gould’s monopoly on government bond sales. After Gould’s bankruptcy, the House of Morgan’s position was established as the most prosperous private banking house in the country.

Bailing out the government In 1895, with more successes under its belt, the House of Morgan was able to replenish the federal reserve with \$62 million in gold during the nation’s depression that year, thus preserving the redeemability of federal treasury notes. In short, the government was saved. (And you made a profit.!)

Engineering America’s railroads In the 1890s, you owned controlling interest in the nation’s major railroad lines, companies which

JOHN PIERPONT MORGAN - 2

owed a great deal to your personal skills in eliminating inefficiency, to your organizational ability, and to your personal charisma. Such railroads as the Chesapeake and Ohio, the Southern, the Erie, and the Northern Pacific were at one time part of your empire.

Clashing with Teddy In 1902, as part of his trustbusting plan, President Roosevelt ordered his attorney general to file suit against your Northern Securities Company for violating the guidelines of the Sherman Antitrust Act. The Northern Securities Company was a company pooled together from interests of two other railroad magnates, James J. Hill and Edward Harriman, as well as you yourself. The firm had a monopoly that controlled the American railroad industry. Underestimating the new president, you reportedly collared TR and said, “If we have done anything wrong, send your man to my man and they can fix it up.” TR refused, despite his earnest feelings that government and business should cooperate and that business should regulate itself. The company was dissolved in 1904 as a consequence of this prosecution. Thus, in this round TR won and you lost.



*If we have
done anything
wrong, send
your man to my
man and they
can fix it up.*



Buying out Carnegie for \$500 million Probably because only a handful of men could come up with such a large amount, you bought out Andrew Carnegie’s Steel Company in 1901 for \$500 million and turned it into the mightiest trust of all, United States Steel. In a later conversation, you admitted that if Carnegie would have asked \$600 million, you would have paid it! This deal with Carnegie illustrates the fact that no business venture was too large for the House of Morgan.

Solving the Panic of 1907 Perhaps your greatest achievement, solving the Panic of 1907, made it clear that never again would a *private* company be vested with so large a *public* responsibility. When the financial panic hit, banks closed their doors and some companies went out of business. Here entered “The Doctor of Wall Street,” J.P. Morgan. You bailed out a large, failing company, then a bank, then—New York City! You arranged or made loans; you warned speculators to stay out of the stock market; and you directed the flow of federal funds, arranged, ironically, by TR. In the end, persons blamed the panic on TR while you emerged a hero!

Leaving a sterling legacy It was you who put together some of America’s best and most enduring companies: U.S. Steel, General Electric, American Telephone and Telegraph, and International Harvester. A superb organizer and outstanding judge of subordinates, you love taking expensive business risks. As an avid art collector, you have bought priceless paintings, manuscripts, sculpture, and tapestries. You enriched mightily the collections at the Metropolitan Museum of Art in New York—a large gesture of *noblesse oblige*. Thus, you acted out your belief that successful men must also practice philanthropy,

JOHN PIERPONT MORGAN - 3

that is, giving away much of their wealth to endow schools, hospitals, libraries, and churches.

Praising and attacking

As J.P. Morgan, a man who deals with lots of money in controversial business ventures, it isn't surprising that you have friends and enemies (and rivals). Such persons are on this panel. Therefore, listen sharply during the discussion and add appropriate comments. Here are some guidelines:

- **TR** Although you two don't see eye to eye on very much, others likely exaggerate this fact too much. The president does irritate you. After all, he did refuse your offer to get your "men" together to solve a problem, and he also ordered his attorney general to file suit on one of your companies. But you still admire his toughness and courage. He definitely is "a man's man." *Possible remarks:* "Mr. President, let us be," or "Don't regulate us to death, Mr. President."
- **Rockefeller** Praise this compatriot. You both believe in the free-enterprise system with *no government interference*. J.D.'s magnificent Standard Oil could have been financed by you, but it wasn't. Still, you're kindred souls, up against the liberal reforms of TR, La Follette, and others. *Possible remarks:* "J.D., you're my man," or "J.D. and I want to do the job without Big Brother."
- **La Follette** Here is just another do-gooder working to change the laws against the business and financial communities. Obviously this reformer is going too far and you must point this out—clearly. *Possible remarks:* "Senator Bob, you're going to make this country a bunch of socialists. Stop pushing. Leave us alone," or "Bob, you're going too far with this regulation jazz."
- **Tarbell** She wrote an expose of Rockefeller's oil empire; consequently, she's basically a meddler, a woman who should be home raising children or spoiling grandchildren. *Possible remarks:* "Mrs. Tarbell, you're a female busybody. Go home and raise a family," or "Mrs. Tarbell, leave this business to us men."
- **Addams, Tarbell, and DuBois** All three, do-gooders in their fields, are trying to upset the competitive nature of things and reverse progress in our strong nation. Therefore, treat them as you treat La Follette, making similar comments.

Questions

From the emcee

- Why do you suppose people quake and quiver in your presence—fear of your money or your power?
- Could you make a quick deal over the telephone to show us how the Morgan magic works? (*Pick up the prop phone and make a big money deal with an imaginary person on the other end of the line.*)
- Did the federal government have to step in and regulate corporations like Rockefeller's Standard Oil, Carnegie's steel empire, or your Northern Securities company?
- Should we criticize industrial leaders in spite of their generous philanthropy? (Relate examples of your generosity.)
- What about TR's leadership: Was it helpful or just bluster?

From the audience

- What kind of museum pieces did you buy for New York's Metropolitan Museum? What kind of companies did you help put together with the House of Morgan financing?

From the historian

- Did it ever bother you to spend and collect millions of dollars in meaningless deals when within miles of your beloved Wall Street, thousands—perhaps millions—were starving and dying?

For Robert La Follette

- Don't I have the right to make obscene amounts of money if I want?

For John Muir

- Mr. Muir, what makes you more comfortable in the canyons of the Sierras than in the canyons of Wall Street?

Characterization

- You are an immensely powerful personality accustomed to dominating every situation. You rarely do business with those you don't respect (i.e., persons who didn't have money). Aristocratic and filthy rich, you should play him the same way.
- Be arrogant, uppity, abrupt, and dictatorial. Radiate a sense of personal superiority.
- You are a big man with thinning white hair and white moustache. You have piercing eyes, shaggy brows, and a large nose.
- Grab your lapels and fiddle with a pocket watch in a vest. Consider wearing several rings and a shiny stickpin.
- Point out the competitive nature of things, and that you, J.D., and Carnegie are richer than everyone else because of the "survival of the fittest" philosophy advanced by biologist Charles Darwin.



Prepare detailed answers beforehand.

Put your questions on cards and then ask at the appropriate times, or when the discussion drags a bit. Say: "I'd like to ask"

Acting Tip

Look for a picture of Morgan in an encyclopedia. Your history text or other books in your school (or local) library will help you get ideas for your attire.



Background

You are Jane Addams, perhaps the best known social worker in United States history. Ask most Americans who have a good grasp on our nation's history about the Progressive Era's social work and very likely your name will emerge. Better yet, those surveyed may mention your creation—Hull House—and the fact that your efforts to aid the poor in Chicago won you eternal admiration and the Nobel Peace Prize in 1931.

You were born on September 6, 1860, in Cedarville, Illinois, to parents who already had seven children. Your mother died when you were three years old, but your father, a state senator with Quaker tendencies, exerted a strong influence on you in your early years. You later attended Rockford Female Seminary in northern Illinois, a school versed in religion and the classics. Upon graduation in 1881, your interest in science led you to enroll at Women's Medical College in Philadelphia. This quest, however, was short-lived when you were forced to stop your studies after six months to undergo a spinal operation, indicating an illness which would, to an extent, plague you all your life. Convalescing from your illness and seeing the “ornamental uselessness” of a life common to women of your background, education, and income, you became seriously depressed. A trip to Europe, intended to relieve this malady, actually proved to be much more. While on a second tour of the continent, you visited Toynbee Hall, the famous settlement house in London's East End, and were duly impressed. With new vigor and a sense of potential usefulness, you returned to America eager to establish a similar social and cultural center in the Chicago slums' immigrant section. There you would aid young, middle-class women, desiring more than a homemaker's life. What you actually did was to improve the life of Chicago's poor on an even grander scale.

Your creation, Hull House, founded in 1889, became the most famous institution of urban, social work in America. It soon developed, after modest beginnings, into a great center for the city's struggling poor, giving them an introduction to a gentle side of life they were unused to in their grinding existence. For the next 45 years, you were devoted to the success of Hull House, and for your unselfish efforts won respect that no other contemporary American woman would gain.

Thus, your life did have an exalted purpose. The Progressive Era abounds with so-called do-gooders, but no name should receive more praise than yours. Because of your work, you deserve to sit in this forum in order to discuss with several of your contemporaries American life during the century's first 17 years.

Viewpoints and achievements

Use all this information to help you answer the emcee's questions.

Note: Do not carry these recollections on-stage. Instead, practice your answers several times. Have a parent or friend ask you the questions in advance so that you can practice your answers.

Creating and operating Hull House for nearly 50 years As founder of this most famous settlement house in America, you are proud of its success and the many services it provided for Chicago's slum-dwelling immigrants. At the start, you and a partner, Ellen Starr, had no experience, and as young women (29 and 30), it was difficult to convince people that you were serious about your task. Taking up residence in Mr. Hull's decaying mansion at the corners of Polk and Halstad streets, you immersed yourself in your new task. You began by organizing a kindergarten and a boy's club for gangs, and by offering to bathe babies. To be sure, early work at Hull House puzzled neighbors, but it was evidently impressive. Soon children of all ages and grown-ups of all sorts and conditions sought some help at your institution: to ask for a volunteer midwife, to learn sewing, to discuss socialism, to study art, to read Shakespeare, or ... to fill an empty stomach. Hull House was accessible, and no one who came with a need had to be concerned with red tape. You found it amazing that there were so many different human tragedies with which to deal. But you carried on. For nearly 50 years you worked to improve life in urban Chicago. You were responsible for Chicago's first juvenile court and first factory inspection law.

Clearly, Hull House became the prototype as the settlement house movement spread elsewhere. Hull House set the pace, and as a result you gained a national reputation. By the 1890s, visitors to Chicago put Hull House on their itinerary, along with the stockyards and the lake front. At one time, 2,000 people a week were coming to your fabled institution to watch the experiment in action.

It would have been easy to be distracted from your original task, but you remained committed to your mission. No task was too small. You even had appointments with garbage inspectors. Conversely, you also took on the powerful 19th-ward politician, John Powers, for his lack of concern for his constituents. This confrontation gained you the private name of "Saint Jane" among your critics. A progressive throughout, you jumped into politics seriously in 1912. At Chicago's Coliseum you arose to second TR's nomination by the Progressive Party on a platform of social welfare. Witnesses to your speech claimed that the audience listened carefully and gave you a tremendous ovation. Despite criticism that campaigning was unfeminine, you campaigned for TR and were disappointed when he lost to Democrat Woodrow Wilson, also a progressive.

Praising and attacking

As Jane Addams, you have more supporters than critics since, arguably, few could fault the reforms you helped bring about. So you will have no enemies in this forum in the Progressive Era. With regards to your responses to the others, let this be your guideline.

- **TR** You will praise this personal hero whenever you can. Your support for him was so overwhelming that you became involved in his campaign in 1912, a departure from your early stand to be nonpolitical. *Personal remarks:* “Mr. President, you’re our greatest reformer,” or “Here’s to TR, our best progressive!”
- **All the others** Make appropriate comments as you wish. Comments to Rockefeller and Morgan should likely be tart. On the other hand, remarks toward Tarbell, DuBois, and Muir should be positive.

Questions



Prepare detailed answers beforehand.

From the emcee

- What motivated you to improve the lives of poor immigrants in Chicago?
- What’s on your list and does it help you function better?
- What changes or reforms in the past 20 years were the most important and will prove to be the most durable?
- As a result of all these changes, is life really better now in 1917 than it was in the early 1890s or 1880s?

From the audience

- How come you never married or had children of your own like other women? Did your work at Hull House preclude a husband and family?

For John D. Rockefeller

- Mr. Rockefeller, we both know that money doesn’t always solve problems like poverty and ignorance, conditions I deal with every day. Sir, what do you suggest to lessen the problems of modern city living?

For John Muir

- Mr. Muir, could we use some Rockefeller money to establish youth camps in wilderness areas to pull diseased and poor young people out of cities like Chicago and show them another world? Would you direct these camps?

Put your questions on cards and then ask at the appropriate times, or when the discussion drags a bit. Say: “I’d like to ask”

Acting Tip

Look for a picture of Addams in an encyclopedia. Your history text or other books in your school (or local) library will help you get ideas for your attire.

Characterization

- You are usually portrayed as “old” (50s—by 1917, you are 57 years old). Gray hair in a bun would be appropriate. Wear a shawl and frumpy clothes.
- Make a poster with a list—Things to do Today. Include: See man about better water supply ... speak to board of education tonight ... hire new shop teachers ... buy bathtub for nursery ... see cook about adding Polish food to menu. The emcee will ask you about your list.
- Speak forcefully and insure that men such as TR and Rockefeller do not dominate the forum and keep the woman’s viewpoint from being expressed.
- When you are introduced, walk in slowly, acknowledge the applause, and stand next to the emcee.

Background

You are John Muir, America's greatest naturalist, and your work of alerting your generation to the dangers of ruining our natural wilderness areas has made you an important voice in history. To be sure, there have been more successful, wealthier, and more aggressive contributors to our heritage, but few can equal your service to the American future.

Unlike the rest of the people on today's forum, you were foreign-born, having entered the world on April 21, 1838, in Dunbar, Scotland. Your harsh, tyrannical father insisted that no son of his would be a time-waster. This charge meant that you, for example, could not read in the daytime so you awoke at 1 a.m. to read. Immigrating to America in 1849, the Muirs settled in Wisconsin, where, in 1861, you enrolled at that state's outstanding university to study science or medicine. In 1867, you made a decision: to seek the "inventions" of God and promptly set out on a foot tour, walking from Wisconsin to the Gulf of Mexico. Previously you had walked extensively in Iowa, Indiana, Illinois, California, Utah, and Canada. Carefully observing the flora and fauna, you kept extensive journals, which at later dates you pieced together into books and articles. The California trip proved to be an important journey. You decided to move there permanently with your wife, and you raised your two daughters there. It was in California, too, that the centerpiece of your life's work would be: beautiful and unspoiled Yosemite Valley in the Sierra Nevada Mountains.

Successful as a naturalist, horticulturist, and scholar, you were able to "retire" after 1891 devoting your days to further studies, especially writing articles on nature in such popular magazines as *Century*, *Harper's Weekly*, and *Harper's Monthly*, and full-scaled books dealing with the wilderness.

Viewpoints and achievements

Use all this information to help you answer the emcee's questions.

Note: Do not carry these recollections on-stage. Instead, practice your answers several times. Have a parent or friend ask you the questions in advance so that you can practice your answers.

Alerting the nation and influencing TR You did not walk around with a trumpet to announce what was happening to our forests, but you did write eloquently for decades of the dangers of cutting down too many trees and destroying our wilderness regions. When you started your crusade, you were practically a lone voice, for few persons during the 1870s and 1880s were challenging how industrial America was rapaciously devouring wilderness areas. In order to find mineral resources, millions of trees had to be chopped down for construction and fuel. (Too many Americans felt trees were simply in the way!) In two ways you were able to reverse this aggressive and careless trend.

JOHN MUIR - 2

First, your writings were lucid and fascinating, and convinced enough important people to start conserving natural wilderness areas. It must be noted that you were not exactly a quiet, solitary person, yet you were certainly not given to flamboyant oratory or rough political deals. Your persuasiveness was based on your study of glaciers and forests. The second way you alerted our nation was the guidance and wisdom you gave as you led various fact-finding groups and individuals into areas which needed attention. You literally camped with government delegates along rivers, in valleys, and on mountain tops to prove your points. Perhaps your most famous outing was with President Theodore Roosevelt in and about Yosemite, God's beautiful creation in mountainous California.

The opportunity was perfect for you to expound to a willing and sympathetic listener your views on the urgent need for more forest reserves and national parks. It must have worked, for during the next six years you saw the setting aside of 148,000,000 acres for the future, and the establishment of numerous national parks. In addition, your discussions with TR led to the preservation of the Grand Canyon, the Petrified Forest, and other national treasures.

Leaving a previous legacy Because you knew practically every nook and cranny of the West, Americans of your day respected your work and writings. You made them aware of the importance of leaving the wilderness alone, of not raping and developing it. It is fitting that one of the most important organizations in 20th century America, the Sierra Club, follows your tenets as it seeks to preserve the West from those who would convert it into a huge parking lot. The Muir Redwoods in California is a pristine forest above San Francisco, created as a tribute to your work, along with the Muir Trail, a lengthy hiker's path along the spine of the Sierras. Moreover, a later generation of Americans would adopt on a grand scale your devotion to walking as the perfect exercise. Clearly, you, John Muir, should rank with John Audubon and John Burroughs as America's troika of naturalists who made a contribution more enduring than most warriors, politicians, or athletes. Someone who saw prophetically called you "the friend of the wilderness," certainly a fitting epitaph.



Praising and attacking

As John Muir you have more supporters than critics. After all, you made few enemies walking through forests making notes in a journal. Therefore, don't expect to receive any major "slings and arrows" from, say, Rockefeller or Morgan. Conversely, most of the panel will be laudatory, and you should follow suit in praising most of them.

- **TR** Theodore Roosevelt is your political hero because he put into practice the ideas you espoused. He is sympathetic to your dreams, a man of action who complimented your work on a national level. Praise him continually. *Possible remarks:* “Theodore, you are my hero,” or “Mr. President, you’re preserving our wilderness future.”
- **Morgan** and **Rockefeller** Certainly these men are not your close friends, but they are not exactly your enemies either. Therefore, listen attentively to them, making any remarks you wish.
- **Tarbell, DuBois, Addams, and La Follette** All these “progressives” want change in their respective fields, yet La Follette, for you, deserves special praise. As governor of Wisconsin, he stood up to the state’s strong lumber industry and got legislation passed to preserve that state’s wilderness. *Possible remarks:* “Senator Bob, you did your part up there in our favorite state, Wisconsin!” or “Senator Bob, you were my favorite governor.”



Questions

From the emcee

- Did you and President Roosevelt camp in Yosemite and decide to protect our forests for the future?
- Would you show us how to properly water a potted plant/sapling?
- What changes or reforms in the last 20 years were the most important and will prove to be the most durable?

From the audience

- America is always going to have two kinds of people: those who want to cut down and build, and those who want to conserve and limit building. What do we do to increase the numbers of conservationists—teach them as children?

From the historian

- Mr. Muir, you believe that conservation of our natural resources is a number one priority. But how can you justify this in the face of people who even now are starving? Aren’t people more important than rocks, raccoons, streams, and trees?



Prepare detailed answers beforehand.

Put your questions on cards and then ask at the appropriate times, or when the discussion drags a bit. Say: "I'd like to ask"

For W.E.B. DuBois

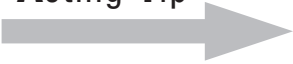
- Dr. DuBois, if blacks were able to be in positions to make policy concerning conservation of natural resources and the preservation of wilderness areas, would they make more enlightened policies than those whites have made during the last 100 years?

For Ida Tarbell

- Miss Tarbell, it's been more than 10 years since you published your expose of Standard Oil. What, in 1917, needs to be exposed by muckrakers like yourself?

Characterization

Acting Tip



Look for a picture of Muir in an encyclopedia. Your history text or other books in your school (or local) library will help you get ideas for your attire.

- You are a rather thin, muscular and wiry man because while in the wilds you lived on spare amounts of food, walking thousands of miles.
- Dress in old clothes, a farmer's hat, and high hiking boots.
- You have long, flowing auburn hair, a full beard, blue eyes, and a rather engaging personality. (Don't play a hermit.)
- Make witty, easy, vivid conversation with flashes of humor. In arguments be quick at repartee and use colorful phrases.
- Create your own John Muir, but using several of the above ideas will help you capture his essence.
- When you are introduced, amble in, looking like a hippie. Carry a small potted plant. When the emcee asks you about the plant, explain how to properly water it.

Background

You are John D. Rockefeller, one of history's richest men, but you started with basically nothing. In the post-Civil War era you worked arduously to build up the Standard Oil Company, certainly one of America's biggest and most successful corporations ever. Vilified, feared, yet respected and envied, you made a great impact on the entire growth of business and industry from the ending of the Civil War in 1865 until the present.

You were born on July 8, 1839, in Richford, New York, the son of a farmer and his straitlaced wife. Slowly moving westward, your family reached Cleveland, Ohio, in 1853, when the city was beginning to develop. After graduating from high school, you spent a few months at a commercial college before getting employment as a clerk in a produce commission house. In 1859, at age 19, you joined a young Englishman to start a trading business, which, at the end of the first year, saw a profit of \$450,000! This early success revealed your startling organizational genius. Very soon you joined another man, Samuel Andrews, in another business venture, oil refining. The firm of Rockefeller and Andrews rapidly became Cleveland's largest oil refinery, a success which prompted the opening in 1865 of another refinery, the Standard Works.

With the rapid development of the oil industry, competition became very severe, yet you were somehow able to survive this cutthroat competition. In 1870, the Standard Oil Company was officially chartered in Ohio, by a close group, including you and Andrews, with a capital of \$1 million. A year later Standard Oil paid a dividend of 40 percent. Using perhaps unethical, or at least questionable, business practices, including the much-maligned rebate, you consolidated your first trust and the world's largest and richest organization. From 1885 to 1917, you ran your oil empire as a king, making decisions to increase its size and its ungodly profits. Because of your successes and the importance of the industrial growth of America because of men like you, you have been requested to appear with some of your contemporaries to discuss controversial issues and viewpoints.

Viewpoints and achievements

Creating the first trust, Standard Oil While other men of vision and determination also worked diligently when you did after the Civil War, very few were as successful and made as much money as you. Clearly, your decision to enter the oil business in 1859 was propitious. In that year "Colonel" E.L. Drake dug the first oilwell near

JOHN D. ROCKEFELLER - 2

Use all this information to help you answer the emcee's questions.

