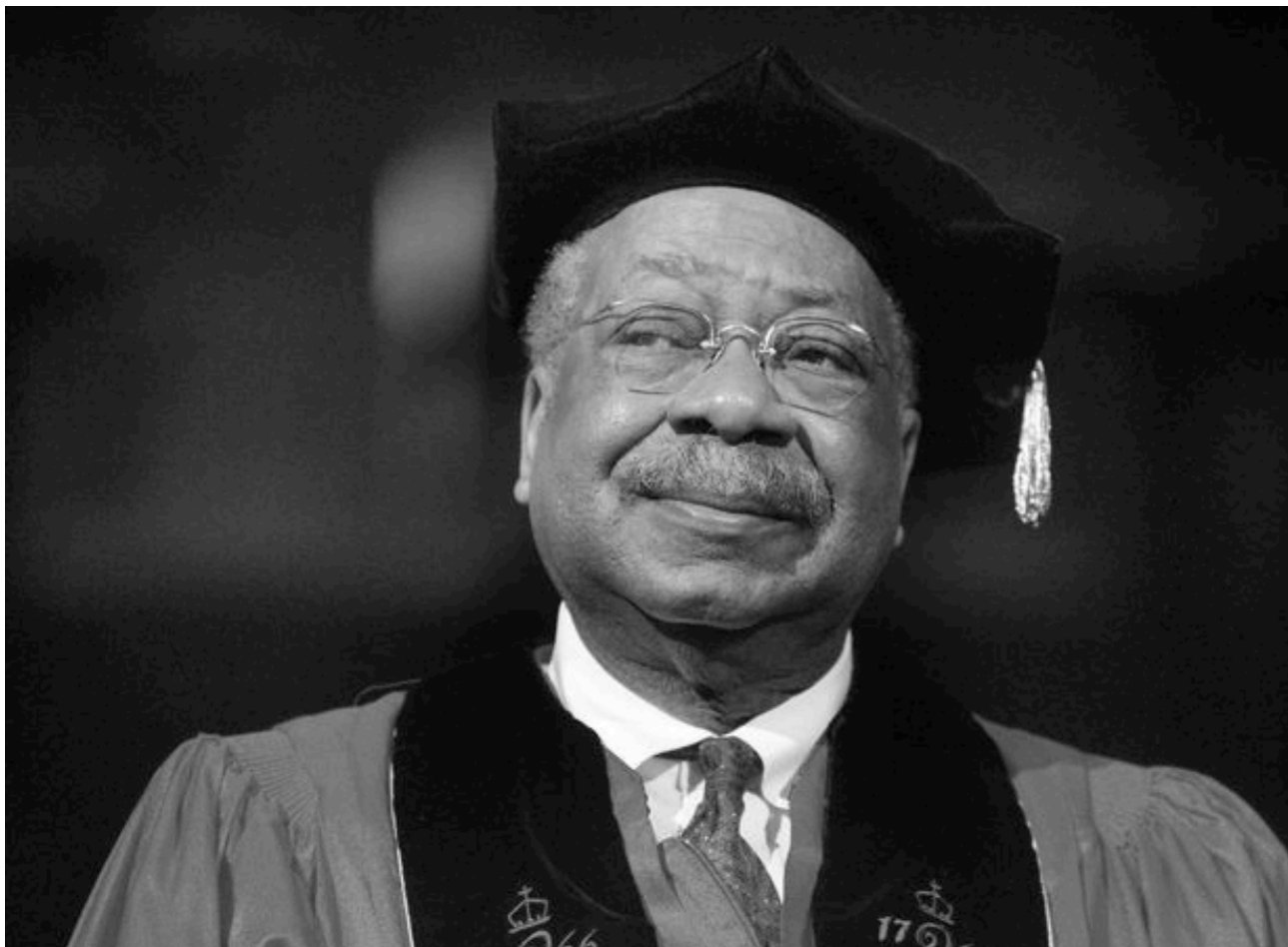


## Table of Contents Volume 15 Number 1 Winter-Spring 2015

<i>Dr. Clement Price, Rutgers University Historian (1945-2014)</i> .....	2
<b>Issues in Social Studies Education</b>	
<i>The Common Core Debate, Ohio-Style</i> .....	3
<i>Common Core and the End of History</i> by Alan Singer .....	5
<i>Teachers Respond to Common Core Debates</i> .....	7
<i>Teaching Students to Think</i> by Kenneth Donovan .....	9
<i>The Koch Brothers' Bill of Rights Institute</i> by Bill Bigelow .....	10
<i>Challenges to Democratic Social Education</i> by Ellen Santora .....	12
<i>Japanese Educators Learn from American Teachers and Schools</i> by Alan Singer .....	13
<i>Social Studies and the Middle East</i> by Marlow Ediger .....	15
<i>Slighting the Supreme Court's Dynamism on the NYS Regents</i> by Robert Wilson .....	16
<i>How Children in Other Countries Get Books</i> by Roberta Robinson .....	18
<b>Capitalism and Inequality</b>	
<i>Inequality In America</i> by Mark Engler .....	19
<i>Capitalism in the 21st Century – Review</i> by Norman Markowitz .....	20
<i>Income and Poverty in the United States (2013): Analysis of a US Census Report</i> .....	22
<i>Does Income Inequality Impair the American Dream of Upward Mobility?</i> .....	23
<i>Is this what capitalist globalization looks like?</i> .....	24
<b>Happy Birthday New Jersey 350</b>	
<i>Happy Birthday New Jersey 350</i> by Arlene Gardner, Executive Director, NJCSS .....	25
<i>New Jersey and the Underground Railroad</i> by New Jersey Center for Civic Education .....	27
<i>Lesson Plan: New Jersey's First Constitution, 1776, Grades 4-8</i> .....	29
<i>Documenting Life in Early New Jersey</i> .....	31
<i>Religious Liberty in Colonial New Jersey</i> .....	34
<i>New Jersey: The Crossroads of the American Revolution</i> .....	35
<i>The Battle of Monmouth</i> .....	36
<i>President-Elect Lincoln Visits New Jersey</i> .....	37
<i>Railroads and the Growth of Bergen County</i> by Staci Anson .....	38
<i>Meet Famous New Jersey Women</i> .....	39
<i>Images of New Jersey Women (Elementary Lesson)</i> .....	43
<i>Working Women in New Jersey, 20th Century: The Western Electric Kearny Works</i> .....	44
<b>Teaching Local History and Geography</b>	
<i>Prayers at Public Meetings: Town of Greece (NY) v. Galloway</i> .....	45
<i>American Cartoonists Confronting the Realities of the Great War</i> by Charles Howlett .....	47
<i>The Secret Sharers of Oak Ridge, Tennessee</i> by Nancye McCrary .....	49
<i>Battle of Plattsburgh</i> by Tom Shanahan .....	50
<i>European Revolutionaries and the American Civil War</i> by Andrew Roblee .....	51
<i>Teaching Duke Ellington and the Harlem Renaissance</i> by Eric Martone .....	53