Note: Do not carry these recollections on-stage. Instead, practice your answers several times.

Titusville, Pennsylvania. The new well pumped out 10-35 barrels of oil a day, an amount which excited those who were eager to invest, and sparked a rush for “black gold.” You threw in almost immediately and very soon were drilling, refining, and packaging oil for yourself. Farsighted and perhaps greedy, you got control of several forest to build your own wagons and barrels. You didn’t miss a thing in getting control of the oil business. By 1870, a joint stock company, the Standard Oil Company of Ohio, was incorporated, with you as president. Six years later, you said: “The coal-oil industry belongs to us.” You now controlled 90 percent of the refining business and almost all oil transportation. Standard Oil had nearly exclusive control—a monopoly—of the oil industry.

By 1882 desiring to control more efficiently the various companies you had acquired, you formed the *Standard Oil Trust*, a new form of business combination. Under the trust, stockholders gave up control of their stock, although still owning it, to a single board of trustees or managers. In exchange, stockholders received “trust certificates” that paid dividends from Standard’s huge profits. The trustees, by controlling all the stock, managed all the corporation within the trust. With this new Rockefeller “wrinkle” and the even greater profits envisioned, you and your company now came under attack. Probably because of the rebate method and other unsavory practices, hostility grew to a point where Congress finally passed the Sherman Anti-trust Act of 1890; its purpose was to try to control Standard Oil. The controversial rebate was a refund of a portion of the rate charged Standard Oil for transporting its oil. Without resorting to general rate reduction, it allowed railroads to grant special low rates, usually agreed to in secret, to a favored shipper. In effect, this was rate discrimination, and the public, along with shippers who paid the published rate, were outraged enough to protest vehemently.

At this same time, about 1900, the muckrakers emerged, and one of their favorite targets was your oil company. In particular, both Henry Demarest Lloyd and Ida Tarbell published harsh exposes. You were condemned for various alleged practices like rebating, price discrimination, industrial espionage, and even bribery. Congress responded to the outcry with laws, and the Supreme Court soon invalidated Standard’s original trust agreement. Finally, you were coerced into disbanding the organization in 1892. More pressure came over the years, but before you retired from active control in 1897, you made sure the company was perpetuated by starting up Standard Oil in New Jersey, New York, and Indiana. By 1901 your fortune passed the \$200 million figure.

Giving away millions to philanthropic causes Two philosophies that were part of the 1865-1925 era were Social Darwinism and the Gospel of Wealth. The first, an often misunderstood interpretation of Charles Darwin’s treatise on evolution, was applied in the post-Civil

JOHN D. ROCKEFELLER - 3

War business world to justify the exalted positions and wealth of the industrial “robber barons” like yourself. This “survival of the fittest” doctrine justified companies emerging stronger and wealthier because they were more adaptive and “naturally” better. Real or not, it was an accepted idea. The second concept, called “The Gospel of Wealth,” perhaps relieved the guilt successful persons might have felt over making so much money, stifling competition, and ruining other men. By 1890 it was reported that more than 4,000 millionaires existed in the U.S. They were free to spend as they pleased; they surrounded themselves with mansions and yachts; they hosted sumptuous parties with uniformed waiters. Many, like yourself, while justifying earning the wealth, felt that it carried some social responsibilities, too. Andrew Carnegie, your steel industry counterpart, said: “The man who dies rich, dies disgraced.” And so it was that philanthropy on a large scale began. Carnegie gave away most of his \$400 million fortune to causes before he moved back to Scotland to live out his life in a castle. You, John D. Rockefeller, had always believed in philanthropy; even in the beginning, as a clerk, you gave away 10 percent of your earnings. And as you grew wealthier, so did your benefactions. Overall, you gave away \$500 million in your lifetime and even bankrolled the University of Chicago. Because by 1913 your fortune reached a bloated and unbelievable \$900 million, you developed a staff of specialists to help you ladle out the dollars. Out of this came the Rockefeller Foundation, chartered in 1913, “to promote the well-being of mankind throughout the world.”

Praising and attacking

As John D. Rockefeller, you had an enormous amount of detractors and critics, some jealous over the “obscene” fortune you obtained, others because of the questionable methods of business competition. In any case, be prepared for sharp criticism from forum members. Conversely, get ready to dish it out, too. Fall back on some of your favorite quotations such as of these: “God gave me the money” and “The wonder of the American Beauty rose is possible only if weaker buds are picked and thrown away.” Here are some guidelines:

- **TR** Since he has been very instrumental in promoting reform and regulating business, you believe he nearly destroyed the natural beauty of the free enterprise system. Neither his successor, President William Taft, nor the current White House resident, President Woodrow Wilson, has been any better. *Possible remarks:* “Mr. President, you’ve ruined the free enterprise system in America,” or “Too much regulation means death to our capitalistic system, Mr. President.”

JOHN D. ROCKEFELLER - 4

- **Morgan** Certainly a partner in business, he should be praised for his deals. He's a product, like you and Carnegie, of Darwin's evolutionary theory. You're on top because you've survived—you're tougher, more resilient—*better* than the rest. *Possible remarks:* "J.P., great minds think alike," or "Morgan the Magnificent," or "J.P., we're cut from the same cloth." (Here also consider using your "American Beauty rose" quotation above.)
- **La Follette** Since this reform governor and senator is generally hostile toward monopolies and wealth, you will attack him. And don't forget, after all, that he called you the "greatest criminal of the age." He, like TR, was instrumental in reforming laws to break up business combinations. He's nothing but a socialist do-gooder. *Possible remarks:* "Fighting Bob is misinformed" or "La Follette: the enemy of the free enterprise system that has made America great. You, sir, should be ashamed."
- **Tarbell** She's an enemy, too, for her book, *History of the Standard Oil Company*, first raised the public's ire toward you and your methods that encouraged rebating. (Insert this favorite quote as you like: "Rule or Ruin.") So, read over everything and try dispassionately to explain why you were ethical in all your transactions and dealings. What she has written is fiction or poppycock. It just isn't true. *Possible remarks:* "Ida the Ugly," or "Miss Tarbell is a dumbbell," or "Miss Tarbell, you seem to be critical of what you don't understand."
- **Muir, DuBois, and Addams** You consider all these "bleeding heart liberal do-gooders" to be weak persons who could never make it in the *real* world of business. Make remarks you feel are appropriate. They're all liberals, socialists, and idealists who can't handle life as it is.

Questions

From the emcee

- How did you get into the oil business?
- Sir, what can oil be used for? (*Explain the uses of oil—lubricant, kerosene, waxes, and gasoline. Say, "Mr. (or Miss) _____, oil is a lubricant for machines, first of all. And, of course, it is the basis of gasoline for the new autocars, the kind now mass-produced by Henry Ford in Detroit. In the future, I see many, many uses for oil, including artificial products."*)
- Is it true that in the 1850s, before the machine age in which oil is being used as a lubricant, people were taking it like medicine, in a spoon? (Say, "Yes, that's correct.")



Prepare detailed answers beforehand.

JOHN D. ROCKEFELLER - 5

- Is this era just passing, now being called the Progressive Era, merely a brief time of change in a patterned 30-year-cycle, or is this era one that will have a permanent impact upon our nation?
- Has the government gone too far in its attempts to regulate American industry? Are we upsetting the natural selection process by the leveling or distribution of income?

From the audience

- What personal traits are necessary to make a lot of money as you did?

From the historian

- Mr. Rockefeller, you are no doubt the richest man in all of history, yet you pinched pennies and kept exact records of your smallest expenditures. I find these facts a bit contradictory. Would you care to comment?

For Ida Tarbell

- How much personal revenge was involved for you in choosing my oil company when in fact your father, years ago, was too weak to handle the competition and was nearly destroyed?

For President Roosevelt

- Mr. President, what makes a “good” or “bad” trust? And why was Standard Oil on your “bad” list?

Put your questions on cards and then ask at the appropriate times, or when the discussion drags a bit. Say: “I’d like to ask”

Characterization

Acting Tip

Look for a picture of Rockefeller in an encyclopedia. Your history text or other books in your school (or local) library will help you get ideas for your attire.

- You are a tall, lanky man, almost skeletal. You are absolutely unaffected by your millions.
- Since you are a shrewd and ambitious man, play the part accordingly.
- Interestingly, you are addicted to nothing except success—not tobacco, alcohol, gambling, or women! You are a simple, very frugal man who keeps detailed accounts of every penny spent.
- Wear a derby hat, plain vest, and plain stickpin. Carry a fancy cane.
- When you are introduced, walk in using a fancy cane. Shake the emcee’s hand vigorously. Parcel out pennies to each celebrity on the panel, making sure you write down in a small ledger book these expenditures in front of everyone.
- As you explain the uses of oil during the forum, give out samples (cans of oil).

Background

You are Dr. W.E.B. DuBois, one of the most educated and respected American Negroes of your time. You, too, might be termed a “progressive,” like most others in the forum, because you are working to change laws and attitudes affecting members of your race so they can enjoy a better life in the United States. For your work—a mixture of scholarship, protest activity, and organizational ability—many think you symbolize the black man’s quest for equality in this era.

You were born in Great Barrington, Massachusetts, on February 23, 1868. Always a good student, you earned academic honors, first in high school, and then at Fisk University (in Nashville, Tennessee), where you received your Bachelor’s degree in 1888. That same year you enrolled as a junior at Harvard University and graduated in 1890, *cum laude*. For the next few years you doggedly pursued graduate work at the University of Berlin, Wilberforce University (Ohio), and Harvard. You earned a Master’s degree in 1891 and a Doctor of Philosophy degree in History in 1895, both from Harvard. By 1896, you entered the teaching profession, taking a post in sociology at the University of Pennsylvania and writing two scholarly works to assure your position as a respected scholar.

After 1900 you worked to gain equal treatment for black people in a world dominated by whites; you worked to refute with absolute proof that *blacks are not inferior in any way*. (Your long life will be filled with successes and failures, especially after 1917 when this forum takes place. You died in 1963 at age 95!)

Viewpoints and achievements

Being a respected scholar This aspect of your professional life was no doubt the most lasting contribution. Your intense scholarship included being a poet, playwright, novelist, essayist, sociologist, historian, and journalist. In all, you wrote 21 books, edited five more, and published more than 100 essays and various articles. (Of course, many of these had not been written prior to 1917.) As a writer advancing the Negro cause, you were responsible for several works in this field, including *The Negro in Business*; *The Negro Church*; *The Negro American Family*; and *The Souls of Black Folk*. One novel followed, *The Quest for the Silver Fleece*, and then a history of black people, entitled *The Negro*.

Being a racial activist In tandem with this literary output, you were involved with the new Negro cause. You helped found the Niagara

DR. W.E.B. DU BOIS - 2

Use all this information to help you answer the emcee's questions.

Note: Do not carry these recollections on-stage. Practice your responses in advance.

movement in 1905, an all-Negro protest group of scholars and professionals. Soon after as literary organs for the Niagara movement, you founded and edited the *Moon* and then the *Horizon*. In 1909, you were one of several who founded the National Association for the Advancement of Colored People (NAACP), holding various vital positions in this distinguished and important organization. (Incidentally, present at the organization's formative meetings were Jane Addams and Lincoln Steffens.) The NAACP's monthly magazine, *The Crisis*, reflected your attitude when you edited the journal. Often bitter and critical of white America, *The Crisis* also kindled black pride and gave information to black and white Americans working for equal rights for *all* Americans. Oddly, while you were involved in the push for black equality in the Progressive Era, you belonged to the Socialist Party, not necessarily so unpopular an act as it was a bold one.

From your work and research, the current status of Blacks in American society became clear.

Place this information on a poster which you can carry into the forum.

- 90% of Blacks still live in the South, where repressive "Jim Crow" laws cripple equality.
- Blacks in the South are denied both legal aid and voting rights, and they are officially segregated in almost *all* walks of life because of the "separate but equal" doctrine promoted by the *Plessy v. Ferguson* Supreme Court decision of 1896.
- Blacks in the South (and in the North, as well) face exclusion and violence, after physical beatings and lynchings. Since the turn of this century more than a thousand Blacks have been hanged.
- Only 8% of Blacks in the South are enrolled in high schools.
- If Blacks migrate to the North, they encounter equal doses of this mistreatment, including bigotry, job and housing discrimination, and segregated neighborhoods.

Incredibly, the Emancipation Proclamation and addition of the Thirteenth Amendment to the Constitution, abolishing involuntary servitude, happened 50 years ago! True equality and freedom seem no closer today in 1917 than they did in 1867.

Your approach to what must be done differs from that of Booker T. Washington, the major Black voice before you. Washington advised Blacks to be accommodating to whites. He stressed that Blacks should work hard, acquire property, and prove they are worthy of their rights. No doubt, whites felt pleased with Washington's strategy.

By contrast, your assertive philosophy on how black Americans should achieve black equality makes clear that you believe Washington's beliefs seem to relegate blacks to second-class citizenship and submission to whites. Negro Americans, you say, need to *assert* themselves and, if necessary, *agitate* for what is rightfully theirs. Moreover, you believe that a 10% intellectual vanguard of Blacks, educated and cultivated, would save the race by setting a superior example to whites and other Blacks. Smacking of an elitism, this "Talented Ten" idea hasn't achieved wide support among American Negroes by 1917. But your efforts have not been in vain. You recognize that it will take constant pushing to achieve equality and it may take several more decades.

Praising and attacking

No panel member really wants to be hostile toward you or your ideas. Granted, you are somewhat of an agitator and balk at being too accommodating, yet you don't preach violence and immediate change. Still, be ready to explain clearly and forcefully what you do believe and how miserable American Negroes' status is in 1917. Be respectful to all of your contemporaries in the forum. Interestingly, no one on the panel has really supported Black equality, so don't expect wholesale agreement. To them, other issues are more important. (*You know that not one of them has any idea of what it has meant to be a Negro in America!*)

Make comments, praising and attacking, as you see fit. No suggestions are given here on what exactly to say to each person.

Questions

From the emcee

- Sir, have Negroes achieved equality with whites in 1917?
- Were you always a perfect student?
- Have the results of all the legislation of the Progressive Era been beneficial to *all* Americans equally, including minorities and women?
- Is life better now in 1917 than it was in the early 1890s or late 1880s as a result of all the "progressive" changes?
- If blacks were in position to make conservation and natural resources policies, would they demonstrate more enlightenment than whites have demonstrated with their policies during the last 100 years?



Prepare detailed answers beforehand.

From the audience

- If you could choose one thing to happen to uplift the colored people to full equality, what would you wish for?

From the historian

- Professor DuBois, blacks today have citizenship, the vote, and equality. What more is there to attain?

For Robert La Follette

- Senator, has the progress and equality of the colored people been achieved on your agenda? Was it ever?

For J. Pierpont Morgan

- Mr. Morgan, you're almost a self-made man. How do you suggest that colored people help themselves so that they don't resort to protests and violence.

Put your questions on cards and then ask at the appropriate times, or when the discussion drags a bit. Say: "I'd like to ask"

Characterization

Acting Tip

Look for a picture of Dr. DuBois in an encyclopedia. Your history text or other books in your school (or local) library will help you get ideas for your attire.

- The role will be easier to play if you are black. However, any non-black playing Dr. DuBois has to decide how "black" the interpretation will be. Use no black disguise. Speaking about blacks and referring to yourself as black will be adequate.
- You are a balding man with a small pointed goatee beard.
- Wear a suit and vest, carry a briefcase, and look scholarly and professional.
- Be forceful as you interact with some major-league competition: TR, La Follette, Rockefeller, and the others.
- When you are introduced, enter briskly, carrying several scholarly looking books and the chart on Negroes' status in 1917.
- When the emcee asks you about the chart, explain the statistics you have placed on the chart.

THEODORE ROOSEVELT - 1

Background

You are Theodore Roosevelt, the 26th president of the United States. You have been out of office for eight years. Your being here in the forum further distinguishes the program, and you look forward to meeting these distinguished Americans so that you can *energetically* share ideas and concerns about a country you have always loved profoundly.

You were born to wealthy parents in New York City in 1859. A sickly youth, but one with high intelligence and a desire to learn about everything, you overcame asthma, weak eyes, and a rather puny body to become a vigorous and energetic adult. Before the age of 30 you were a proud father, husband, state assemblyman, NYC commissioner, and assistant secretary of the navy.

During the Spanish-American War in 1898, destiny pushed you onto history's center stage. You lead the incredible Rough Riders, and, as their leader, successfully fought a 20-some minute battle on and around San Juan Hill in Cuba, a melee which vaulted you to national fame. Fame from that brief battle helped you become New York's governor for two years, and then rather quickly, Vice President under William McKinley.

When McKinley was assassinated in September 1901, you, with only six months' experience as vice president, became the 26th president at age 42. You were ready for the challenge. For the next seven and one-half years, you had a "bully" time leading the American people into the 20th century. The Age of Roosevelt overlaps with the so-called Progressive Era (1900-1917), a time in which great changes transformed the United States. Your leadership supported many reforms during these years. Your Square Deal administration was essential, in fact. Below are some issues you supported during this important era.

Viewpoints and achievements

Taking on the business trusts Even though you firmly believed in the free enterprise system, you carefully differentiated between "good" and "bad" trusts. Quite simply, "good" trusts served the public with lower prices, better products and increased efficiency; "bad" trusts harmed the public by limiting competition, raising prices, and marketing poor products. Bad companies grew out of control, stifled competition, and misused their power, so you supported congressional regulation to remedy these abuses. Further, you asked the attorney general to file suit against those trusts, under the Sherman Anti-Trust Act. One

THEODORE ROOSEVELT - 2

clear victory was the breaking up of the powerful Northern Securities Company, a railroad business headed by Wall Street financier J.P. Morgan, who fought the suit vigorously for two years. When the Supreme Court upheld the suit, other equally powerful trusts had been properly warned.

Use all this information to help you answer the emcee's questions.

Note: Do not carry these recollections on-stage. Practice your responses in advance.

Arbitrating the Coal Strike of 1902 In 1902, more than 140,000 coal miners walked off their jobs. They went on strike for a 10% to 20% pay raise, an 8-hour day, and recognition of their union. When a deadlock resulted in Pennsylvania between labor and management, you stepped in. As you saw it, the strike had dragged on needlessly. After months of negotiations, the threat of no coal for an upcoming cold winter galvanized you to action. On October 1, 1902, you invited owners of the mines and the union leaders to Washington. While the union seemed anxious to settle, the owners refused to negotiate. You were furious and threatened to send federal troops to seize and run the mines. This bold threat was enough for the owners to see the light. Months later, an arbitration board granted miners a 10% raise and a 9-hour day. Your intervention made life better for thousands of exploited miners.

Protecting the consumer In 1906 the American public was reading *The Jungle*, perhaps the most powerful muckraking novel, which graphically told of the exploitation of immigrant workers by factory owners in meat packing plants. Upton Sinclair, the author, went further, however, when he described the making of sausage. Including in the ingredients were rat hairs, chemicals, animal dung, human flesh, and dirt. Shocked by what you and public were eating as “breakfast sausage,” you ordered an investigation of the meat packing industry. After you read the report, you demanded congressional action. In 1906, with your approval, Congress passed the Meat Inspection Act. Soon after, the Pure Food and Drug Act was passed, outlawing impure food and drugs and forbidding misleading statements in advertising.

Fighting to conserve our national forests You were a man of wide-ranging interests, but the wilderness seemed to grab much of your attention. You were a hunter, rancher, bird watcher, and naturalist, so you knew how important it was to preserve America’s dwindling wilderness forests. Lack of legislation, wanton destruction, and careless farming had ruined nearly three-quarters of the nation’s forested areas. Influenced by famous naturalist John Muir, who happens to be in this forum with you, you reacted. Several visits to the West’s beautiful and scenic spots, especially California’s Yosemite Valley, made you resolute! Along with Gifford Pinchot, chief of the U.S. Forest Service, you doubled the number of national parks and increased the national forest land from 45 million to 195 million acres. In effect, you initiated a new national policy. Similarly, at your prodding, Congress passed the Newlands Reclamation Act to promote irrigating projects

THEODORE ROOSEVELT - 3

for the arid West. In 1908, you called political leaders to Washington for the White House Conservation Conference. This meeting led to a national awareness of conservation. Many believe this last act was your greatest contribution to the American future.

Regulating the railroads For decades it was clear that the railroad companies abused their powers in dealing with farmers and owners of small businesses, usually charging extremely high rates. Because the Interstate Commerce Commission (ICC) had proved ineffective, something else, another tactic, had to be tried. In 1906, you proposed a law to shore-up the ICC. The proposal became the Hepburn Act. Under it, if the shipper complained about high railroad rates, the ICC could set “just and reasonable” interim rates until a federal court reviewed the commission’s decision. Furthermore, the new act prohibited the railroads from handing out free passes and rebates; it also gave the ICC the power to investigate the almost “secret” bookkeeping practices of the railroads.

Praising and attacking

As TR, of course, you have both ardent supporters and outspoken critics even on this panel. Therefore, pay close attention to the conversation and add appropriate remarks from time to time. Guidelines for you are listed below.

- **La Follette** Praise him and his work. He’s a true progressive and wishes to reform the system through the democratic-legislative process. *Possible remarks:* “Bully for you, Bob,” or “By Godfrey, La Follette’s correct,” or “What a bully idea!”
- **Muir** You like John Muir. Praise him. Since you may be his only vocal supporter, don’t be reluctant to say something positive about the need to conserve our dwindling forests. You took several actions during your presidency to make him proud of you. *Possible remarks:* “John, the wilderness has you to thank,” or “Mr. Muir has his priorities in the proper sequence, by Godfrey,” or “What a bully idea!”
- **Morgan** Attack him. Free Enterprise is sacrosanct to you, but Morgan, the greedy financier, has gone too far. For excessive profits and control, he has forced Congress to act to regulate the economy and the courts to rule against such greed. His battle against the suit you initiated—the Northern Securities Company—is an example of his ego. *Possible remarks:* “J.P., you’re a crook,” or “You big boys play unfair, J.P.”