<i>Fracking and the Future of Energy and the Environment</i> by Gary Krellenstein and Brittini Smith .....	55
<i>To what extent was Colonial America a democratic society?</i> prepared by John Mannebach .....	59
<i>Introducing the Authors</i> .....	60

## Dr. Clement Price, Rutgers University Historian (1945-2014)



Dr. Clement Alexander Price of Rutgers University died in November 2014 at age 69. Dr. Price was a major figure in preparation for New Jersey 350 as well as the official historian of the city of Newark. He is the author of numerous books and articles on the African American experience in New Jersey. In 2008, he headed the transition team for the National Endowment for the Humanities and was appointed by President Obama as vice chairman of the President's Advisory Council on Historic Preservation. Price was the author of *Freedom Not Far Distant: A Documentary History of Afro-Americans in New Jersey* and co-editor of *Slave Culture: A Documentary Collection of the Slave Narratives From the Federal Writers' Project*, a three-volume collection of reminiscences by the last generation of enslaved Americans, published by Greenwood Press.

Dr. Price began teaching history at Rutgers University's Newark campus in 1969 and was appointed Board of Governors Distinguished Service Professor in 2002. He was founder and director of The Rutgers Institute on Ethnicity, Culture, and the Modern Experience, which has become a model of public scholarship and engagement by sponsoring programs and research initiatives that foster public discussion on the arts and culture, urban life and development, diversity and race relations, education, and history at the local, national, and transnational levels. Dr. Price was also co-founder of the annual Marion Thompson Wright Lecture Series, the oldest, largest and most prestigious Black History Month event in New Jersey.

## The Common Core Debate, Ohio-Style

In August 2014, the Ohio State Legislature began consideration of House Bill 597 to end the state's relationship with the national Common Core Standards and the PARCC test consortium. Jeffrey Patterson, Superintendent of Lakewood City Schools in Ohio schools ([http://www.cleveland.com/metro/index.ssf/2014/09/lakewood\\_olmsted\\_dummy\\_file.html](http://www.cleveland.com/metro/index.ssf/2014/09/lakewood_olmsted_dummy_file.html)) testified against the bill and in favor of Common Core. David Patten, a high school social studies teacher in North Olmsted, Ohio questioned its value. An earlier version of his statement appeared in the *History News Network* as "Forget Common Core, Let Me Teach" (<http://hnn.us/article/151024>).