THEODORE ROOSEVELT - 4

- **Rockefeller** Like Morgan, he is greedy and plays the free enterprise game unfairly, using questionable means to stifle the competition (Standard Oil is a “bad” trust). But nevertheless he is an example of what hard work and determination can do and, therefore, is an example of the American Dream. So, attack and praise J.D. *Possible remarks:* “J.D., you’re a shining symbol of American ingenuity,” or “Mr. Rockefeller, you snuff out competing oil companies like an altar boy puts out candles.”
- **Tarbell, Addams, and DuBois** Make appropriate comments. These individuals have achieved in their respective fields, but too little time exists for you to comment on everyone and everything. However, Tarbell is the muckraker who sparked your interest in the need to reform Standard Oil. Therefore, you might say, “Ida, you’re a real Progressive,” or “Jane, we support ya.”

Questions

From the emcee

- Where do you get all that energy? Was life always positive (and optimistic) for you?
- Would you say that you, TR, had a great impact on the so-called Progressive Era?
- What reforms in the past 20 years will be the most durable? (*Stress your conservation policies.*)
- Was it necessary to regulate and break up powerful trusts? Explain about “good” and “bad” trusts.

From the audience

- Which of your achievements makes you feel most proud?

From the historian

- So, President Roosevelt, could you have accomplished all you supposedly did without all the phony dramatic gestures, the gritted teeth, and your ridiculous attempt to be the macho man?

For Jane Addams

- Miss Addams, had I appointed you to an important cabinet post 12 years ago, what would have been your first official action?

For John Muir

- John, if you and I were to take another camping trip to Yosemite in the Sierras, which one of these celebrities would you most want to take with us? Why?



Prepare detailed answers beforehand.

Put your questions on cards and then ask at the appropriate times, or when the discussion drags a bit. Say: “I’d like to ask”

Characterization

Acting Tip

Look for a picture of Roosevelt in an encyclopedia. Your history text or other books in your school (or local) library will help you get ideas for your attire.

- You should delight in playing TR, one of the most interesting and easy to mimic personages in our history.
- Be forceful and energetic. (He was a human dynamo, a kind of steam engine of a man who deeply loved his country and its flag!) Pound your fist into the other hand often as you say, “Dee-lighted” and “By Godfrey,” and “Bully!” several times (“Bully for you,” or “What a bully idea,” etc.).
- Wear a wool/corduroy jacket and riding pants tucked into hiking boots. Put on a huge moustache, a scarf, and a “cowboy” hat.
- When you are introduced, enter quickly, shake the emcee’s hand, squint your eyes, grit your teeth, and say “bully” a few times. End with a comment such as, “Dee-lighted to be here!”

Background

You are Ida Tarbell, one of the so-called muckrakers who wrote articles and books at the turn of the century, exposing corruption, graft, injustices, crime, and scandal. You worked to arouse the public and American legislators to reform the laws. You were very successful, and through your efforts, the federal government responded. The reading public was stunned when it read your *History of the Standard Oil Company*, a book compiled from your articles on J.D. Rockefeller and his corporation. From this perspective, your presence on this panel is essential, since Rockefeller and banker J.P. Morgan will no doubt challenge your findings.

You were born on November 5, 1887, in Erie County, Pennsylvania, the daughter of a small-time oilman soon to be ruined by the growing Rockefeller oil monopoly, which you, nearly 50 years later, exposed in your book, *History of the Standard Oil Company*. Hard-working and with a desire to succeed, you graduated from Alleghany College in 1880 with a bachelor of arts degree, and about the same time made a decision never to marry. Soon after, you joined the staff of the *Chautauquan* newspaper, eventually becoming its managing editor. With your ambition clearly evident, you went to Paris, studying at the Sorbonne and the University of Paris from 1891 to 1894. You survived by writing magazine articles. Your association with *McClure's Magazine* in the next two years led to your rise as a fearless American writer and to your promotion to editor of the *American Magazine*. Besides your muckraking articles and books exposing ills in society, you wrote several respected biographies. Yet, your national reputation can be traced to your two-volume *History of the Standard Oil Company* (1904), which came from a series of 19 installment articles which appeared in *McClure's* magazine.

Viewpoints and achievements

Being a famous muckraker Your involvement as a writer during the Progressive Era alerted the American public to the wrongs in a society that needed righting. “Progressives” as reformers owed their impetus to reform movements of decades before. Yet, progressivism of the early 1900s, your era, grew out of the abuses that had come from unregulated industrialism and urban expansion in the years prior to 1900. Thus, from these abuses came a huge agenda for progressive writers, or “muckrakers” to address: political corruption, child labor, temperance reform, women’s rights, further democracy, education for the poor, business regulation and consumer protection. Incidentally, the term *muckraker* came from President Roosevelt himself, who

compared the writers who exposed ills to a character in John Bunyan's *Pilgrim's Progress*, who spent most of his time raking muck and filth. Although for a decade or so muckrakers laid bare society's problems, they usually offered few solutions. What they did do effectively was stir up their readers so that they called for reform.

Exposing Standard Oil You began your monumental muckraking work, *The History of the Standard Oil Company*, in 1900; you interviewed oil industry leaders and analyzed voluminous documents related to the complex Pennsylvania oil industry. You closely scrutinized the secret agreements, or rebates, which had given oil magnate John D. Rockefeller special advantage on his road to power and wealth. From the beginning your research made you deeply critical, a view influenced by your childhood memories of your father's experience with Standard Oil. In addition, a recent book by Henry D. Lloyd, *Wealth Against Commonwealth*, was hostile toward Standard Oil, and had some impact on you. All in all, the moral outrage from your past, the Lloyd book, and your research made for a stunning chronicle of Rockefeller's manipulations and unethical business practices. Oddly enough, you weren't really an enemy of the oil monopolies. Moreover, you found much in Rockefeller to praise: his energy, piety, and philanthropies. But did Rockefeller's giveaways justify his earlier robbing of everyone else? (He made billions and gave away millions?) In any case, you now were called the "Terror of Trusts."



Thus, the Progressive Era might be labelled a 'Golden Age' for writers with social consciences.



Your sensational masterpiece was part of a larger mosaic pieced together by all muckrakers. Able and bold writers abounded in the first years of the 20th century. Fellow muckrakers included John Spargo, Lincoln Steffens, Upton Sinclair (whose work *The Jungle* exposed unsanitary and exploitative meat packing practices in Chicago), David Graham Phillips, Mark Sullivan, and Ray Stannard Baker, all published scores of books and magazine articles exposing the "filth" in American life. Thus, the Progressive Era might be labelled a "Golden Age" for writers with social consciences.

Serving as a role model for contemporary women Demonstrating an independent spirit from an early age and an ability to work successfully in a man's world as an adult, you indeed serve as role model for 1917's new women. Taking heart from you and others, American women now make up about 20% of factory and office workers. By 1910, more than 6,000 women were being graduated from American colleges, many to take up careers in the professions. Others seeking lives outside the traditional roles in the home have become active in the temperance movement. With fewer children, or none at all, many women got involved in the suffrage movement, following Susan B. Anthony's and Carrie Chapman Catt's leadership. Progressive states such as Wyoming, Colorado, Utah, and Idaho had given the precious

vote to women. Your work as a writer and your life as man's equal serve as beacons for the changing status of American women in 1917.



Praising and attacking

As Ida Tarbell, the muckraker, you obviously made enemies, since your articles and books criticized some business leaders and their methods. Since you particularly singled out John D. Rockefeller, who is on the panel, you must be ready to fend off the "slings and arrows" he sends your way. (Remember that you do admire him in many ways. What you disliked were his methods of eliminating competition—the focus of your masterpiece on Standard Oil.) Here are some suggestions on how to relate to panel members:

- **TR** The former president has earned your praise. After all, he had made trust busting—breaking up the power of several companies banding together—a priority in his Square Deal administration. *Possible remarks:* "Mr. President, you've done well," or "Roosevelt, the Trustbuster."
- **Rockefeller** He will be openly hostile because you were most critical of his methods of business dealings in your book. So as mentioned above, return his fire. *Possible remarks:* "John D., you snipped off competition, like you would trim a rose bush," or "J.D.'s real name should be 'Reck-a-fellah' or 'Rock-my-Father'!"
- **Morgan, Addams, DuBois, Muir, La Follette** Reacting to them doesn't require special advice. Obviously, all of them are on the same progressive team. Morgan's beliefs may be closer to J.D.R.'s than yours, but not clearly enough to have you attack him too much. Make comments as you wish.



Questions

From the emcee

- Tell us about the "Votes for Women" placard you're carrying.
- Were the results of all the reforms and changes over the past 20 years beneficial to all Americans equally, including minorities and women?
- Are women going to get the vote very soon, as it appears they will?
- Did the government *have* to step in and regulate corporations like Standard Oil, Carnegie Steel and Morgan's Northern Securities? Why?
- Should we criticize Rockefeller despite all his generous philanthropy and modest living?



Prepare detailed answers beforehand.

From the audience

- How did you go about choosing Standard Oil to expose?

From the historian

- Why did you choose to write your fine expose on the Standard Oil Company, rather than the steel or railroad industries?

For John D. Rockefeller

- Mr. Rockefeller, I admire your organizational skills, your energy, your piety and your generosity. Had you ever considered, sir, giving away *all* your money when you die, as Mr. Carnegie has done?

For Theodore Roosevelt

- Mr. President, what disgusted you the most after reading *the Jungle*—treatment and exploitation of the immigrant workers, or the unsanitary practices (and unsavory ingredients) of the meat packing plants?

Put your questions on cards and then ask at the appropriate times, or when the discussion drags a bit. Say: "I'd like to ask"

Characterization

Acting Tip

Look for a picture of Tarbell in an encyclopedia. Look for turn of the century drawings or photographs of the Gibson Girl style. Your history text or other books in your school (or local) library will help you get ideas for your attire.

- You are a devout, energetic, and single-minded person. Perhaps a younger, prettier version of Jane Addams.
- Wear a long dress to resemble a suffragette. Wear your hair up.
- Above all, in the discussion, don't be a wallflower even though the real Ida was shy. Be forceful, much like you'd think the New Woman of 1917 might be. She would be confident, articulate, and feel that she was equal to any man of her day.
- As you enter, carry a small placard exhibiting the phrase "Votes for Women" so the emcee can break the ice by asking you about it.

AUDIENCE QUESTION
for John D. Rockefeller

Sir, I'd like to be as "rich as Rockefeller."
So, I was wondering, what personal
traits are necessary to make a lot of
money like you did?

AUDIENCE QUESTION
John Muir

Sir, America is always going to have two
kinds of people: those who want to cut
down and build and those who want to
conserve and limit building. What do we
do to increase the numbers of conser-
vationists—teach them as children?

AUDIENCE QUESTION
for Ida Tarbell

Ma'am, how did you go about choos-
ing Standard Oil to expose? Why that
company?

AUDIENCE QUESTION
for Robert LaFollette

Fighting Bob, did you ever worry, when
you were crusading, that reforms you
fought for would destroy the capitalistic
system by encouraging the federal gov-
ernment to regulate our businesses. Sir,
you helped turn the U.S. into a socialist
state. Were you really aware of what you
were doing, senator?

AUDIENCE QUESTION
for Dr. W.E.B. DuBois

Doctor, if you could choose one thing to
happen to uplift the colored people to
full equality, for what would you wish?

AUDIENCE QUESTION
for J. Pierpont Morgan

While I'm disgusted about the \$500
million you paid for Carnegie Steel to
convert it to U.S. Steel, I'm more inter-
ested in the kinds of museum pieces
you bought for New York's Metropolitan
Museum. And, sir, what companies
did you put together with the House of
Morgan financing?

AUDIENCE QUESTION
for Jane Addams

How come you never married and had
children like other women? Did your
work at Hull House preclude a husband
and family?

AUDIENCE QUESTION
for Pres. Theodore Roosevelt

Mr. President, you were active in protecting
the consumer after you read *The Jungle*; you
helped union laborers when you resolved
a major coal strike; you kept monopolies
in control by doing some trustbusting; and
you arranged to set aside millions of acres
of wilderness for national parks. Sir, of all
the things that you did, for which do you
feel the most pride?

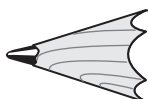
AUDIENCE REACTION FORM - 1

Progressive Era Forum

Directions: Fill in the guests' names and take notes as they speak.

Name _____ Period _____

Guest	Guest's views	Why you agree or disagree



Take detailed notes!



AUDIENCE REACTION FORM - 2

Progressive Era Forum

Name _____ Period _____

Directions: Answer the following questions.

Which guest expressed views closest to your own?

Whom do you admire the most? Why?

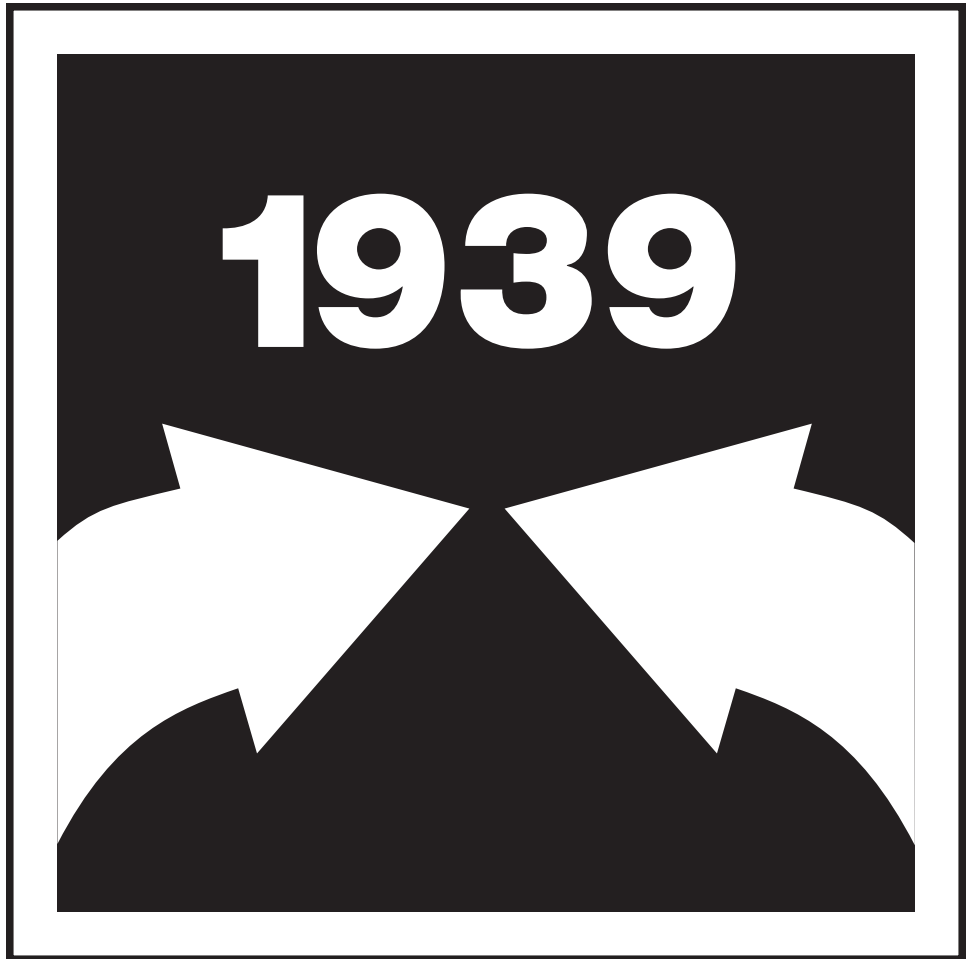
Whose views were presented most clearly? Give an example of his/her eloquence.

What were the historian's main ideas?

Why should Americans remember one (or more) of the historian's ideas? Explain.

NEW DEAL ON TRIAL

Franklin D. Roosevelt's leadership during the agonizing 1930s is put on trial



Great American Confrontations

PURPOSE

History teachers throughout the United States are being asked to perform Herculean tasks. Not only are they expected to cover nearly 400 years of history in great detail, they are also expected to present some aspects of career and computer education and to introduce their students to *critical thinking skills*. **Interact** created this Great American Confrontations series for your history classroom to help with the latter responsibility.

Interact's experience has been that these historical confrontations present controversial historical subjects in an imaginative, interesting way. Your students should be instantly involved. They will *confront* those individuals in our past who put careers, fortunes, and, frequently, their actual lives on the line. Thus, these persons in our past lived the tradition of free speech and active citizenship in our society. Having done so, they enriched our American heritage with their diverse opinions and active lives.

From this trial experience, your students will specifically gain the following while participating in one of the classroom's most involving of all cooperative learning models—the courtroom trial:

- Understand the vital issues facing President Franklin D. Roosevelt, and why both he and his New Deal generate historical controversy
- Learn the philosophies and legacies of important persons during the agonizing 1930s.
- Appreciate the importance of presenting a *sequential* case during a trial.
- Understand the idea that all ideas have merit and that there is usually more than one side to important issues.
- Understand the trial procedure
- Sharpen the skill of differentiating fact and opinion.
- Sharpen listening, note taking, and discussing skills.

NATURE OF THIS SERIES

This confrontation, New Deal on Trial, was developed for several reasons.

1. First, the author saw a need to have students assess the positive and negative aspects of a highly significant presidential administration whose controversial aspects many of them do not immediately recognize. Perhaps because of Watergate and Iranscam ordeals many students often accept without any probing analysis the flaws, lack of ethics, and other illegalities of certain presidencies. We teachers should zero in on such topics, for they can hold our students' fascination and transform into flesh and blood often overlooked or colorless events.
2. There will always be a need to study and evaluate the personal contradictions and actions of Franklin D. Roosevelt, a man who guided our nation through 12 amazing and uniquely difficult years. FDR, while nearly always listed in the top five in presidential greatness polls, nevertheless remains, next to Richard Nixon, our most controversial president. This activity will help sort out the New Deal's intrigues and give students a clearer picture of FDR's motives and actions during the 1930s.
3. The Great Depression itself has its own reality, an era so devastating that it nearly defies category and understanding. New Deal on Trial will allow your students to learn about human misery on a large scale and to understand how one president and his "brain trust" grappled with finding workable solutions to problems few could define, much less master. The Roosevelt revolution should serve as a model for all future attempts to deal pragmatically with human problems until a glimmer of hope appears.
4. Finally, this confrontation, as do the other seven in this series, deals cleverly with an historical topic so that students will find it next to impossible not to get involved. They will not sit passively in class, possibly only half listening while the teacher and a few students analyze the New Deal. Because they will find themselves caught up in the issues, they will inevitably learn about those troubled years following FDR's inauguration in 1933. They will take increasing responsibility for their own education. Your students' positive reaction to this role-playing activity—students /love trials—will justify the time and energy you will pour into this confrontation. They will remember when they participated in an imaginary trial of one of our most fascinating presidents.

*Anyone doubting that such presentations can be effective should check out Steve Allen's marvelous **Meeting of the Minds** series.*

OVERVIEW

In this one-period activity several of your students will role play historical characters in a 1939 *fictional* trial established to decide whether or not the actions of FDR and his New Deal administration during the Great Depression has had a *positive* or *negative* legacy for our country.

Roles

- **Judge** This role-player uses the TRIAL SEQUENCE SHEET while striving to fairly preside over the trial.
- **Bailiff** This role-player keeps order, swears in witnesses, and aids the court in any way possible.
- **Attorneys** The defense and prosecuting attorneys present their cases with opening and closing remarks and question witnesses.
- **Alfred E. Landon** Former Republican candidate for president against FDR in 1936, Landon paints his party's view of FDR—"a socialist and a dictator."
- **Robert Taylor Green** A 1930s businessman who experienced an economic roller-coaster ride, Green explains how the New Deal affected his company's struggle for recovery.
- **Charles Evans Hughes** The influential chief justice of the United States explains that he and his colleagues found some New Deal acts and agencies unconstitutional and "socialistic."
- **Herbert C. Hoover** President 1929-1933, Hoover lost to FDR in 1932. He speaks against FDR's New Deal and what he feels is its destruction of America's self-reliance and "rugged individualism."
- **Clarence T. Richmond** A Tennessee farmer who left ruin and near starvation under President Hoover to reclaim self-respect by surviving under FDR, Richmond has particularly interesting information to present regarding the Tennessee Valley Authority.
- **Louise "Ma" Kincaid** A destitute mother, Kincaid heroically tried to keep her family together during the "hard times" until the New Deal rescued her, her family, and others like her—persons who had been facing starvation and permanent poverty.
- **Millard D. Smithers** A 19-year-old man who gained meaningful employment in a CCC camp after months of wandering New York City's streets as a vagabond, Smithers tells the court about one of the New Deal's most successful and least criticized agencies, the Civilian Conservation Corps.
- **Franklin Delano Roosevelt** As president of the U.S., Roosevelt defends his New Deal programs and his pragmatic philosophy of experimenting until something lessens the economic woes and human suffering.
- **Jurors/Court Reporters** These roles are filled by the remaining students, all of whom take notes on essential ideas and testimony in their JURORS' LOGS. Twelve jurors render a verdict on the New Deal's place in history.

SETUP DIRECTIONS - 1

1. **Understanding the confrontation** Read the entire packet at least 10 days prior to assigning any roles or determining how you will introduce the activity.
2. **Assigning roles** Once you are familiar with exactly what happens, carefully determine the students you will have play each key role—particularly the attorneys. Your brightest and most articulate will likely do the best work here. (*You may want to play one of the attorneys yourself, pitting a bright student against you, one who will love the challenge.*) Don't give all roles to your most capable students. Try to teach the whole class to share responsibility for teaching/learning—particularly if you are going to be doing several of these confrontations or other *participatory* activities during your course (e.g., you might be doing several of **Interact's** 25 American history re-creations). Many students rise to the occasion when they are in a class where *everyone* is expected to help teach.
3. **Allocating time** Care has been taken so that this activity requires only one class period for the actual trial. If you have prepared carefully (i.e., have motivated everyone in advance, have duplicated and distributed key handouts, and have set up the room to resemble a courtroom), one period will be adequate—except for the appropriate debriefing/testing. Some preparation, however, is necessary.



*This activity
requires only one
class period.*

Five or more days before the confrontation

- Duplicate all materials (see #4).
- Select students for key roles, and give them their handouts.
- Find and order for your classroom any furniture you intend to use to make the class look more like a courtroom.
- Obtain the use of the school video equipment and a capable person to use it if you intend to make a video of the trial.
- Have your FDR seek out the school nurse to locate a wheelchair he/she can ride in during the trial.

One day before the confrontation

- Meet with persons playing key roles. Answer all questions and insure that everyone knows what to do.
- Encourage students to wear costumes as described on their handouts. This confrontation has worked extremely well in the authors' classes since 1985, and we feel that the costumes have definitely aided its success.
- Seriously consider giving the attorneys and their witnesses time to go off by themselves to rehearse their questions and answers sessions. The popularity of many TV and motion picture courtroom dramas should encourage your students to do a good job.
- If your students are not thoroughly grounded in the reality of the Great Depression and the New Deal, present whatever additional background you feel is appropriate to them. A filmstrip,

SETUP DIRECTIONS - 2

video, motion picture, or lecture presented by you or a guest speaker (who lived through the Great Depression and FDR's presidency) would be helpful.

- Confirm all deliveries of furniture and equipment.
- Consider locating some dynamic theme music to help set a mood for the trial. *Happy Days Are Here Again*, the 1932 Democratic campaign song, would work well.

4. **Duplicating handouts** For each class using the trial, duplicate the following materials:

- BACKGROUND SHEET (class set)
- TRIAL SEQUENCE SHEET (10 copies—for judge, attorneys, key witnesses, and bailiff)
- PROSECUTION ATTORNEYS (two copies—one for each prosecution attorney)
- DEFENSE ATTORNEYS (two copies—one for each defense attorney)
- Witness handouts (appropriate handout for each witness)
- JUROR'S LOG (one for every student except judge and attorneys—they'll be too busy to take notes)

5. **Adding flourishes to the confrontation**

- Your entire class will enjoy the activity more if they really “get into” their roles. Each role sheet gives hints on how to dress and act. Nevertheless, you should personally emphasize how important it is to dress up, to speak a certain way, and to stay “in character” while role playing. Give them specific ideas on how to make their characters believable and real.
- Have all role-players meet. Help these students realize and feel the importance of their task. *Stress to them: “Essentially you students are teaching the class during this confrontation.”*
- Being careful not to make light of a very serious topic.
- Encourage students to come up with ideas to make their presentations more interesting and memorable. Let them “run” with flourishes of their own.

Little extra flourishes such as these will really get your class into the proper spirit to learn about the agonizing years of Franklin Roosevelt's presidency.

DEBRIEFING/TESTING

Debriefing

1. Do not overlook spending at least one class period for debriefing and possible testing. After an intense involvement, students need your guidance in making sense out of all the confrontation they have just experienced.
2. Have each juror speak briefly to the class and explain his/her decision.
3. Once all jurors have spoken, have a general discussion in which you encourage all class members to discuss questions such as these:
 - What exactly do you think FDR meant by his term *The New Deal*?
 - What evidence can you present that FDR had no clear political philosophy, that instead, he was a *pragmatist*, a sort of quarterback who called different plays until he achieved what he was trying to achieve?
 - Some critics say “FDR saved capitalism.” Others say “FDR ruined capitalism.” Do you see truth in either statement?
 - How have our attitudes toward government’s responsibility to help people changed since the Great Depression? Is America a better or worse nation as a result?

Testing

1. Possibly end the confrontation by giving students a short or long essay examination. Here is a question the authors have found to be quite challenging for capable students. (If it is inappropriate for your students, adapt one or more essay questions from those above which you used during debriefing.)

*Even today the New Deal measures that FDR proposed and pressured congress to pass to relieve the Great Depression’s problems remain controversial. Take a strong **pro** or **con** position on the New Deal and write an impassioned closing statement you might give to a courtroom if you were speaking **for** or **against** FDR and his New Deal.*

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Was the New Deal a radical departure from the past, or was it merely an extension of progressive reforms already part of the American liberal tradition?

American historians can find no hotter topic than the New Deal—the administration and policies set forth by President Franklin Delano Roosevelt during the Great Depression of the 1930s. Yet, no one disagrees that the New Deal changed America forever. The issue that divides Americans, however, is this: *Was the New Deal a radical departure from the past, or was it merely an extension of progressive reforms already part of the American liberal tradition?*

Origins Two or three years after the Stock Market Crash of 1929, Americans found themselves in dire straits. What everyone thought was temporary now seemed permanent. The effects of the greatest and most severe depression in United States history were devastating. As many as 12 million—perhaps a third of the entire labor force—were out of work. By 1932, clearly the worst year of all, many were receiving relief from churches and private charities. Some had given up and were near starvation. Only bread and soup kitchens kept them alive.

Many Americans were psychologically starved as well. The “hard times” lacerated many Americans’ confidence in themselves. Robust and self-respecting men were suddenly reduced to indigent job seekers. When few opportunities came up, many fathers lost faith in themselves and abandoned their families. Many jobless Americans felt that they, somehow, were responsible for their plight. In some cases, suicide seemed not exactly heroic but the manly thing to do.

New Deal To combat the physical and spiritual malaise that blighted America, Roosevelt, chosen in a landslide over the incumbent, Herbert Hoover, in November 1932, dedicated himself to attacking the widespread misery and economic collapse. It was to be the most challenging task ever for a United States president since Abraham Lincoln, who faced a divided union in 1861.

After his inauguration in March 1933, Roosevelt quickly girded for action. What followed was an avalanche of “alphabet soup” agencies and acts to combat the various results of the Great Depression. Each agency tried to solve or lessen a desperate malaise. For example, the Civilian Conservation Corps (CCC) attempted to give work in forested areas to young men who, heretofore, had been without work. The Agriculture Adjustment Administration, to name another, tried to deal with the farmers’ surplus in an unorthodox way. To aid in creating such bills and to pressure Congress to pass these bills, FDR turned to Democratic party veterans plus a new “brain trust” of intellectuals and college professors. From their fertile minds came, among other programs, the National Recovery Administration (NRA), Federal Emergency Relief Administration (FERA), Tennessee Valley Authority (TVA), and Social Security. Good or bad, the idea that “something must be done” permeated the New Deal from 1933 through 1936.

BACKGROUND SHEET - 2

Critics With the Roosevelt charm in evidence, public confidence increased; the debilitating effects of the Great Depression seemed to lessen. Critics of FDR's New Deal sprang up and mercilessly attacked the administration's methods. To many critics, the New Deal was socialistic, even communistic. It was, critics said, ruining the free enterprise system when it allowed massive government interference into the regulation of the nation's economic life, sick as it might be. Recently defeated President Hoover was correct, they reasoned. This former president stressed that the nation should let the "rugged individualism" of its people solve the problems for America, as it had always done. Tough people will manage their difficulties. Don't let big brother destroy initiative. When big government enters an individual's life on such a grand scale, it is pure and simple socialism!

Other critics focused their anger not on the socialistic New Deal programs but on the architect of them all—FDR—"that man in the White House." They stressed that he was the one who gained the most from all this intrusion of big government spending and power politics. Roosevelt, quite simply, was becoming a dictator. These critics were convinced that FDR was using the pretext that the country was in a dangerous and historically unique situation to exploit the economic catastrophes so that he could become a literal dictator.

Supporters While the critics hounded his actions, FDR had legions of supporters. Among their beliefs was the idea that FDR was working within the capitalistic system to save it, not destroy it. The New Deal programs and agencies were not socialistic, illegal, or unconstitutional; they were merely extensions of ideas and precedents already part of the American system. At worst, these agencies were created by stretching the Constitution just a bit—much the same way Abraham Lincoln and Woodrow Wilson had stretched the great document to meet difficult times and situations. Additionally, FDR was no power-hungry politician. He was, in fact, a conservative well aware that he must act to preserve the precious system his critics said he was sabotaging.

New Deal on trial With all this firmly in mind, it is time to put the New Deal on trial. We must properly evaluate its historical importance, its legality, and its successes and failures during the Great Depression.

- Did it relieve suffering, or did it give false hope?
- Was the New Deal a revolutionary or evolutionary administration?
- Did it create a dictator or a benevolent leader destined for greatness?
- Did it change America into a socialist nation and destroy the free enterprise system, or did it save our nation in its time of gravest economic peril?

Whether you are a participant or thoughtful observer, the ideas you learn from this activity will help you understand a most significant era in our history.

PROSECUTING ATTORNEYS - 1

You have been selected as one of two prosecuting attorneys in this imaginary trial assessing the historical significance of the New Deal. To make this trial a successful learning experience for you and your classmates, work diligently to apply the suggestions below.

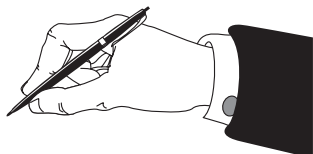
Procedure

1. Immerse yourself in the 1930s time period as much as possible. Read over all the material **before** the trial begins. Also strive to master your American history textbook's content on Franklin Roosevelt and the New Deal. If you have a chance to hear/view any of the trial's historical figures on audiotape, videotape, or motion picture prior to acting as an attorney, do so.
2. Divide the responsibilities and tasks with the other attorney on your side. Meet a few times in advance to rehearse your parts.
3. Work up some strategies or techniques to gain the upper hand over your opponents.
4. Try to get a conviction against the New Deal.
5. When you feel the other side is overstepping its authority while questioning one of your witnesses, object on one of these grounds:
 - "Objection, your honor. My opponent is badgering the witness."
 - "Objection, your honor. My opponent is putting words in the witness' mouth." Or "...is leading the witness."
 - "Objection, your honor. The question is irrelevant and immaterial."
6. Wait for the judge to rule. The judge will say either *sustained*, meaning a new line of questioning is called for or *overruled*, meaning that the attorney you objected to may continue with his/her line of questioning.

Questions for your witnesses

Herbert Hoover

1. Sir, what did you do as president to alleviate the miseries of the early depression and not resort to government handouts?
2. What was the RFC?
3. Then how do you feel about federal government intruding into an individual's life?



PROSECUTING ATTORNEYS - 2

4. What was “rugged individualism” and how did the New Deal destroy it?

Robert Taylor Green

1. Mr. Green, did you suffer at all when the early depression set it?
2. But you pulled out of it? How did you manage this?
3. Sir, what happened to—a streak of bad luck and timing after you were on your feet again?
4. Specifically, you differ with the government’s NRA code. What is this all about?
5. Mr. Green, what worries you about the New Deal?

Charles Evans Hughes

1. Mr. Chief Justice, do you believe in the sanctity of the separation of powers idea of the revered Constitution?
2. Sir, exactly what did President Roosevelt do to endanger this concept? In brief, what was this court packing idea specifically?
3. Roosevelt felt the New Deal was hampered by an independent judiciary. Is that right?
4. I understand that this so-called court packing scheme didn’t work out. What exactly was the reaction?

Governor Alfred Landon

1. Governor Landon, is this country in trouble? How so?
2. Sir, is the Roosevelt New Deal weakening the American character and destroying the free enterprise system?
3. Is a planned and well-ordered economy detrimental to our nation?
4. Governor, how close are we in this democratic nation to becoming a dictatorship? Does Roosevelt have too much power?



Questions for the defense witnesses

Louise “Ma” Kincaid

1. While we can all appreciate your struggles, Ma Kincaid, do you really think the long-range results of Roosevelt’s New Deal socialism have been beneficial?
2. Mrs. Kincaid, wouldn’t most of your difficulties have gone away in time without the New Deal and “Dr.” Roosevelt’s aspirin remedies?
3. Were you aware that much of your sons’ wages came from worthless boondoggling projects and agencies wherein a man could be paid for leaning on a shovel?
4. Don’t you give just a wee bit too much credit to the New Deal? Come on, be honest!

PROSECUTING ATTORNEYS - 3

Millard Smithers

1. Millard, did you ever feel like you'd been forced or drafted into the Civilian Conservation Corps? Did you have a choice?
2. Sir, were these tasks you performed in the mountains really valuable or worthwhile jobs? They sound like silly "make-work" jobs so typical of New Deal legislation.
3. Thirty dollars a month for all that hard labor—did you ever feel exploited—I mean I wouldn't do all that slave labor for a mere \$30 a month!

Clarence T. Richmond

1. Farmer Richmond, is a definition of socialism one in which the federal government assumes control of a once-private industry?
2. Isn't it clear that the New Deal's TVA project was socialistic in that private industry couldn't compete with TVA in that region?
3. You say that it was easy to look past the label of "socialistic" because TVA worked to alleviate poverty and to efficiently run the dams on the Tennessee River. But, Mr. Richmond, don't you think you are sacrificing future freedom for temporary security? Isn't this a dangerous policy?

President Franklin Roosevelt

1. Mr. President, your presence here certainly lends credibility to the case for the defense. But let's hope it doesn't detract from the jury's ability to sort out the facts relevant to the charges. Sir, can you honestly say all these expensive "alphabet soup" agencies were absolutely necessary?
2. And, sir, was all this money being pumped into the economy justified? Remember, you're under oath.
3. Did you ever determine if real people were actually starving before your rubber-stamp Congress passed all these make-work agencies like CCC, WPA, and PWA?
4. Sir, how do you think history will judge you and the New Deal 50 to 100 years from now when the U.S. has a huge deficit, and welfare costs are soaring? Will the New Deal then be the culprit?

DEFENSE ATTORNEYS - 1

You have been selected as one of two prosecuting attorney in this imaginary trial assessing the historical significance of the New Deal. To make this trial a successful learning experience for you and your classmates, work diligently to apply the suggestions below.

Procedure

1. Immerse yourself in the 1930s time period as much as possible. Read over all the material **before** the trial begins. Also strive to master your American history textbook's content on Franklin Roosevelt and the New Deal. If you have a chance to hear/view any of the trial's historical figures on audiotape, videotape, or motion picture prior to acting as an attorney, do so.
2. Divide the responsibilities and tasks with the other attorney on your side. Meet a few times in advance to rehearse your parts.
3. Work up some strategies or techniques to gain the upper hand over your opponents.
4. Try to get the jury to acquit the New Deal ... and perhaps admit that the New Deal had to resort to unique methods to solve the serious problems of the Great Depression.
5. When you feel the other side is overstepping its authority while questioning one of your witnesses, object on one of these grounds:
 - "Objection, your honor. My opponent is badgering the witness."
 - "Objection, your honor. My opponent is putting words in the witness' mouth." Or "...is leading the witness."
 - "Objection, your honor. The question is irrelevant and immaterial."
6. Wait for the judge to rule. The judge will say either *sustained*, meaning a new line of questioning is called for or *overruled*, meaning that the attorney you objected to may continue with his/her line of questioning.

Questions for your witnesses

Louise "Ma" Kincaid

1. Mrs. Kincaid," what were "hard times" like for you and your family?
2. What was the most difficult problem you faced?
3. Was your family able to cope?
4. What was the immediate reaction to President Roosevelt and his

DEFENSE ATTORNEYS - 2

course of action?

5. Did the New Deal save America?
6. What specific New Deal measures seemed to alleviate human misery and unemployment?

Millard Smithers

1. Millard, what was life like for you while you lived in New York City during 1930-1933?
2. What kinds of tasks did you do while employed by the CCC, which stands for what?
3. Was it a positive experience for you—up there in God's country?
4. What would you say to President Roosevelt and the New Deal if he were here facing you today?
5. Millard, speculate what your life would have been like in New York had there been no CCC.

Clarence Richmond

1. Mr. Richmond, what was life like for you and others before the New Deal intervened in the Tennessee Valley in 1933?
2. Just what was the purpose of the Tennessee Valley Authority? It had several goals, didn't it?
3. Sir, there were legions of critics of TVA. What was their focus and their particular charges?
4. So, how successful was TVA and how did farmers like you fare?

President Franklin Roosevelt

1. Mr. President, what a distinguished honor it is to have you in our courtroom today. Sir, are you upset at all the charges filed against you and the New Deal?
2. Sir, what can you say to critics who say that you have too much power?
3. Has the New Deal, in your opinion, spent the country into permanent debt and bankruptcy?
4. Mr. President, has the New Deal destroyed the American character and the free enterprise system?

Questions for the prosecution witnesses

Herbert Hoover

1. Mr. President, FDR easily defeated you in the election of 1932, right? Then wasn't FDR the people's choice and wasn't this a rejection of your strategies to deal with the depression?
2. Are you saying, sir, that the New Deal and its architect, FDR, shouldn't have tried unique measures to solve the depression?
3. Mr. Hoover, why are you so bitter toward the New Deal and Mr.

DEFENSE ATTORNEYS - 3

Roosevelt—he was trying to deal with widespread misery his own way?

Robert Taylor Green

1. Mr. Green, you almost went under. Is that correct?
2. You blame the President and the New Deal for the ups and downs of the economy.
3. Sir, do you realize that if others in the economy weren't helped, no one could do business with you, and, hence, you wouldn't see profits?
4. Do you actually think FDR and the New Deal ruined the American system instead of saved it?

Charles Evans Hughes

1. Mr. Chief Justice, do you agree that the Great Depression was the greatest affliction ever in U.S. history?
2. Sir, was President Roosevelt and his New Deal a heroic attempt to solve the effects of the Great Depression?
3. Is it possible that when your court struck down some seven of nine cases involving New Deal legislation which came to you from 1934 to 1937, you actually hampered the effectiveness of New Deal strategy? Or to put it another way, did human suffering continue because the court, on its high horse, decided not to go along with the administration?
4. Were you justices more concerned about “an independent judiciary” than you were about the welfare of all Americans?
5. Sir, are you aware that the New Deal's credibility to deal with the “hard times” after 1937 was suspect because of your court's finding agencies like the National Recovery Administration and Agricultural Adjustment Administration unconstitutional?

Governor Landon

1. Governor Landon, if we all agree that the Great Depression is the most catastrophic series of events to plague this country ever, don't you think if you had been elected in 1936 you would have used the powers of your office—perhaps unorthodox methods—to end the cycles of human misery and business failure.
2. Sir, isn't it too early to assess or evaluate the long-range effects of the New Deal? Americans have a way of utilizing methods that work. Therefore, are the unorthodox and emergency strategies of the New Deal permanent or temporary?
3. You compared FDR to Stalin and Hitler. This is unfair, don't you think? After all, FDR is subject to rejection every four years. Please comment.
4. Sir, aren't you criticizing more out of sour grapes, rather than as an astute observer who won't admit the New Deal worked?

TRIAL SEQUENCE SHEET - 1

1. **Teacher** hands out the JUROR'S LOGS and explains it. (Only the judge and attorneys are exempt.)
2. **Judge** enters and everyone rises. He reaches podium, pounds gavel, and says, "Everyone be seated. The case of the New Deal will now begin. Bailiff, swear in the jury."
3. **Bailiff** swears in jury: "Please stand and say 'I will' at the end of this oath. 'I promise to impartially judge this case on the merits of the testimony I hear.' Do you so swear?"
4. **Judge:** "This case has come to court to determine the historical merits of the controversial administration of President Franklin D. Roosevelt—the New Deal. Will a representative of the New Deal stand? The charges against the New Deal are as follows: The New Deal gave false hope to millions during the Great Depression; it made the United States a poorer nation; it created a dictatorship for President Roosevelt and granted him excessive power."
5. **Judge:** "How does the New Deal plead?"
6. **Defense:** "Not guilty, your honor."
7. **Judge:** "Now that a 'not-guilty or innocent' plea has been registered, we will begin to hear testimony. Does the prosecution have an opening statement?"
8. **Prosecution** delivers a brief opening statement.
9. **Judge:** "Thank you. Does the defense have an opening statement?"
10. **Defense** delivers a brief opening statement.
11. **Judge:** "Thank you. We will now allow the prosecution to call its first witness."
12. **Prosecution** examines its first witness—former President Herbert Hoover.
13. **Defense** cross-examines.
14. **Prosecution** examines its second witness—businessman Robert Taylor Green.
15. **Defense** cross-examines.
16. **Prosecution** examines its third witness—Chief Justice of the United States Charles Evans Hughes.
17. **Defense** cross-examines.
18. **Prosecution** examines its fourth witness—political candidate Alfred Landon.
19. **Defense** cross-examines.
20. **Judge:** "Does the prosecution have any further witnesses?"
21. **Prosecution:** "No, your honor. We rest our case."
22. **Judge:** "Does the defense wish to call its first witness?"
23. **Defense** examines its first witness—Louise "Ma" Kincaid.
24. **Prosecution** cross-examines.
25. **Defense** examines its second witness—Millard C. Smithers, CCC youth.
26. **Prosecution** cross-examines.

TRIAL SEQUENCE SHEET - 2

27. **Defense** examines its third witness—Clarence T. Richmond, Tennessee farmer.
28. **Prosecution** cross-examines.
29. **Defense** examines its fourth witness—President Franklin Delano Roosevelt.
30. **Prosecution** cross-examines.
31. **Defense:** “Your honor, the defense has no further questions.”
32. **Judge:** “Very well. It is time to hear any closing statements. The defense will be heard first.”
33. **Defense** delivers its closing statement.
34. **Prosecution** delivers its closing statement.
35. **Judge:** “It is now time to remind the jury that you will base your verdict on only the testimony you have heard. The charges are: the New Deal gave false hope to millions during the Great Depression; it made the United States a poorer nation; it created a dictatorship for President Roosevelt and granted him excessive power. Bailiff, escort the jury to the deliberation room.”
36. **Jury** retires to deliberate.
37. Upon return, **Judge:** “Has the jury decided on a verdict?”
38. **Jury foreman:** “We have, your honor. We, the jury, find the defendant, the New Deal, guilty/not guilty.”
39. **Judge:** “It has been decided after a fair and impartial jury trial that the New Deal is guilty/not guilty.” If not guilty, thank all participants, “release” from custody the New Deal. If guilty, decide quickly a penalty or fine. Then thank all participants, and say, “This case is closed.”



PRESIDENT HERBERT HOOVER - 1

Background

Read your character's description carefully. It will provide information for you to use while you answer questions during the trial.

You are former President Herbert Hoover, a man whom Franklin Roosevelt beat decisively in the 1932 presidential election. Out of office for about six years now, you will enjoy this opportunity to testify for the prosecution. You will criticize the New Deal and the man who is most responsible for its strategies and philosophy.

When you were president from 1929 to 1933, the stock market crashed and you, as the country's leader, were blamed—unfairly, most would agree. A man of action no less than Roosevelt, you quickly took steps to remedy the human suffering and economic problems. Instead of a dole which is so socialistic, you encouraged private agencies, charities, and institutions to help the hungry and the poor. The federal government should never give handouts to people—they lose their personal initiative—or “rugged individualism.” Too much government intrusion into a person's life robs him of his self-reliance.

As president, you had Congress pass the Reconstruction Finance Corporation (RFC) which was created to loan money to banks, railroads, and similar industries. Money would, therefore, reach destitute individuals when they earned money from working, not from one-time handouts or “freebies.”

The New Deal sapped self-reliance from individuals. Its agencies crept into people's lives and regulated them. Every step in the direction of government intervention poisoned our political, economic, and social freedom. FDR gained much power during the New Deal. And that fact, coupled with the intrusion of federal government into our lives, was and is dangerous.

PRESIDENT HERBERT HOOVER - 2

Questions to answer



Prosecution

1. Sir, what did you do as president to alleviate the miseries of the early depression and not resort to government handouts?
2. What was the RFC?
3. Then how do you feel about federal government intruding into an individual's life?
4. What was "rugged individualism" and how did the New Deal destroy it?

Defense

1. Mr. President, FDR easily defeated you in the election of 1932, right? Then wasn't FDR the people's choice and wasn't this a rejection of your strategies to deal with the depression?
2. Are you saying, sir, that the New Deal and its architect, FDR, shouldn't have tried unique measures to solve the depression?
3. Mr. Hoover, why are you so bitter toward the New Deal and Mr. Roosevelt—he was trying to deal with widespread misery his own way?

Characterization

Acting Tip

Your history text or encyclopedias in your school (or local) library will help you get ideas for your attire.

- Strive to dress and act appropriately during the trial, for what you wear and how you speak and move while you are a witness definitely can add to the trial's reality.
- Go to your library and try to find pictures of Hoover taken during this period.
- Come up with ideas of your own to make your presentation more interesting and memorable.

Background

Read your character's description carefully. It will provide information for you to use while you answer questions during the trial.

You are Robert Taylor Green, the owner of a large business with offices in several major American cities. You will testify for the prosecution. Before the Crash of 1929, your business was very successful. During the early depression years, however, you began to suffer financial losses. Yet, you figured out what it takes to climb out of the hole and did just that. Your motto was: "Tough cookies don't crumble!" or "When the going gets tough, the tough get going!"

When Franklin D. Roosevelt's New Deal was instituted, your fortunes reversed once more. Just when you had made adjustments to see large profits again, this "socialist" Roosevelt and his Ivy League sissies started to regulate the economy—everything from what workers could be paid, the hours they could work, and even the prices you could charge. Specifically, you opposed the National Recovery Administration (NRA) another one of those socialistic programs of the New Deal. The NRA's goal was to see that every major business shortened working hours and raised wages. The president used one of his henchmen, Hugh Johnson, to enforce a code of fair practices. If a company honored this ridiculous code, it could display a silly "Blue Eagle" emblem with the motto: "We do our part."

To you the whole idea of the federal government controlling and regulating American business is pure socialism. And since FDR headed the New Deal, which is trying to regulate the economy, he's the culprit, the man who dictates the rules; he's the man who is destroying the free enterprise system. There's just no trust anymore in this so-called democratic system.

Questions to answer



Prosecution

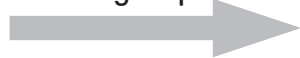
1. Mr. Green, did you suffer at all when the early depression set it?
2. But you pulled out of it? How did you manage this?
3. And, sir, what happened to—a streak of bad luck and timing after you were on your feet again?
4. Specifically, you differ with the government's NRA code. What is this all about?
5. Mr. Green, what worries you about the New Deal?

Defense

1. Mr. Green, you almost went under. Is that correct?
2. You blame the President and the New Deal for the ups and downs of the economy.
3. Sir, do you realize that if others in the economy weren't helped, no one could do business with you, and, hence, you wouldn't see profits?
4. Do you actually think FDR and the New Deal ruined the American system instead of saved it?

Characterization

Acting Tip



Your history text or encyclopedias in your school (or local) library will help you get ideas for your attire.

- Strive to dress and act appropriately during the trial, for what you wear and how you speak and move while you are a witness definitely can add to the trial's reality.
- Come up with ideas of your own to make your presentation more interesting and memorable.

JUSTICE CHARLES EVANS HUGHES - 1

Background

Read your character's description carefully. It will provide information for you to use while you answer questions during the trial.

You are Charles Evans Hughes, the chief justice of the United States. As such, you are the focus of a large controversy involving the president and the Supreme Court in 1937. Perhaps no other administration in history had so many of its acts struck down by the high court as did Franklin Delano Roosevelt's New Deal from 1934 through 1937.

Indeed, you and the other "Old Men" on the court felt much of the New Deal legislation coming out of a rubber-stamp Congress in those years was unconstitutional, and when some New Deal bills came to your court to be tested for their constitutionality, they were struck down, or made null and void. You and the others—at least five of the nine—struck down the National Recovery Administration in 1935 and the Agricultural Adjustment Administration in 1936.

In each case, where the court struck down New Deal acts, it decided that the New Deal had breached its power in the delicately balanced separation-of-power system set up by the Founding Fathers in 1787 at the Constitutional Convention.

The nation's attention centered on the separation-of-power issue in 1937, when a powerful President Roosevelt, for whatever reason, proposed to Congress that the number of justices of the court be raised from nine to 15. No doubt, the court had opposed the New Deal to curb the "socialistic tendencies" of that radical in the White House. FDR's "Court Packing Plan" would have given him power to appoint a new justice for every member over 70 who would not retire—up to 15 total persons.

Reaction to Roosevelt's scheme was similar. The president was wrong; the attempt was "too damned slick" and looked like the actions of a dictator trying to browbeat the judiciary. It was a low point of the New Deal. When the bill failed to get bipartisan support in Congress, many breathed a sigh and said, "God bless the Supreme Court."

JUSTICE CHARLES EVANS HUGHES - 2

Questions to answer

Prosecution

1. Mr. Chief Justice, do you believe in the sanctity of the separation of powers idea of the revered Constitution?
2. Sir, exactly what did President Roosevelt do to endanger this concept? In brief, what was this court packing idea specifically?
3. Roosevelt felt the New Deal was hampered by an independent judiciary. Is that right?
4. I understand that this so-called court packing scheme didn't work out. What exactly was the reaction?

Defense

1. Mr. Chief Justice, do you agree that the Great Depression was the greatest affliction ever in U.S. history?
2. Sir, was President Roosevelt and his New Deal a heroic attempt to solve the effects of the Great Depression?
3. Is it possible that when your court struck down some seven of nine cases involving New Deal legislation which came to you from 1934 to 1937, you actually hampered the effectiveness of New Deal strategy? Or to put it another way, did human suffering continue because the court, on its high horse, decided not to go along with the administration?
4. Were you justices more concerned about “an independent judiciary” than you were about the welfare of all Americans?
5. Sir, are you aware that the New Deal's credibility to deal with the “hard times” after 1937 was suspect because of your court's finding agencies like the National Recovery Administration and Agricultural Adjustment Administration unconstitutional?



Acting Tip

Your history text or certain costume history books in your school (or local) library will help you get ideas for your costume.

Characterization

- Strive to dress and act appropriately during the trial, for what you wear and how you speak and move while you are a witness definitely can add to the trial's reality.
- Your school's music department likely has a dark robe—black would be ideal—you could borrow to wear during the trial.

Background

Read your character's description carefully. It will provide information for you to use while you answer questions during the trial.

You are Alfred Landon—Franklin Delano Roosevelt's opponent in the presidential election of 1936—who will testify for the prosecution. As a Republican conservative from Kansas (you had been governor of the Jayhawker state), you were at odds with Roosevelt's socialistic philosophy and the frightening amount of power he amassed as he was elected in 1932 and reelected in 1936.

As a former Roosevelt opponent and an astute observer of the New Deal, you firmly believe the country is in trouble, not because of the hard times—tough people will survive—but because of the real dangers inherent in the New Deal socialism and the absolute power of one man to dictate policy in our democracy.

You agree with former President Herbert Hoover: the New Deal is weakening the American character and destroying the free enterprise system. Before FDR, an individual in economic distress solved his own problems. He moved and changed jobs; he learned a new skill; he relied on his family or private charity until things got better. The New Deal altered all of this. The government put the unemployed to work, paid farmers for not growing crops—Agricultural Adjustment Administration (AAA)—and assisted manufacturers in setting prices—National Recovery Administration (NRA). To Roosevelt, these measures were necessary to end misery and to bring some order to the economy. To you, on the other hand, “a planned economy was incompatible with a democratic form of government.” Clearly, the New Deal was leading us toward a system where every citizen would be scrutinized and regulated and the privacy of our homes would be invaded. It is, evidently, the road to Moscow! How long will it be before we're all wearing Social Security dog-tags? After all, Social Security takes funds involuntarily from our paychecks!

While the effects of the Great Depression needed leadership, the Roosevelt steamroller did too much, and, in the process, it created a virtual dictatorship. More power was given to the executive branch to act. But the rubber stamp Democratic Congress passed just about every bill FDR recommended: the AAA for farmers, the NRA for businessmen, the Civilian Conservation Corps (CCC), Work Projects Administration (WPA), and Public Works Administration (PWA) for the unemployed. The latter two employed millions of men constructing highways, roads, and bridges all over the country. The main point here is that the president, with billions of dollars allocated, decided how these agencies were to be run, who was to guide them, and the rules

ALFRED LANDON - 2

for their operation—extraordinary powers which exceeded those of any previous president in peacetime history. We should call him Franklin “Deficit” Roosevelt for the extravagant and wasteful spending. Fellow Republicans, and even some prominent Democrats, see in this concentration of power a clear-cut case of dictatorship. The Soviet Union has its Joseph Stalin; Nazi Germany has its Adolf Hitler. Is the USA counterpart a dictatorial FDR? I hope not, for the sake of our future. Resist his New Deal! Resist his personal charm!

Questions to answer

Prosecution

1. Governor Landon, is this country in trouble? How so?
2. Sir, is the Roosevelt New Deal weakening the American character and destroying the free enterprise system?
3. Is a planned and well-ordered economy detrimental to our nation?
4. Governor, how close are we in this democratic nation to becoming a dictatorship? Does Roosevelt have too much power?



Defense

1. Governor Landon, if we all agree that the Great Depression is the most catastrophic series of events to plague this country ever, don't you think if you had been elected in 1936 you would have used the powers of your office—perhaps unorthodox methods—to end the cycles of human misery and business failure.
2. Sir, isn't it too early to assess or evaluate the long-range effects of the New Deal? Americans have a way of utilizing methods that work. Therefore, are the unorthodox and emergency strategies of the New Deal permanent or temporary?
3. You compared FDR to Stalin and Hitler. This is unfair, don't you think? After all, FDR is subject to rejection every four years. Please comment.
4. Sir, aren't you criticizing more out of sour grapes, rather than as an astute observer who won't admit the New Deal worked?

Characterization

Acting Tip

Your history text or encyclopedias in your school (or local) library will help you get ideas for your attire.

- Strive to dress and act appropriately during the trial, for what you wear and how you speak and move while you are a witness definitely can add to the trial's reality.
- To add some drama, think of some flourishes to enhance your character's presentation.

Background

You are Louise “Ma” Kincaid, a middle-aged woman of moderate means whose family in the early 1930s was forced into situations no other generation of Americans faced. The Crash of ’29 helped initiate unique economic conditions which led to the so-called Great Depression. You will testify in defense of Franklin Roosevelt’s New Deal.

Your husband Clem lost his job when the cycle of overproduction, deflated currency, low prices, and low wages hit most businesses. Unable to find work, your husband disappeared, shamed that he could no longer provide for his family. Solving nothing, his departure meant “hard times” for you and your five children. Food was hard to secure, but some of your most difficult decisions surrounded your actions to keep up the facade of “doing just fine” in the eyes of your equally struggling neighbors. Tricks like recycling razor blades, raiding garbage cans behind restaurants, and using cardboard pieces to replace worn-out socks and shoes were clever but at best were temporary.

Your oldest boy, Clem Jr., resorted to selling apples in New York City. He also wore a sign on his back offering to do *anything* for a meager wage. In ordinary times, it would have been a family embarrassment—but not in 1932, the worst year of all. In addition, your sister’s family of six moved in with you to help make ends meet. Her husband, an RCA executive, lost thousands in the stock market disaster and, personally humiliated and broke, jumped to his death from the 20th floor of his office building. This was your situation when FDR was inaugurated in March 1933 and immediately initiated the radical measures of the New Deal. The New Deal saved this republic, in your estimation.

Many critics never accepted the change of direction the New Deal brought during the Great Depression, but you and others who were caught in the spiral and were down and out could hardly be critical. Almost immediately, a new positive spirit permeated the country as Americans listened to the new president’s calm voice on radio during his fireside chats. His 3R Program (Relief, Recovery and Reform) was a positive step to combat the Great Depression, and most Americans were eager to support such legislation from Congress.

You and the large brood in your house were almost immediately spared from starvation by the Federal Emergency Relief Administration which provided direct relief to needy Americans. The president had said: “We must act, for people now, not in the long run,” which you all knew was a dig at President Hoover’s lame attempt to give relief by funding businesses instead of feeding the hungry. Your oldest sons, Clem, Luke, and Hugh, went to work for Civil Works Administration (CWA). They built schools, parks, and repaired roads for \$15 a week.

LOUISE “MA” KINCAID - 2

When the CWA was phased out, two went on to the Public Works Administration while one joined the Civilian Conservation Corps.

You were never sure if life *really* got better. Yet, a spirit of optimism replaced defeatism in the country. You were pleased that New Deal reforms improved the situation. Especially laudable was the 1935 Social Security Act, passed to guarantee a pension for retired Americans, though the payroll deductions were involuntary.

Americans should praise FDR and his New Deal. Its programs injected a bit of unorthodoxy to salvage our precious free enterprise system, to say nothing of salvaging most of our generation’s self-respect. You had to have been truly “down and out” to appreciate the titanic role played by the New Deal and its miraculous successes.

Questions to answer

Defense

1. Mrs. Kincaid, what were “hard times” like for you and your family?
2. What was the most difficult problem you faced?
3. Was your family able to cope?
4. What was the immediate reaction to President Roosevelt and his course of action?
5. Did the New Deal save America?
6. What specific New Deal measures seemed to alleviate human misery and unemployment?

Prosecution

1. While we can all appreciate your struggles, Ma Kincaid, do you really think the long-range results of Roosevelt’s New Deal socialism have been beneficial?
2. Mrs. Kincaid, wouldn’t most of your difficulties have gone away in time without the New Deal and “Dr.” Roosevelt’s aspirin remedies?
3. Were you aware that much of your sons’ wages came from worthless boondoggling projects and agencies wherein a man could be paid for leaning on a shovel?
4. Don’t you give just a wee bit too much credit to the New Deal? Come on, be honest!

Characterization

- Strive to dress and act appropriately during the trial, for what you wear and how you speak and move while you are a witness definitely can add to the trial’s reality.
- To add some drama, think of some flourishes to enhance your character’s presentation.

Acting Tip

Your history text or encyclopedias in your school (or local) library will help you get ideas for your attire.



Background

Read your character's description carefully. It will provide information for you to use while you answer questions during the trial.

You are Millard C. Smithers, a 19-year-old man from New York City. You are quite anxious to testify for the defense. After wandering the streets for nearly two years without gainful employment, you finally found a job working for the New Deal's Civilian Conservation Corps (CCC).

This agency, which was created in the first Hundred Days of President Franklin Roosevelt's administration, was perhaps the most popular of all so-called alphabet soup agencies. The CCC provided employment for young men to work in forested areas of the United States. The agency was called Roosevelt's "Tree Army" or New Deal Soil Soldiers. It is estimated that more than three million men who might have been driven into criminal habits after aimlessly stagnating on city streets or in neighborhood pool halls and bars benefited from being in the CCC. Part of their \$30-per-month wage was sent home to their families.

Most men like yourself will never forget their years in the CCC. Perhaps for the first time, city boys were put into a beautiful mountainous region with clear, fresh air. They were given plenty of good food and a clean bunk. They mingled with other men whose friendship, in many cases, led to lifelong connections. The CCC camps provided free medical help as well as religious and counseling assistance if needed.

As a CCC soil soldier, you awoke at 5 a.m., ate a hearty breakfast, attended morning classes, and then went off to the fields, or up into the mountains, to work at digging firebreaks, repairing and clearing trails, building shelters, draining swamps, controlling flooded areas, fighting fires, and, most importantly, planting millions and millions of trees for the beauty and use of future generations. It was a vigorous and healthful life, a time you wouldn't trade for anything. Who knows what kind of life lay ahead had you been left to stagnate in New York City, jobless, dependent, and restless. By golly, you have FDR and the creative New Deal to thank for your, and the country's, good fortune!

Questions to answer



Defense

1. Millard, what was life like for you while you lived in New York City during 1930-1933?
2. What kinds of tasks did you do while employed by the CCC, which stands for what?
3. Was it a positive experience for you—up there in God's country?
4. What would you say to President Roosevelt and the New Deal if he were here facing you today?
5. Millard, speculate what your life would have been like in New York had there been no CCC.

Prosecution

1. Millard, did you ever feel like you'd been forced or drafted into the Civilian Conservation Corps? Did you have a choice?
2. Sir, were these tasks you performed in the mountains really valuable or worthwhile jobs? They sound like silly "make-work" jobs so typical of New Deal legislation.
3. Thirty dollars a month for all that hard labor—did you ever feel exploited—I mean I wouldn't do all that slave labor for a mere \$30 a month!

Characterization

Acting Tip

Your history text or encyclopedias in your school (or local) library will help you get ideas for your attire.

- Strive to dress and act appropriately during the trial, for what you wear and how you speak and move while you are a witness definitely can add to the trial's reality.
- Come up with ideas of your own to make your presentation more interesting and memorable.

Background

Read your character's description carefully. It will provide information for you to use while you answer questions during the trial.

You are Clarence T. Richmond, a small-time farmer from Tennessee. In 1933 you were trying to eke out an existence on a 60-acre farm when life for you and other farmers like you changed. The New Deal Congress created the Tennessee Valley Authority (TVA) and initiated a huge public works program to produce electricity, control flooding, and generally upgrade the economy of your beloved state, where the Tennessee River runs through a very poor region. Previously, private companies had run the dams and several plants in this region, but it seemed that these companies charged excessive rates for what was now deemed a necessary service—electric power.

Obviously, the New Deal poured millions of dollars and tons of concrete into the project because until 1933 the region was a disaster. The valley's forests had been stripped, erosion had reached frightening proportions, and the Tennessee River's tributaries were filling with silt, which created a flood danger to low-lying farms and cities. Furthermore, the people who lived along the rivers were some of the poorest in the nation, so poor that unemployment meant near starvation and so primitive that most of the farms had no electricity! So it was there that the architects of the New Deal eagerly saw a perfect laboratory for economic planning.

The TVA was determined to discover precisely how much the production and distribution of electricity cost, so that a "yardstick" could be set up to test the fairness of rates charged by private companies in most similar industries. What followed were more charges by utility corporations that the federal government, through TVA, was trying to compete with private industries. Thus, it was labeled clearly socialistic—or "creeping socialism in concrete." Critics further claimed that private companies could not compete fairly with the federal government because "it was destroying the initiative that has made this country great." Another critic put it this way: "Business and politics don't mix."

Supporters of the New Deal's TVA enterprise looked right past the "wedge of socialism" charge, primarily because TVA worked. It did provide low-cost electric power to Tennessee Valley residents through dams on the river. Moreover, TVA successfully established projects to control employment in the region. Employment rates soared during a time when the jobless rates elsewhere were dismal. Last, rivers of the area ran blue instead of brown, and a once poverty-cursed land was transformed into a comparatively flourishing state.

CLARENCE T. RICHMOND - 2

Critics of TVA—mostly wealthy businessmen—abounded, but for the wrong reasons. Socialistic or not, the TVA works. Poverty has been lessened, and an entire region has been saved. We must praise a farsighted President Franklin Roosevelt and his progressive New Deal for TVA's success. On a personal level, your standard of living has been significantly raised, and your neighbors have saved their way of life.



Questions to answer

Defense

1. Mr. Richmond, what was life like for you and others before the New Deal intervened in the Tennessee Valley in 1933?
2. Just what was the purpose of the Tennessee Valley Authority? It had several goals, didn't it?
3. Sir, there were legions of critics of TVA. What was their focus and their particular charges?
4. So, how successful was TVA and how did farmers like you fare?

Prosecution

1. Farmer Richmond, is a definition of socialism one in which the federal government assumes control of a once-private industry?
2. Isn't it clear that the New Deal's TVA project was socialistic in that private industry couldn't compete with TVA in that region?
3. You say that it was easy to look past the label of "socialistic" because TVA worked to alleviate poverty and to efficiently run the dams on the Tennessee River. But, Mr. Richmond, don't you think you are sacrificing future freedom for temporary security? Isn't this a dangerous policy?

Acting Tip

Your history text or encyclopedias in your school (or local) library will help you get ideas for your attire.

Characterization

- Strive to dress and act appropriately during the trial, for what you wear and how you speak and move while you are a witness definitely can add to the trial's reality.
- Come up with ideas of your own to make your presentation more interesting and memorable.

PRESIDENT FRANKLIN ROOSEVELT - 1

Background

Read your character's description carefully. It will provide information for you to use while you answer questions during the trial.

You are Franklin Delano Roosevelt, the 32nd president of the United States. Charged, for better or worse, with changing the direction of America in the 1930s you face trial for your efforts. Charges and countercharges have tried to make you look like a dictator, a spendthrift, and a power-hungry politician, exploiting the unique times to advance yourself in history. You feel it's time to set the record straight.

First, critics have said that you're an extremely powerful president, who in 1933 was given extraordinary powers by the Congress. But it was a necessity. Why? Because when the New Deal began in March 1933, factories were closed, banks were failing every day, farmers could find no markets to sell their products at a decent price, and workers could find no jobs. Despair and pessimism were rampant! Clearly by this year—1939—these conditions have been reversed. Working with Congress, the New Deal administration now can point out the following achievements: factories have stayed open, banks are stable, farmers have survived, and workers across the length and breadth of this land are employed on important projects. You have even managed to set up and provide security for the aged. Could a weak and do-nothing administration have done all this?

Second, you have been accused of bankrupting our nation to the detriment of future generations. Conditions were such that dollars had to be pumped into a stagnant economy. Moreover, they were well spent. Look around you. People survived the worst catastrophe in United States history. Your philosophy is clear on this issue: If it takes money to turn Americans from despair to happiness, so be it. Further, the millions pumped into the economy went directly to people, not to banks, or railroads, or into the coffers of the filthy rich.

Third, there are those who say that the New Deal destroyed the American character and the free enterprise system. Balderdash! Is a man hurt if his government provides him with constructive work? Is a man's character hurt if his government transforms him from a starving wretch to a self-respected worker? Is a man's character hurt if his government hires him to do a job that needs to be done, rather than sending him out to search for a nonexistent job? It must be said that the New Deal preserved the free enterprise system; in fact, it strengthened it by reforming antiquated laws which caused the Great Depression and the human misery which resulted. Interestingly, critics have been free with labels like fascism, socialism, and communism. Yet, obviously everything the New Deal has done is in the American tradition and your administration is merely an extension of reform movements of the 1840s and early 1900s.

PRESIDENT FRANKLIN ROOSEVELT - 2

In summary, the New Deal has been fighting the Great Depression with all the weapons we could find. Unorthodox times called for unorthodox methods. You should be proud of what the New Deal has done to preserve precious traditions and thus to save an entire generation's self-respect.



Questions to answer



Defense

1. Mr. President, what a distinguished honor it is to have you in our courtroom today. Sir, are you upset at all the charges filed against you and the New Deal?
2. Sir, what can you say to critics who say that you have too much power?
3. Has the New Deal, in your opinion, spent the country into permanent debt and bankruptcy?
4. Mr. President, has the New Deal destroyed the American character and the free enterprise system?

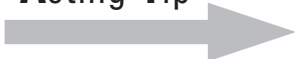
Prosecution

1. Mr. President, your presence here certainly lends credibility to the case for the defense. But let's hope it doesn't detract from the jury's ability to sort out the facts relevant to the charges. Sir, can you honestly say all these expensive "alphabet soup" agencies were absolutely necessary?
2. Sir, was all this money being pumped into the economy justified? Remember, you're under oath.
3. Did you ever determine if real people were actually starving before your rubber-stamp Congress passed all these make-work agencies like CCC, WPA, and PWA?
4. Sir, how do you think history will judge you and the New Deal 50 to 100 years from now when the U.S. has a huge deficit, and welfare costs are soaring? Will the New Deal then be the culprit?



Characterization

Acting Tip



Your history text or encyclopedias in your school (or local) library will help you get ideas for your attire.

- Strive to dress and act appropriately during the trial, for what you wear and how you speak and move while you are a witness definitely can add to the trial's reality.
- Obviously, you should be dressed in a fine suit and tie and be sitting in a wheelchair. You can likely obtain the latter from your school nurse.

JUROR'S LOG - 1

The New Deal on Trial (1939)

Name _____ Period _____

Directions: Fill in the guests' names and take notes as they speak.

The charge: giving false hope ... spending the country into bankruptcy ... turning the United States into a socialist state ... making FDR into a dictator ...

Item/Witness	Prosecution	Defense
Opening Statement		
Prosecution Witness: President Herbert Hoover		
Prosecution Witness: Robert Taylor Green		

JUROR'S LOG - 2

The New Deal on Trial (1939)

Name _____ Period _____

Directions: Fill in the guests' names and take notes as they speak.

The charge: giving false hope ... spending the country into bankruptcy ... turning the United States into a socialist state ... making FDR into a dictator ...

Item/Witness	Prosecution	Defense
Prosecution Witness: Chief Justice Charles Evans Hughes		
Prosecution Witness: Alfred Landon		
Defense Witness: Louise "Ma" Kincaid		

JUROR'S LOG - 3

The New Deal on Trial (1939)

Name _____ Period _____

Directions: Fill in the guests' names and take notes as they speak.

The charge: giving false hope ... spending the country into bankruptcy ... turning the United States into a socialist state ... making FDR into a dictator ...

Item/Witness	Prosecution	Defense
Defence Witness: Millard D. Smithers		
Defense Witness: Clarence T. Richmond		
Defense Witness: President Franklin Delano Roosevelt		

JUROR'S LOG - 4

The New Deal on Trial (1939)

Name _____ Period _____

Directions: Fill in the guests' names and take notes as they speak.

The charge: giving false hope ... spending the country into bankruptcy ... turning the United States into a socialist state ... making FDR into a dictator ...

Item/Witness	Prosecution	Defense
Closing Statement		

Verdict: I find the defendant (guilty ... not guilty) because ...

CONGRESSIONAL FACT-FINDING MISSION

Should Japanese-Americans be kept behind barbed wire until World War II ends?



Great American Confrontations

PURPOSE

History teachers throughout the United States are being asked to perform Herculean tasks. Not only are they expected to cover nearly 400 years of history in great detail, they are also expected to present some aspects of career and computer education and to introduce their students to *critical thinking skills*. **Interact** created this Great American Confrontation series for your history classroom to help with the latter responsibility.

Interact's experience has been that these historical confrontations present controversial historical subjects in an imaginative, interesting way. Your students should be instantly involved. They will *confront* those individuals in our past who put careers, fortunes, and, frequently, their actual lives on the line. Thus, these persons in our past lived the tradition of free speech and active citizenship in our society. Having done so, they enriched our American heritage with their diverse opinions and active lives.

From this fact-finding experience, your students will specifically gain the following:

- Understand that mass hysteria can undermine the basic tenets of a nation.
- Learn the philosophies and legacies of important persons during World War II.
- Appreciate the importance of the give and take of a round-table, a forum, or a discussion group.
- Understand the idea that all ideas have merit and that there is usually more than one side to important issues.
- Understand that open debate/forum is healthy, and that an exchange of differing ideas is an integral necessity of a democratic society.
- Sharpen the skill of differentiating fact and opinion.
- Sharpen listening, note taking, and discussing skills.

NATURE OF THIS SERIES - 1

This confrontation, Congressional Fact-Finding Mission: 1943, was developed for several reasons:

1. Across the country a new emphasis on 20th-century American history is taking place. In California, for example, state guidelines dictate that after teachers spend nine weeks reviewing history from exploration through the Spanish-American War, they are to focus the remainder of the school year on the 20th century. Clearly, new materials must be written to fill in the gaps left by such a stretched time line.
2. Today's effective teacher has to be extremely resourceful and prudent with either sparse school funds or personal monies. Repeated educational cutbacks throughout the nation have left teachers with out-of-date textbooks and little money to supplement their instructional materials. Thus, the need for *effective* and *exciting* materials for *reasonable* and *affordable* prices is underscored.
3. The traditional United States history textbook, while outlining in great detail the causes of World War II, the battles, and the end of the war, gives little space to the American homefront. For four years, America became a nation of sacrifice and patriotism, but it also became a nation of revenge. How we sacrificed, how we displayed our patriotism, and how we gained our revenge is the story of our homefront. We need to study this period very closely, because here emerges perhaps one of America's most embarrassing and unforgettable chapters—the treatment of Japanese-Americans during World War II.
4. Even though our Constitution guarantees our rights as American citizens, at embarrassing moments in our history those rights have been denied. We study the Dred Scott decision of 1857 that said Black Americans were not citizens. Our textbooks scrutinize the Plessy-Ferguson decision of 1896, establishing the “separate but equal” doctrine of segregation. America's worst single wholesale violation of its citizens' civil rights, however, was the relocation of Japanese-Americans during World War II. Yet our textbooks only take a cursory glance at this unfortunate event.
5. In 1988, when President Ronald Reagan signed a bill that compensated the Japanese-Americans for their treatment during World War II, he said, “What is most important about this bill has less to do with property than with honor. For here we admit a wrong. Here we reaffirm our commitment as a nation to equal justice under the law.” This was indeed a moment in our past we must study and *understand* to insure that nothing similar happens again.
6. We must be aware of the possibilities of racial hatred and guard against prejudice in times of international hostility. We must insure that our government protects all citizens from petty fears and prejudices.

Anyone doubting that such presentations can be effective should check out Steve Allen's marvelous **Meeting of the Minds** series.

NATURE OF THIS SERIES - 2

7. In 1942, Americans turned with fury on their fellow citizens. What resulted was the greatest deprivation of civil liberties in this country since slavery. Without being charged with any crime and without a trial, an entire segment of our population became wards of the government for three years. The protector of their rights—our Constitution—failed them. Why? It appears that the Supreme Court developed a new set of rules during World War II. The “pernicious doctrine” that America has one Constitution for peacetime and another in wartime had been denounced by the Supreme Court in 1867. But in 1942 we seem to have neglected that portion of our history.
8. A fear remains among many survivors of what Franklin Roosevelt called “our own concentration camps”; certain survivors worry that a similar denial of rights could recur. To be sure, those same desolate properties—Manzanar, Poston, Heart Mountain—are still owned by the federal government. Moreover, some Americans still show signs of intolerance. In the 1980s, the targets were Vietnamese and Iranians. Could it happen again? This Congressional fact-finding mission will open students’ eyes to the necessity of all of us standing guard to preserve all Americans’ rights, regardless of the crisis the nation is currently experiencing.

OVERVIEW - 1

This confrontation takes your students to Poston, Arizona, in June 1943. It *imagines* that a Congressional fact-finding mission has just arrived to investigate the relocation of Japanese-Americans and to recommend to President Franklin Roosevelt whether or not their incarceration is warranted and should be continued. Six witnesses testify before a Congressional panel. Students will learn firsthand why Executive Order 9066 was issued, how the evacuations took place, how the Japanese reacted to the orders, and what life was like in the camps. This one- to two-period activity will provide students with the information necessary for them to evaluate this event themselves, while practicing critical thinking and decision-making skills.

Congressional committee

This five-member congressional committee's task is to conduct the fact-finding mission, then report its individual recommendations to President Roosevelt. These individuals—two congressmen, two senators, and a federal judge—might have been sent to Poston in 1943:

- **Judge Frederick Vinson** A former member of the House of Representatives from Kentucky, Vinson is now an associate justice of the District of Columbia United States Court of Appeals. Judge Vinson will oversee the proceedings, prompt each of the questioners, and call forward the witnesses. Later, President Harry Truman would appoint him to be a justice on the Supreme Court.
- **Senator Robert Taft** A senator from Ohio since 1938, Taft was known as Mr. Republican for his leadership of the Republican party. A son of former president William Howard Taft, he campaigned to be the Republican presidential candidate in 1952, barely losing to the charismatic Dwight Eisenhower. Taft was the only member of Congress who spoke out against the “relocation.”
- **Senator Harry S. Truman** A Democratic senator from Missouri since 1934, Truman earned a reputation as a “no-nonsense” politician who gets things done. Rumors abound that FDR is considering him as his running mate in 1944. (Truman was elected vice-president that year and then assumed the presidency upon Roosevelt’s death in April 1945. Historians consider him to have been one of our strongest 10 presidents.)
- **Congresswoman Margaret Chase Smith** A Republican member of the House of Representatives since 1940, when she replaced her husband who died in office, Smith was elected on her own in 1942. She later became a senator from Maine and was one of the few people to stand up to Senator Joseph McCarthy in the 1950s.

OVERVIEW - 2

- **Congressman Everett Dirksen** Representing the citizens of Illinois as a member of the House of Representatives since 1933, Dirksen is known for his eloquence. A strong supporter of the U.S. Constitution, this Republican later would become a highly respected member of the U.S. Senate.

Witnesses

- **Henry Stimson** FDR's secretary of war, Stimson will elaborate on how the decision was made to declare the West Coast a war zone and to relocate the Japanese-Americans.
- **Lt. General John DeWitt** The army general in charge of the evacuation, DeWitt will detail both the intolerance in California in 1942 and his role in the decision and the evacuation of the Japanese-Americans.
- **Mabel McCormick** A school teacher at Poston camp, McCormick will give a first-hand account of the prejudice in California, the evacuation, and life in the camp.
- **Sgt. Joe Williams** A tower guard at Poston camp, Sgt. Williams will talk on the "round-up," the assembly centers, and the behavior of the prisoners.
- **Fumiko Watanabe** A 17-year-old high school student at Poston, Watanabe will give a student's viewpoint of the ordeal and what it has done to her Japanese-American family.
- **Tomatsu Kato** A former fisherman from San Diego now an internee at Poston camp, Kato will tell of his arrest, interrogation, and incarceration for suspicion of espionage before finally being reunited with his family at the camp.

Other participants

- **Citizens' Forum** As the story of the relocation unfolds, students in the audience will act as a citizens forum, taking notes and, if time permits, asking their own questions of the witnesses. This forum is made up of those students who do not have specific roles. They will each receive a CITIZENS' FORUM NOTESHEET that provides space to take notes and to make a decision on the issue at hand. All students in class except committee members should be required to take notes during the hearing. Committee members have their own assignments. If there is time for a dialogue you may want to allow all witnesses to return to the front of the classroom to field questions from the Citizens Forum.

SETUP DIRECTIONS - 1

1. **Understanding the confrontation** Read the entire packet at least 10-15 days prior to assigning any roles or determining how you will introduce the activity.
2. **Assigning roles** Once you are familiar with exactly what happens, carefully determine the students you will have play each key role. Your brightest and most articulate will likely do the best work, but you may want to give responsibility to others—particularly if you are going to be doing several of these confrontations or other *participatory* activities during your course (e.g., you might be doing several of Interact’s 25 American history re-creations). We have found that many students rise to the occasion when they are in a class where *everyone* is expected to help teach. Then, again, if this is your first student-presented activity of the year, you may want top students playing key roles in order to present a model for the remaining students for the rest of the year. Finally, you may well choose to be the judge in order to insure that everything goes as it should.



*This activity
requires only one
class period.*

3. **Allocating time** Care has been taken so that this activity requires only one class period for the actual confrontation. Additional time should be allowed for the appropriate debriefing. Some preparation, however, is necessary.

Five or more days before the confrontation

- Duplicate all materials (see #4).
- Choose the students for key roles. Give them their handouts. Try to find a gavel and a black choir robe for the judge to use.
- Plan to setup your classroom to resemble a panel show studio. Find and order all equipment, stage risers, tables, etc., that you intend to use for your “set.” If available, obtain microphones for committee members to use.
- Ask an artistic student to make ID tags for each Congressional committee member to wear or make placards to place on the committee table.

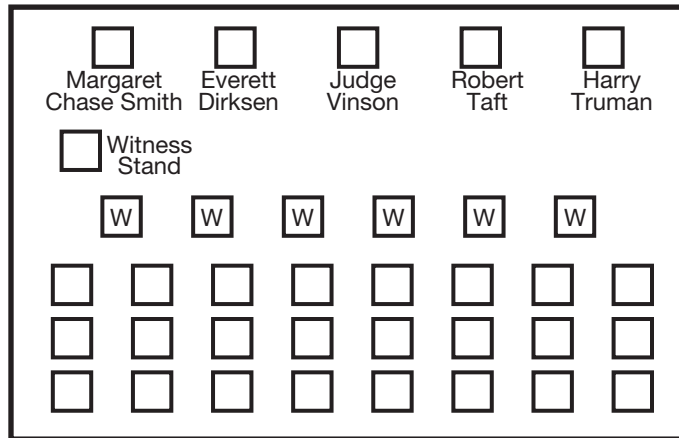
Two or three days before the confrontation

- Create interest in the activity by writing “teasers” on the chalkboard. Examples: “The Constitution applies only during peacetime” or “Executive Order 9066—No Japs Wanted” or “Where were you in ’42?”
- Insure that students have sufficient background regarding the imaginary event you are going to simulate. This enrichment activity is intended to be used in conjunction with your presentations and other textbook work. Students will likely need additional information prior to the hearing. Two crucial topics that you should allude to beginning this activity:
 1. rights guaranteed by the Constitution.
 2. details of the attack at Pearl Harbor and the fears on the West Coast immediately after the attack.

SETUP DIRECTIONS - 2

One day before the confrontation

- With some student help, prepare your room for the activity the next day. Here is a suggested way to arrange your classroom in advance:



W = witnesses

Make an extra copy of Judge Vinson's hand-out for yourself as this handout contains the procedure and script of the activity.

Teaching Tip

Little extra flourishes such as these will really get your class into the proper spirit to learn about this embarrassing episode in America's history.

4. **Duplicating handouts** Duplicate the following materials:

- HISTORICAL BACKGROUND (class set)
- All role sheets (appropriate handout for each role-player)
- CITIZENS' FORUM NOTESHEET (class set)

5. **Adding flourishes to the confrontation**

- Artistic students may make posters proclaiming Poston—1943 ... and Poston Welcomes Fact-Finding Mission.
- Your entire class will enjoy the activity more if they really “get into” their roles. Each role sheet gives hints on how to dress and act. Nevertheless, you should personally emphasize how important it is to dress up, to speak a certain way, and to stay “in character” while role playing. Give them specific ideas on how to make their characters believable and real. Suggest Fumiko and Tomatsu bow to the commission when they arrive and when they leave.
- Have all committee members and witnesses meet. Help these students realize and feel the importance of their task. Stress to them: *“Essentially you students are teaching the class during this confrontation.”*
- Encourage students to find background music for their entrance. Caution them not to make light of a very serious topic.
- Encourage students to come up with ideas to make their presentations more interesting and memorable. Let them “run” with flourishes of their own.
- Open the activity with the Pledge of Allegiance. It would be most appropriate as this was done every day at the camp.
- It was very hot at Poston in the summer of 1943. Bring in some fans. Have students slap off dust or wear bandanas over their faces.

DEBRIEFING/TESTING

Debriefing

Hold a debriefing session in which you ask questions of both role players and other class members. Strive to insure that students understand the following:

- what happened to Japanese-Americans in California during the 1940s
- the constitutional issues involved
- the 1988 legislation giving financial compensation to former internees
- their own personal feelings about what happened

Testing/evaluation

You can monitor this activity's success or failure by measuring how well various persons played their roles. If you desire a more definitive evaluation, however, give your students a written essay evaluation. Use either one of these suggestions or a variation:

1. Describe several events that led to the internment of the Japanese-Americans and several effects upon the 120,000 internees. End your essay by making a personal evaluation of this government action at the beginning of World War II.
2. Write two letters. In the first letter imagine you are a student at Poston school, writing to your friend in California. Tell about the evacuation and what camp life is like. In the second letter imagine you are a columnist for the *San Francisco Chronicle*. Tell why it was necessary to put these "Japs" into camps.

This is a creative option for students.

BIBLIOGRAPHY

Encourage your students to seek additional information on this topic.

Books Much of what has been written tends to be quite scholarly and not usually the sort of reading your students would enjoy.

For serious students:

- Alan Bosworth's *America's Concentration Camps* is a very thorough account of the "camp experience."
- Maisie Conrad's *Executive Order 9066* is a good visual look at the camps.
- Daisuka Kitagawa's *Issei and Nisei: The Internment Years* is an excellent source on how the internment affected two generations of Japanese.
- Joy Kogawa's *Obasan* is a fictional account of Canada's treatment of its Japanese-Canadian citizens during World War II.
- Michi Weglyn's *Years of Infamy: The Untold Story of America's Concentration Camps* is an expose type resource that is most informative.
- Jeanne Houston's *Farewell to Manzanar* is a memoir of her experiences at Manzanar during the war.
- Georgia Day Robertson's novel *Harvest of Hate* is a superb and accurate account of the internment.

Lighter materials interesting to all students:

- *This Fabulous Century 1940-1950*, Time-Life
- *The Home Front—USA*, Time-Life
- *Don't You Know There's a War Going On?* by Richard Lingeman

Magazines Hundreds of articles on these subjects have appeared mostly in news magazines. Have your students check by subject in *The Reader's Guide to Periodical Literature*.

Television *Farewell to Manzanar* was made into a TV movie in the late 1970s. Watch for it in your *TV Guide*. It is worth watching.



The cover of Obasan.

HISTORICAL BACKGROUND

Congressional fact-finding missions are one of the important ways that our president or Congress can gain essential information about areas of both domestic and foreign concern. These committees are usually formed as an extension of a congressional committee, or at the request of the president. For the purpose of this activity, let us consider the following scenario—a mixture of fact and “What if?” history.

Following the December 7, 1941, bombing of Pearl Harbor, war hysteria seized the western United States. Many people felt that an invasion of the West Coast was imminent. The anger, frustration, and fear that gripped California, Oregon, and Washington soon was directed toward Japanese-Americans. Rumors were everywhere about Japanese spies, traitors, and fifth-column activities.

In less than two months, and acting entirely on rumors, all the senators and congressmen from California, Oregon, and Washington met in California and drew up a letter to President Franklin Roosevelt recommending the removal of all Japanese-Americans from the West Coast.

At the time, the president was extremely busy, as was Secretary of War Henry Stimson. The matter was eventually referred to Stimson’s assistant, John McCloy, and to John DeWitt, the elderly and indecisive commander of army troops on the West Coast. DeWitt traveled to California and, after meeting with California Governor Culbert Olsen and the state’s persuasive attorney general, Earl Warren, recommended the evacuation.

This recommendation, along with pressure from the highly regarded Walter Lippman and Supreme Court Justice Owen Roberts (he later retracted his statements), was enough for Stimson to advise the president to sign Executive Order 9066, the infamous directive that placed the Japanese-Americans into relocation camps.

As the war against Japan is finally turning in our favor, FDR is able to deal more directly with some of our domestic concerns. Senator Robert Taft, the lone senator to speak out against the camps, has finally convinced the president to send a fact-finding mission to Poston, Arizona, to achieve two purposes: gain information about the evacuation and the life in the camps and recommend

whether or not the Japanese should remain in the camps.



JUDGE FREDERICK VINSON - 1

Background

You are Associate Justice Frederick Vinson of the District of Columbia United States Court of Appeals. A former member of the House of Representatives from Kentucky, you have a reputation of being a fair man and an advocate of civil rights. Because of your reputation for fairness and objectivity, President Franklin Roosevelt has asked you to chair the committee. Since you also have a keen interest in the Constitution, you are interested in learning whether or not anyone's civil rights have been violated. It will be your duty to briefly introduce each witness and ask all general questions. After each committee member has finished with each witness, you will ask the Constitutional question (if there is one) and thank the witness for appearing before your committee. When finished with this activity, write a one-page letter that discusses all the testimony and recommends an action that President Franklin Roosevelt could take.

Sequence and guidelines

*Never forget—as the presiding committee member **you** are in charge of this production. Be positive, happy, and energetic. Keep the fact-finding mission going!*

Call to order: At this time I would like to call our meeting to order. As you all know, the five of us represent the United States Congress and the president of the United States. We are here to seek information about the Japanese-American “relocation” so that we may recommend to the president whether or not the detention of the Japanese-Americans should continue.

Introductions: It is my pleasure to introduce the members of our fact-finding mission. On my far right is Congresswoman Margaret Chase Smith, a new face in Washington, D.C., from Maine. Next to her is Congressman Everett Dirksen of Illinois. I am Judge Frederick Vinson from the U.S. Court of Appeals in Washington, D.C. On my left is Senator Robert A. Taft, known as Mr. Republican. On my far left is Senator Harry Truman from Missouri.

First witness: I would like to call Henry Stimson forward. Welcome, Mr. Stimson. I should point out to our community forum that Henry Stimson is the secretary of war for President Roosevelt and the man who urged FDR to sign Executive Order 9066.

Your general questions for Henry Stimson

1. Please give us some background about yourself.
2. Have you had any dealings with Japan that have been good or bad?

Margaret Chase Smith questions for Henry Stimson

1. We understand that such an important issue as the denial of the rights of 120,000 people wasn't even worthy of your personal at-

JUDGE FREDERICK VINSON - 2

tention. You turned over this issue to whom? What report did you then receive?

2. During this period of “war hysteria,” to what people did you and the president listen?
3. Didn’t anyone speak out against the removal?
4. Could you tell us about the California delegation and its letter to the president?
5. What were the findings of the presidential commission led by Justice Owen Roberts? Was there really espionage going on?

Your Constitutional question for Henry Stimson

1. How did you and the president justify the suspension of all rights of more than 120,000 people?

Thank and dismiss Henry Stimson.

Second witness: I would like to call Lt. General John DeWitt forward. General DeWitt is a key figure in explaining the government’s decision to evacuate and in explaining the evacuation procedure.

Your general questions for John DeWitt

1. What was your role on the West Coast following Pearl Harbor?
2. Once the West Coast was declared a “war zone,” were you put in charge of relocation because you were the area’s military commander?

Robert Taft questions for John DeWitt

1. How did you first become involved in the Japanese relocation matter?
2. How do you personally feel about the Japanese-Americans?
3. Pardon the possible insult, general, but our information says that you are an old and indecisive man, which explains why you weren’t sent to combat. What made you so sure that the “Japs” should be moved, and that California was an unsafe place?
4. Were efforts made to allow these people to leave California?
5. All these reports of espionage ... were they proven? I mean, did we have sufficient cause to round up all these people?
6. So, what was the official government reason for putting these people into relocation camps?
7. Was the evacuation a difficult process? Did you have a lot of trouble with those subversive individuals?

Your Constitutional question for John DeWitt

1. As a military commander, protecting our freedom, didn’t you worry that you were fundamentally wrong in denying an entire people their basic rights? As a freedom-loving American, how did you justify your actions?

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Thank and dismiss John DeWitt

Third witness: At this time, I would like to ask Mrs. Mabel McCormick to come forward. Mrs. McCormick is a teacher at Poston Camp.

Your general questions for Mabel McCormick

1. Please give us some background about yourself and what you currently do.

Everett Dirksen questions for Mabel McCormick

1. How did you become aware of the Japanese-Americans' plight?
2. Had your neighbors been "picked on" before?
3. What were some things that happened to your neighbors right after Pearl Harbor? Why didn't this surprise you?
4. How did your neighbors respond to this treatment?
5. How did they feel toward the government?
6. You have said we all ought to be ashamed of the way Japanese-Americans were treated. Could you please explain that comment?
7. How is the schooling at Poston camp? Rate the teachers and the students.
8. We understand you have had a unique experience teaching your civics class. Could you elaborate?

Your Constitutional question for Mabel McCormick

1. If the whole Constitutional process really broke down, how do you explain this to children who are being told it is the law of this land, the land of freedom?

Thank and dismiss Mrs. McCormick.

Fourth witness: Would Joe Williams please come forward? Sgt. Williams is currently assigned to Poston Camp as a tower guard.

Your general questions for Sgt. Joe Williams

1. What is your current duty at Poston camp?
2. What previous duties did you have where you interacted with the Japanese-American internees?

Everett Dirksen questions for Sgt. Joe Williams

1. What was your first duty when you arrived in Southern California?
2. Did you understand the importance of what you were doing?
3. What happened 48 hours later?
4. Do you know the story of what had happened to these Japanese-Americans before you saw them?
5. What was it like at Santa Anita?

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6. How were the prisoners treated by the army when they had to be transported?
7. What kind of prisoners are these Japanese-Americans? Have they been a lot of trouble?

Thank and dismiss Sgt. Williams.

Fifth witness: Would Miss Fumiko Watanabe please come forward? Miss Watanabe is a student at Poston High School. She has been in the camp for more than a year.

Your general questions for Fumiko Watanabe

1. Please, Fumiko, tell us a little bit about yourself and why you are here today.

Harry Truman questions Fumiko Watanabe

1. How did your life change after Pearl Harbor?
2. What do you remember about the evacuation?
3. What were your first impressions of Poston camp?
4. How has this “relocation” affected your family?
5. We understand your brother has volunteered for combat.
6. Your brother could end up making the “ultimate sacrifice”! We understand the casualty rate for the 442nd is more than 300%. (The military had to replenish the original squad three times.) Is there anything done in the camps that proves your patriotism?
7. Tell us about your school life at Poston.

Thank and dismiss Fumiko Watanabe.

Sixth witness: Would Tomatsu Kato please come forward? Mr. Kato is an internee at Poston who has been arrested earlier and detained for a lengthy period by the FBI.

Your general questions for Tomatsu Kato

1. Mr. Kato, please tell us your occupation and tell how you arrived at Poston camp.

Harry Truman questions for Tomatsu Kato

1. Tom, may I call you Tom? What is the difference between a Nisei and an Issei?
2. The Japanese haven’t been real popular in California, even before Pearl Harbor, have they Tom?
3. Why didn’t you ever become an American citizen?
4. What happened to you on December 14, 1941?
5. Tell us about your experience in Texas.
6. When released, wasn’t there a joyous homecoming?

JUDGE FREDERICK VINSON - 5

7. What was disturbing about your new life at Poston?
8. What has the experience done to you and your family?

Your Constitutional question for Tomatsu Kato

1. Tom, were you ever charged with a crime or given a chance to contact a lawyer?

Thank and dismiss Tom Kato.

Citizen Forum questions If time permits, and with your teacher's permission, have all witnesses stand and answer any questions the citizens' forum asks.

This is an optional activity.

Final comments Ladies and gentleman of the city of Poston, and of the Poston relocation center, we would like to thank you for your hospitality. You have been most gracious to this entire committee. As we told you upon our arrival, this is a fact-finding mission. We are here not to make judgments, but to listen, to learn, and to recommend. Our task now is to individually "digest" what we have learned and to each inform President Roosevelt of our findings. This fact-finding mission is officially completed.

Characterization

Acting Tip

You might watch legal proceedings on TV and study the judge's actions.

1. If you would really like to look official, find a judge's robe—a graduation gown would suffice. You may want to use a gavel just for decorum. Sometimes, you may need to get people's attention.
2. As the commission chairman, you *must* be familiar with the sequence of your role. Prior to the activity, look over this "script" very thoroughly.
3. Strive at all times—even while you are practicing at home—to have your voice and body language radiate confidence and interest in both the persons and the topic.
4. Talk with your teacher and the students who are playing key roles. Ask them if there is any way you can help them with their responsibilities.

MARGARET CHASE SMITH

Background

You are Congresswoman Margaret Chase Smith, a three-year member of the House of Representatives from Maine. As a member of the Congressional fact-finding committee, you will be responsible for the questioning of Secretary of War Henry Stimson. This gentleman is a real “heavyweight” in the Roosevelt administration; therefore, show him respect, especially during the beginning of your questioning. At the end of the activity, write a one-page letter to President Franklin Roosevelt, summarizing the testimony, and advising him what to do.

Questions for Henry Stimson

1. We understand that such an important issue as the denial of the rights of 120,000 people wasn’t even worthy of your personal attention. You turned this issue over to whom? What report did you then receive?
2. During this period of “war hysteria,” to what people did you and the president listen?
3. Didn’t anyone speak out against the removal?
4. Could you tell us about the California delegation and its letter to the president?
5. What were the findings of the presidential commission led by Justice Owen Roberts? Was there really espionage going on?

Characterization

Acting Tip

Your history text in your school (or local) library will help you get ideas for your attire.

- Dress conservatively. A long-sleeve blouse and long skirt would be appropriate.
- Be polite but assertive.
- Take good notes on a CITIZENS’ FORUM NOTESHEET.



Background

You are Congressman Everett Dirksen, a 10-year member of the House of Representatives from Illinois. Since you have a reputation for being a strong supporter of the Constitution, you are particularly interested in what is going on at those relocation camps. As a member of the Congressional fact-finding committee, you will question two people—Mrs. Mabel McCormick of San Francisco, presently a teacher at the Poston camp, and Sgt. Joe Williams, one of the men of the 4th Army. Williams, who was involved in the evacuation, currently is a tower guard at Poston. At the end of this activity, write a one-page letter to President Franklin Roosevelt, summarizing the testimony before this committee and advising him what to do.



Questions for Mabel McCormick


1. How did you become aware of the Japanese-Americans' plight?
2. Had your neighbors been "picked on" before?
3. What were some things that happened to your neighbors right after Pearl Harbor? Why didn't this surprise you?
4. How did your neighbors respond to this treatment?
5. How did they feel toward the government?
6. You have said we all ought to be ashamed of the way Japanese-Americans were treated. Could you please explain that comment?
7. How is the schooling at Poston camp? Rate the teachers and the students.
8. We understand you have had a unique experience teaching your civics class. Could you elaborate?



Questions for Joe Williams

1. What was your first duty when you arrived in Southern California?
2. Did you understand the importance of what you were doing?
3. What happened 48 hours later?
4. Do you know the story of what happened to these Japanese-Americans before you saw them?
5. What was it like at Santa Anita?
6. How were the prisoners treated by the Army when they had to be transported?
7. What kind of prisoners are these Japanese-Americans? Have they been a lot of trouble?

Acting Tip



Your history text or other books in your school (or local) library will help you get ideas for your attire.



Characterization

- Dress conservatively in a dark suit, but leave your hair a bit messy.
- Use a deep, gravelly voice and speak loudly and deliberately.

Background

You are Senator Robert A. Taft of Ohio. You have been the lone voice in the Senate speaking out against the relocation. You can't believe that the removal of the Japanese-Americans happened so quickly, and you suspect that the matter wasn't really examined very closely before a decision was made. Our government was just too busy running a war! You were able to convince President Roosevelt to authorize this fact-finding mission. Therefore, you are elated because you believe the fact-finding hearing will reveal the truth. Your responsibility as a member of the Congressional fact-finding committee is to conduct the questioning of Lt. General John DeWitt. At the end of the activity, write a one-page letter to President Franklin Roosevelt, summarizing the testimony, and advising him what to do.

Questions for John DeWitt

1. How did you first become involved in the Japanese relocation matter?
2. How do you personally feel about the Japanese-Americans?
3. Pardon the possible insult, general, but our information says that you are an old and indecisive man, which explains why you weren't sent to combat. What made you so sure that the "Japs" should be moved, and that California was an unsafe place?
4. Were efforts made to allow these people to leave California?
5. All these reports of espionage ... were they proven? I mean, did we have sufficient cause to round up all these people?
6. So, what was the official government reason for putting these people into relocation camps?
7. Was the evacuation a difficult process? Did you have a lot of trouble with those subversive individuals?

Characterization

- You are a highly respected member of the Senate. Wear a three-piece suit and wire-rimmed glasses.
- Your opinion of DeWitt is that he assumed much more responsibility than he should have, and that he lied to John McCloy about espionage activities. Don't be too kind to this general. You may have to be brutal.
- Remember: You are a man of conscience. This removal of the Japanese-Americans took place too fast. Bring out the racial prejudice involved.



Acting Tip




Your history text in your school (or local) library will help you get ideas for your attire.

Background

You are Senator Harry S. Truman from Missouri. Serving in the Senate since 1934, you are known as a feisty man of conviction, a fellow who gets things done. As chairman of the “Truman Committee,” you have been investigating excessive and wasteful government spending in manufacturing and distributing war materials. You are at Poston to see if all the government expense to maintain these camps is warranted. As a member of the Congressional fact-finding committee, you will question two witnesses—Fumiko Watanabe, a high school student at Poston, and Tomatsu Kato, a fisherman who was kept at a high-security military base for nearly a year before arriving at Poston. At the end of the activity, write a one-page letter to President Franklin Roosevelt, summarizing the testimony, and advising him what to do.


Questions for Fumiko Watanabe

- 
1. How did your life change after Pearl Harbor?
 2. What do you remember about the evacuation?
 3. What were your first impressions of Poston camp?
 4. Has this “relocation” affected your family?
 5. We understand your brother has volunteered for combat.
 6. Your brother could end up making the ultimate sacrifice! We understand the casualty rate for the 442nd is more than 300% (they had to replenish the original squad three times!). Is there anything being done in the camps that proves your patriotism?
 7. Tell us about your school life at Poston.

Questions for Tomatsu “Tom” Kato

1. Tom, what is the difference between a Nisei and an Issei?
2. The Japanese haven’t been real popular in California, even before Pearl Harbor, have they Tom?
3. Why didn’t you ever become an American citizen?
4. What happened to you on December 14, 1941?
5. Tell us about your experience in Texas.
6. When released, wasn’t there a joyous homecoming?
7. What was disturbing about your new life at Poston?
8. What has this experience done to you and your family?

Acting Tip



Your history text or other books in your school (or local) library will help you get ideas for your attire.

Characterization

- Possibly wear a summer suit, a snappy bow tie, and wire-rimmed glasses. Carry a cane—Truman used one on his brisk walks.
- Wear a hat, but remove it during the meeting.
- Speak assertively.

Background

You are Henry Stimson, secretary of war in President Franklin D. Roosevelt's cabinet. At 75, you are one of the most highly regarded men in Washington. You served as secretary of war for William Howard Taft in 1908. In 1929 you were Herbert Hoover's secretary of state. In this capacity, you developed the Stimson Doctrine, an anti-Japanese program designed to punish the Japanese for their invasion of Manchuria. You are called to serve your country one last time when FDR prevailed upon you to be his secretary of war in 1940. One of your first actions was to put into effect an economic blockade and boycott against Japan. Many have said that this action was the spark that finally caused the Japanese to attack Pearl Harbor.

You are here today to speak on behalf of the government of the United States. Though you are responsible for all the information on this sheet, please address yourself mainly to the information that follows.

Pertinent information

Use all this information to help you answer the committee's questions.

Note: Do not carry these recollections on-stage. Instead, practice your answers several times.

1. At age 75, most of your energy in 1942 was directed toward the survival of American forces in combat. Both you and President Roosevelt were "up to your ears" saving the nation. The "Japanese-American problem" was mostly turned over to your assistant, John McCloy. His reports to you convinced you to urge the president to sign Executive Order 9066. Specifically, he reported the following:
 - People feared a follow-up invasion on the West Coast after Pearl Harbor.
 - Considerable yellow journalism filled certain newspapers, especially the Hearst newspapers such as the *San Francisco Examiner*. Headlines blamed Japanese-Hawaiians for Pearl Harbor and suggested there was espionage and sabotage everywhere.
 - Anti-Japanese vigilantes committed 57 separate acts of violence.
 - Many citizens of California reported individual acts of espionage and sabotage.
 - A high concentration of Japanese-Americans—more than 120,000—lived on the West Coast.
2. Some highly respected people favored the evacuation and detention of the Japanese-Americans. The president held these people in high regard.
 - **Walter Lippman**, celebrated columnist, author, and adviser to presidents since he helped Woodrow Wilson write the Fourteen Points wrote an editorial which had a great impact on FDR. It

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read: “The Pacific Coast is a war zone. Some part of it at any time could be a battle zone. Nobody at any time has the right to reside and do business on a battlefield! There is plenty of room elsewhere for him to exercise his rights.”

- **Abe Fortas**, a highly regarded lawyer who defended civil liberties, was close to FDR as an aide to the Agricultural Adjustment Administration and counsel for the Public Works Administration. He urged FDR to go ahead and sign Executive Order 9066.
 - **Hugo Black**, Supreme Court justice known for his strong support of the 14th Amendment and civil rights. This strong supporter of the New Deal had been appointed by FDR to the high court. Black urged the exclusion of the Japanese from the West Coast.
 - **Milton Eisenhower**, Dwight Eisenhower’s brother and highly respected educator and administrator who worked within the New Deal program. He advised FDR to sign Executive Order 9066.
 - **Earl Warren**, the attorney general of California since 1939 who had a reputation as an ambitious, hard-working but fair man who championed the rights of others. He had already taken all Japanese-Americans’ money by freezing their bank funds. He cited a clear danger of these possible subversive individuals in a war zone.
3. Some, however, protested against the relocation.
- **Senator Robert Taft**, who got very upset, was the only senator who really objected. You and FDR tended to ignore his comments. Besides, FDR was not very fond of Taft.
 - **Attorney General Francis Biddle**, new to the cabinet, was the only one in the cabinet who was against the relocation. He was not willing, however, to challenge your power.
 - **J. Edgar Hoover**, director of the FBI, forwarded a memo saying he had found no evidence of any sabotage or espionage by any Japanese-American. Hoover was ignored because the potential of subversion was still there if all those Japanese-Americans remained free.
4. Your decision to advise the president to sign Executive Order 9066 was also influenced by the following events:
- On February 2, 1942 (just two months after Pearl Harbor), the entire delegation of congressmen and senators from California, Oregon, and Washington met and drafted a letter to you and the president urging the immediate evacuation of all Japanese-Americans from the West Coast. There was no mention of German-Americans or Italian-Americans, also our “enemies.”
 - About this same time, a delegation was sent out by President Roosevelt to investigate all those charges of espionage. The commission was headed by Supreme Court Justice Owen

HENRY STIMSON - 3

Roberts, who told you and FDR that the charges were most likely true, and FDR should sign Executive Order 9066. Roberts later changed his mind, but only after the Japanese-Americans had been placed in the camps.

5. Based on the information that you and FDR had been given, Executive Order 9066 was signed on February 19, 1942, just 10 weeks after Pearl Harbor. This order set in motion the evacuation and removal of all Japanese-Americans from the West Coast. To avoid tearing a tremendous hole in our Constitutional system, the West Coast was made into a military war zone, and General John DeWitt was put in charge.

Questions to answer

General questions from Judge Vinson

1. Please give us some background about yourself.
2. Have you had any dealings with Japan that have been good or bad?

Pertinent questions from Congresswoman Smith

1. We understand that such an important issue as the denial of the rights of 120,000 people wasn't even worthy of your personal attention. You turned over this issue to whom, and what report did you then receive?
2. During this period of "war hysteria," who were the people that you and the president listened to?
3. Didn't anyone speak out against the removal?
4. Could you tell us about the California delegation and its letter to President Roosevelt?
5. What did the presidential commission tell the president? Was there really espionage going on?

Constitutional question from Judge Vinson

1. How did you and the president justify the suspension of all rights of more than 120,000 people?

Characterization

Acting Tip

Your history text or other books in your school (or local) library will help you get ideas for your attire.

- Wear a three-piece suit. A bow tie might be a nice touch. So would a cane.
- Try to look old. Walk slowly. Sit down carefully.
- Ponder questions a second or so before answering them deliberately.
- If you feel offended during the questioning, refer to the questioner as "little feller" or "little gal" or "you young whippersnapper."

Background

You are Lt. General John L. DeWitt, commanding officer of the Fourth Army and the Western Defense Command. Soon after Pearl Harbor, you were put in charge of protecting the West Coast from a possible Japanese invasion. Much of your energy during the war was spent trying to convince Americans that they could be invaded “any minute.” You even tried to scare people in Seattle and San Francisco by erroneously reporting sighting Japanese bombers in our skies. Even though the sightings were false, you were trying to impress upon citizens the seriousness of our situation.

As you readied the West Coast for an imminent Japanese invasion, you were approached by Assistant Secretary of War John McCloy about the Japanese “problem.” In the next few days you were to strongly urge the evacuation of the Japanese-Americans from the West Coast. The tide of intolerance you witnessed in California was the main factor in your decision.

You are here today because you were the military commander in charge of the evacuations. You also had a role in convincing Henry Stimson and President Franklin Roosevelt to authorize the relocation, citing a security danger to the United States.

Pertinent information

1. The United States declared war on Japan following Pearl Harbor. Your job, as military commander of the West Coast, was to protect against a Japanese invasion.
2. The first contact you had regarding evacuation of the Japanese-Americans was from Assistant Secretary of War John McCloy. Throughout the war he remained your official “man in Washington.”
3. Your personal feelings toward the Japanese-Americans are that you don’t trust them. You have been quoted by the newspapers as saying, “A Jap’s a Jap,” referring to Japanese-Americans as the enemy, as if they were still in Japan. You agree with what Congressman Rankin once said, “Once a Jap, always a Jap ... you cannot regenerate a Jap, convert him and make him the same as a white man any more than you can reverse the laws of nature.”
4. In a report to Washington, you told of the war hysteria in California. You included these details:
 - There was a tide of intolerance among Californians. There seemed to be a blind yearning for vengeance, and it was led by Governor Culbert Olsen and, especially, Attorney General Earl Warren. Following Pearl Harbor, Japanese were dismissed from their civil service jobs, their licenses to practice law and medicine were revoked, they were sometimes forbidden to

Use all this information to help you answer the committee’s questions.

Note: Do not carry these recollections on-stage. Instead, practice your answers several times.

do business, and the state revoked their fishing licenses and barred them from their boats.

- Many Californians felt they were living in the midst of many enemies. Reports circulated that the Japanese-Americans had cut power lines, that they had made shortwave transmissions to Japanese submarines, and that Japanese-American farmers were planting their crops in the form of arrows that pointed toward U.S. air bases.
 - The Hearst newspapers, especially the *San Francisco Chronicle*, was really working up the whites in California. They were getting more fearful and suspicious as each story, true or not, was published. Here is a quote that echoes the sentiment of many Californians: “Why treat the Japs well here? They take the parking positions. They get ahead of you in the stamp line at the post office. They have their share of seats on bus and street car lines. Let ’em be pinched, hurt, hungry, and dead against it! Personally, I hate the Japanese and that goes for all of them.”
5. You became convinced that putting the Japanese into camps could protect them. You had heard from Attorney General Warren that there were numerous incidents of violence being reported each week. The Japanese were encouraged to leave California. When they did, however, they met violence and prejudice:
- In New Jersey, vigilantes burned down a local farm because five Japanese-Americans were working there.
 - A church in Utah told a Japanese girl to worship elsewhere.
 - Idaho’s Governor Chase Clark said, “Japs live like rats, breed like rats, and act like rats.”
 - Nevada and Kansas made it known that the welcome mat was *not* out for the Japanese.
 - Barbershop windows sported signs: “Japs shaved—not responsible for accidents.”
 - Restaurant window signs declared: “This management poisons both rats and Japs.”
 - Gas stations wouldn’t serve them or let them use any facilities.
 - Tennessee declared open season on Japs with no hunting license required.
6. Every report of espionage or sabotage was checked out. Every charge or accusation was followed up. None was proved. But you *knew* there had to be some spying going on, so you went ahead and told McCloy of the reports as if they were true. In California there was extreme political pressure to put the Japs in camps; therefore, falsifying the espionage and sabotage reports helped your cause.
7. The Japanese-Americans, because of the war, were officially labeled an “enemy race” whose loyalty to the United States was inherently suspect. Their racial strains were undiluted. And since they had stayed to themselves for so long and didn’t mix, they were easy to identify and label.

8. You are very proud on how smoothly the evacuation went. In less than five months you had removed more than 120,000 people from their homes, had transported them, and had built them new homes on government land. It was rapid, smooth, and efficient.

Questions to answer

General questions from Judge Vinson

1. What was your role on the West Coast following Pearl Harbor?
2. Once the West Coast was declared a “war zone,” were you put in charge of the relocation because you were the area’s military commander?

Pertinent questions from Senator Taft

1. How did you first become involved with the Japanese relocation matter?
2. How do you personally feel about the Japanese-Americans?
3. Pardon the possible insult, general, but our information says that you are an old and indecisive man, which explains why you weren’t sent to combat. What made you so sure that the “Japs” should be moved and that California was an unsafe place?
4. Were efforts made to allow these people to leave California?
5. All these reports of espionage ... were they proven? I mean, did we have sufficient cause to round up all the people?
6. So, what was the official government reason for putting these people into relocation camps?
7. Was the evacuation a difficult process? Did you have considerable trouble with these suspected subversive individuals?

Constitutional question from Judge Vinson

1. As a military commander, protecting our freedom, didn’t you worry that you were denying an entire people their basic rights? As a freedom-loving American, how do you justify your actions?

Characterization

Acting Tip

Your history text or other books in your school (or local) library will help you get ideas for your attire.

- Wear military clothing. Try to find several medals for your uniform.
- You are an experienced, older military man. Stand and walk tall. Your dress, speech, and bearing should all show your deep love for your country.
- Since your reputation is that of an indecisive man, ponder each question ... hesitate somewhat.
- Look old if you can. A shade of gray hair would be effective.
- During this war, you really have viewed the Japanese-Americans as *the enemy*. Consequently, defend yourself and your actions. You know the Japanese-Americans are a threat to the safety and security of our country during this terrible war.

Background

You are Mabel McCormick. You were a retired high school teacher until your husband was killed in the Pacific. You now teach at Poston camp, where your students are prisoners who have been uprooted from their homes in the Los Angeles and San Diego areas. Your hometown is San Francisco. You witnessed the evacuations firsthand. Since some of your neighbors were victims of this “war hysteria” and ended up in a relocation center, you have taken a keen interest in the whole matter of Executive Order 9066. When you heard of teaching openings at the camps, you applied for a position teaching history and civics to high school students, which is what you do now.

Here today as a witness to the evacuation and as a resident of the camp, you eagerly anticipate sharing your thoughts on the terrible ordeal of the Japanese-Americans.

Pertinent information

1. Two of your very close friends are Japanese-Americans who are now at the Tule Lake relocation center. You became very interested in this matter because of these friendships.
2. This poor treatment of the Japanese is nothing new. Your neighbors have been discriminated against for years. California wouldn't allow them to become citizens or own property unless they were born in California. Then they were criticized for not being citizens. If they worked hard, they were too pushy. If they were successful in business, they were trying to ruin someone else. What has happened to the Japanese-Americans is simply naked racial prejudice.
3. You weren't really surprised when Californians turned on the Japanese-Americans after Pearl Harbor:
 - Insurance companies canceled policies.
 - Milkmen refused to deliver milk.
 - Grocers wouldn't sell them food.
 - Attorney General Earl Warren froze their bank accounts so they couldn't even use their own money.These things started happening immediately after Pearl Harbor because of racism and prejudice. Authorities said it was because the Japanese-Americans were the enemy. It didn't help when the military commander of the entire West Coast said, “A Jap's a Jap,” meaning they were the enemy.

Use all this information to help you answer the committee's questions.

Note: Do not carry these recollections on-stage. Instead, practice your answers several times.

MABEL McCORMICK - 2

4. This evacuation was caused by hate and fear. Many of the Japanese-Americans in your neighborhood had less than 48 hours to sell all their property, businesses, and personal belongings. They were stunned and ashamed. They lost everything, but they neither outwardly protested or caused problems. They believed their compliance would prove their loyalty.
5. We ought to be ashamed of the way we have treated these people. They have lost everything. You watched your neighbors, the Nishimuras, as they sold all their possessions at a fraction of their worth. You accompanied them to the Tanforan Race Track, where they were housed in converted horse stalls. Later they were sent to a desolate area of Northern California. What caused this? They were born of the wrong ancestry!
6. You try to do a good job teaching at Poston despite inadequate facilities. The weather is usually too hot or too cold. Many of the teachers are internees who are not qualified. The children, however, have such a strong desire to learn that they manage to do so despite the poor instruction and no books.
7. Your most interesting class has been civics, which is a study of the United States Constitution. All of your students are American citizens who have been denied their rights guaranteed by the Constitution. The only thing you have been able to tell them is this: "Someday I hope the American government realizes what has happened and makes it right." One thing that has been very easy to study is how all three branches of government have been involved in this violation of human rights:
 - **Executive:** Acting on the advice of his cabinet, President Roosevelt signed Executive Order 9066 into law.
 - **Legislative:** Both houses of Congress authorized funding to make the West Coast a military district, paving the way to making this look legal.
 - **Judicial:** The Supreme Court ruled, in essence, that because the West Coast was a war zone, this was legal.Wow! A wholesale violation of people's rights, supported by every branch of government. Here was a case of a total breakdown of checks and balances.

Questions to answer



General question from Judge Vinson

1. Please give us some background about yourself and what you currently do.

Pertinent questions from Congressman Dirksen

1. How did you become aware of the Japanese-Americans' plight?
2. Had your neighbors been "picked on" before?
3. What were some things that happened to your neighbors right after Pearl Harbor? Why didn't this surprise you?
4. How did your neighbors respond to this treatment?
5. How did they feel toward the government?
6. You have said we all ought to be ashamed of the way Japanese-Americans were treated. Could you please explain that comment?
7. How is the schooling at Poston camp? Rate the teachers and the students.
8. We understand you have had a unique experience teaching your civics class. Could you elaborate?

Constitutional question from Judge Vinson

1. If the whole Constitutional process really broke down, how do you explain this to children who are being told it is the law of the land, the land of freedom?

Characterization

Acting Tip



Your history text or other books in your school (or local) library will help you get ideas for your attire.

- There is some room for creativity here. Remember, you are at Poston, Arizona, in the summertime. It is very, very hot, and most likely dusty. You are middle-aged and very uncomfortable. You enjoy your work, but the accommodations are inadequate.
- Wear a loose-fitting cotton dress. Use a hand fan to keep you cool.
- Lecture the government representatives on what they have done.
- Scold Henry Stimson and John DeWitt. Shake your finger at them.
- Explain how you are proud to be a civics teacher even though the civil rights of the young persons you are teaching have been violated.

Background

You are Master Sergeant Joseph Williams of the 4th U.S. Army's Western Defense Command. Your current duty is serving as a tower guard at the Poston camp in Arizona, one of 10 relocation camps where the government is holding Japanese-Americans. One of your first duties when you got to the West Coast was to help post signs all over Los Angeles, telling the Japanese-Americans to evacuate the area. Your next duty was at the railroad station, aiding in their transport from the assembly center at Santa Anita racetrack to Manzanar and Poston.

You are here today as a witness to the removal of the Japanese, and as an observer of their daily activities in camp.

Pertinent information

1. You had just arrived from Fort Smith, Arkansas, when you were put on a detail to post signs all over the San Pedro area of Los Angeles. The signs were a 48-hour final notice to assemble at the Port Authority to be transferred to Santa Anita racetrack. The notices were to "all persons of Japanese ancestry."
2. Two days later, you were on guard duty, as thousands of Japanese-Americans boarded buses to Santa Anita. They all carried bedrolls and luggage, and all the children were tagged like pieces of luggage. They were very silent, very sad ... pretty easy to guard.
3. You found out later that most of the Japanese-Americans had only one week to sell all their belongings, their homes, and their businesses. They could bring only what they could carry in their arms. Even then, they didn't complain. You found this out from some Army buddies who were displaying all their "Jap stuff" that they had bought so cheaply.
4. The assembly center at Santa Anita was really bad living quarters. The Army cleared out the horse stalls, laid down plywood, then whitewashed the wood. The Japanese lived in the stalls. It didn't seem right. Plywood barracks wrapped in tar paper were built on the infield. They were hot and dusty, but at least they didn't smell.
5. When it came time to transport the prisoners to the relocation camps, many were brought to the train station for transport to Poston, Arizona. They were treated poorly. All razors and liquor were confiscated. They put tape on the toddlers again with numbers and destination. Some of the soldiers were pretty rude, yelling, "Out, Japs." It reminded you of Germany, where the Nazis had yelled, "Raus, Juden, raus." It wasn't fun to be a part of this.

*Use all this information to help you answer the committee's questions. **Note:** Do not carry these recollections on-stage. Instead, practice your answers several times.*

SGT. JOE WILLIAMS - 2

6. Your assignment at Poston was as a tower guard. Here you observed the prisoners each day. In the last 18 months, you have seen a hot, barren wasteland turned into a productive farming area. The Japanese-Americans built schools, recreation areas, medical facilities, and a dance hall. They formed their own YMCA, Boy Scouts, literary society, and put on musical programs. They transformed their tiny little apartments into nicely decorated homes. They have been productive and have never given you any trouble. You don't believe you really needed your rifle.

Questions to answer

General questions from Judge Vinson

1. What is your current duty at Poston camp?
2. What previous duties did you have where you interacted with the Japanese-American internees?

Pertinent questions from Congressman Dirksen

1. What was your first duty when you arrived in Southern California?
2. Did you understand the importance of what you were doing?
3. What happened 48 hours later?
4. Do you know the story of what happened to these Japanese-Americans before you saw them?
5. What was it like at Santa Anita?
6. How were the prisoners treated by the Army when they had to be transported?
7. What kind of prisoners are these Japanese-Americans? Have they been a lot of trouble?

Characterization

Acting Tip

Your history text or other books in your school (or local) library will help you get ideas for your attire.

- As a military guard at a concentration camp, you should have some sort of uniform. An army uniform with a helmet would be nice.
- Address members of the committee as "sir" or "ma'am." Be polite.
- This experience of controlling the Japanese-Americans is all new to you, but it just doesn't seem right.

Background

You, Fumiko Watanabe, are 17 years old and have two older brothers who look out for their “little sister.” You currently attend the high school at Poston and hope to be a teacher some day. You used to attend school near San Diego, where your family ran a farm. All of that is gone now. Your father had to sell everything. With the family property, farm equipment, and furniture lost after years of hard work, you worry about your parents.

At Poston High School, you are a cheerleader and are on the journalism staff that makes the annual yearbook for your school. You have been invited to appear today to share with the fact-finding mission what life is like in the camps.

Pertinent information

*Use all this information to help you answer the committee’s questions. **Note:** Do not carry these recollections on-stage. Instead, practice your answers several times.*

1. The day after Pearl Harbor, your whole life changed. Overnight most of your friends became your enemies. All of a sudden there were friends who couldn’t talk to you, places you couldn’t go, businesses that wouldn’t serve you, and people who called you bad names.
2. The short time you had to report for the evacuation seems like a distant nightmare. You remember holding back tears as you gave away your dog Mickey. (You named your big German Shepherd after Mickey Rooney, your favorite movie star.) You remember a big ugly man buying your bedroom furniture and desk for \$5. You remember the farm equipment being hauled away after your father labored and saved so long to buy it. Most painfully, however, you remember saying goodbye to your home, never to return.
3. You arrived at Poston camp in the summer time. It was horrible! The temperature was over 100 degrees and some of the bus windows were stuck shut. As you arrived at the camp and finally got your family barracks, the nightmare continued. Your family—mom, dad, two brothers, and you—was given a 10’x20’ room with no windows, no stove, no toilet, no water. There was no privacy at all. It was a wood structure, wrapped in tarpaper, which made it very, very hot. To add a little privacy, your parents stretched string across the room and hung old sheets from it to separate the “bedroom” from everything else.
4. Since you have been at the camp, it seems your family is disintegrating. Your brothers roam about at night with nothing to do. They disobey your father. You see doubt and uncertainty in your brothers’ eyes. The family is being torn apart by arguing.
5. Last month your brother Tad joined the Army and is now a proud member of the all-Japanese 442nd battalion. It is made up of all

FUMIKO WATANABE - 2

Nisei volunteers. In less than two years, the battalion most likely will be the most decorated battalion in U.S. history. Bill Mauldin, who writes for *Stars & Stripes* magazine, said that no combat unit in the Army could exceed them in loyalty, hard work, courage, and sacrifice. That's your brother; these are your people!

6. Even though you've been treated badly, you still feel plenty of patriotism. The community starts each day by raising the flag and pledging allegiance. Many of the Poston prisoners do work for the government. They make camouflage netting and recruiting posters.
7. Life at Poston camp has gotten to be routine. You attend high school and are involved in all sorts of activities. You are on the yearbook staff and on the cheerleader squad. Your best friend is the student body president. You could have been vice-president but wanted to be a cheerleader instead. In San Diego, Japanese-Americans were never given the chance to be in student government, in activities, or in sports. Last year your brother Tad was a star on the Poston football team. He never would have made the San Diego team.

Questions to answer

General question from Judge Vinson

1. Please, Fumiko, tell us a little bit about yourself and why you are here today.

Pertinent questions from Senator Truman

1. How did your life change after Pearl Harbor?
2. What do you remember about the evacuation?
3. What were your first impressions of Poston camp?
4. How has this "relocation" affected your family?
5. We understand your brother has volunteered for combat.
6. Your brother could end up making the ultimate sacrifice. We understand the casualty rate for the 442nd is more than 300%. (The military has had to replenish the original squad three times.) Is there anything done in the camps that proves your patriotism?
7. Tell us about your school life at Poston.

Characterization

Acting Tip

Your history text or other books in your school (or local) library will help you get ideas for your attire.

- Wear a cheerleader outfit or casual school clothing. Put your hair up in a pony tail.
- Be very polite. Address the committee members as "sir" or "ma'am."
- The committee may need help pronouncing your name. Help them. It is Foo-mee-ko Wat-a-knob-ee. Easy!

Background

You are Tomatsu Kato, but your friends have always called you Tom. You are around 55 years old, but you look older. You were a very successful fisherman in San Diego until Pearl Harbor. After working hard for 20 years to pay off your boat, it was impounded the week after Pearl Harbor. You were arrested in the middle of the next night, taken to a local jail, then transferred to a military installation, kept for almost a year, then brought back to your family at Poston. You still don't understand what happened, other than they thought you might be a spy and that you were held as a “suspicious” person.

You are here today to tell what happened to the thousands of Japanese who were arrested as spies, then released. You will also give your impression of Poston camp.

Pertinent information

1. You are Tomatsu Kato, an Issei Japanese, born in Japan. Your wife is also Issei. Your four children are all Nisei (second generation, born in the United States). Your children are all U.S. citizens.
2. Most of the younger generation, or Nisei Japanese, seem to be confused as to what has happened to them. You are not confused at all. Ever since you came to California from Japan, the whites have frowned upon your very presence: If a Japanese did well in school, he was too competitive; if a Japanese worked too hard, he was too pushy; if a Japanese wanted to be like an American, he didn't know his place; if he wanted to retain his culture, he was un-American. *Nothing the Japanese-Americans could do pleased the Californians.*
3. All of the Japanese-Americans in this camp would be citizens of the U.S., if it weren't for prejudice in California. Over the years, many laws were passed that kept the Japanese-Americans from becoming citizens, from owning property, and even from entering the country. In order to buy land, you had to put it in your son's name. In San Francisco, they made the Japanese go to separate schools.
4. On December 14, 1941, one week after Pearl Harbor, you got word that your fishing boat had been impounded by the U.S. government. That same night you were arrested. The FBI agents even followed you into your bedroom and watched you get dressed. You didn't even have a chance to put on your shoes or get a toothbrush. You were taken to jail and spent that night with no blanket or pillow. By the next evening, you, along with other suspected “spies,” were on a heavily guarded military train nearly halfway to Texas.

*Use all this information to help you answer the committee's questions. **Note:** Do not carry these recollections on-stage. Instead, practice your answers several times.*

TOMATSU “TOM” KATO - 2

5. At first, you thought you were going to be executed. You were kept in isolation, constantly questioned, and had no contact with home. You didn't know what happened to your family, and they were not told of your whereabouts. You were accused of being a spy with your fishing boat. It took nearly a year to convince them that you were innocent. Apparently, the rule of “innocent until proven guilty” did not apply to the Japanese. One by one, *all* of the accused spies were released when the FBI finally realized *none* was *guilty*.
6. When you were finally released, you were sent to join your family at Poston camp in Arizona. It was a bittersweet day. You went from jail to a concentration camp. You had aged 10 years and now had a chronic cough from pneumonia you contracted in Texas. In your absence, the farm, the equipment, and all your belongings were sold. There was much sadness, but your family was reunited.
7. Rows and rows of dirty, hot buildings lined the camp. Open shower stalls were in full view of the guards. This was a real problem as modesty was a very important characteristic of Issei and Nisei women. Even the toilets were open. The walls of your building were thin, and you could hear everything. Dust was a horrible problem. It was in the house, in the latrine, in the mess hall food, and in your clothing. It was everywhere.
8. This whole experience, you fear, has forever changed your family. You have lost everything. In your own family, a feeling of hopelessness and a loss of respect for the elders is pervasive. The Issei say we should have spoken up—we should have fought the government. Life will never be good again. Your wife's health has declined in the camp. The heat and the emotional stress have given her a bad heart. You are not bitter—you just want this panel to know you are a good American.

Questions to answer



General question from Judge Vinson

1. Mr. Kato, please tell us your occupation, and tell us how you arrived at Poston camp.

Pertinent questions from Senator Truman

1. Tom, what is the difference between a Nisei and an Issei?
2. The Japanese haven't been real popular in California, even before Pearl Harbor, have they Tom?
3. Why didn't you ever become an American citizen?
4. What happened to you on December 14, 1941?
5. Tell us about your experience in Texas.
6. When released, wasn't there a joyous homecoming?
7. What was disturbing about your new life at Poston?
8. What has this experience done to you and your family?

Constitutional question from Judge Vinson

1. Tom, were you ever charged with a crime or given a chance to contact a lawyer?

Acting Tip

Your history text or other books in your school (or local) library will help you get ideas for your attire.

Thank and dismiss Tom Kato.

Characterization

- Dress casually. An old fishing hat would be a nice touch. If you wear a fishing hat, give it to one of the committee members as you leave, saying, “I guess I won't need this any more.”
- Look tired and beaten. You have been thoroughly and completely beaten by this government. Have the attitude that you are just lucky to be alive—no bitterness, just resignation.

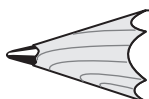
CITIZENS' FORUM NOTESHEET

Fact-Finding Mission

Directions: Take notes on each witness. At the end of the fact-finding hearing, use your notes to write a one-page letter to President Franklin Roosevelt telling what you think should happen.

Witness' name _____

Witness' name _____



Take detailed notes!



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