**Jeffrey W. Patterson, Superintendent, Lakewood City (Ohio) Schools:** "During my career, I have often reflected on education in the United States compared to the rest of the world. I know that our students in Ohio rank right up there with the very best students in the world, and yet the PISA (Program for International Assessment) results typically do not reflect this. PISA has assessed fifteen year old students every three years since 2000 in math, science and reading literacy. I believe one reason that China, Japan, the Netherlands, Switzerland and Finland typically rank higher than the United States is because of the consistent, stable and unified courses of study in these countries. Fifty fragmented sets of state curricula in our country make it difficult for us to compete on these tests internationally . . . Our Department of Teaching and Learning in Lakewood has been working on preparation for the Common Core standards and the PARCC assessments for close to four years now. If House Bill 597 is approved, four years of work will be discarded. This is emotionally draining for us as educators . . . The Common Core and PARCC have given us standards and assessments that we can rally around and point to for augmented expectations and student performance. Units have been developed, lessons planned, outlines plotted out and assessments created. The Common Core also allows for local control in a State where we have always taken pride in that way of doing business."

**David Patten, high school social studies teacher, North Olmsted, Ohio:** "From the moment I was hired to teach history and government to the moment, years later, when I walked away, I had the audacity to believe that I had been hired for my expertise. I taught the entire range of students, seventh through 12th grades. No matter what the age or ability level, I actually believed that I had something to convey to my students and that I could truly refine thought and inspire learning. And why not? I graduated summa cum laude with a 4.0 GPA in two majors. I was already a published writer and had traveled extensively. Given those brazen assumptions, to me the textbook was a mere afterthought, a reference. State and district curriculums were only skeletons, and I would flesh them out. My students would learn through hundreds of pages of highly detailed learning packets that I wrote. I also created slide shows and, later on, PowerPoints, which dovetailed with the information contained in the packets. These tools formed the basis of class discussions, thus touching all the learning styles. The students read the packets, learned visually and learned orally. It did not stop there. Projects that I created became a hallmark for many of my classes. My students would write historical fiction along with modern and historical position papers. They would participate in "great debates," their own teaching projects, a historical magazine project and a world geographic magazine project. Last, there were the required reading books. Books such as "Bury My Heart at Wounded Knee," "Son of the Morning Star," "The Prince" and "Treblinka" were read and thoroughly analyzed through lengthy class discussions.

My school system's finest superintendent was the one who refused to micromanage. He believed in something called "teacher empowerment." Educational excellence was not to be found in the ego par excellence of administrators, but in the abilities of the teachers. He made certain the lights were on and resources were available. The rest was up to us. Under that system, virtually nothing was off limits. We were free to create programs, design the curriculum and, above all, provide an intense instruction for the students. In the early 1980s, I became one of the founding fathers of our gifted and talented program. It soon became a lighthouse program inside a lighthouse school district. In that regard, I was certainly not the only one helping to create a first-class educational atmosphere.

There was energy and excitement present in every building. The teachers competed with each other to design and offer only the best for our students. During those “empowerment” years, the district became a regional, state and national system of excellence, with the appropriate awards to prove it. And then came proficiency testing.

It came upon us slowly at first, as most evil does. We heard rumors, had a few discussions concerning what it all meant and merely wondered what impact, if any, the testing would have. We soon found out just how serious it all really was. We endured district-wide meetings where administrators admonished us as to the critical importance of these 50-question tests. Everything was going to ride upon student success or failure on these exams. Results were going to be published, levies would fail and jobs would be lost unless we scored well.

The meaning was truly driven home when a normally reticent assistant superintendent began jumping up and down on the stage while screaming into a microphone, “Ram it down their throats!” She later apologized for the outburst, but the message was clear: Testing would direct the curriculum, dictate the programs and determine the future of our students and school district.

Early on in the experience, my project work and learning packets were barely altered. But it soon became apparent that cuts would have to be made in order to concentrate on preparing the students for the ultimate of tests. I complained bitterly to the administrators about this and was told: “Sorry, proficiencies drive the curriculum,” and, “Cuts in programs and projects will have to be made. We’re sorry.”

As the testing became more intense, many of my other projects became mere relics of a bygone era. None of the projects I created pertained to the testing, and the time needed for them had to be used for proficiency-oriented curriculum and test preparation. The required reading books vanished as well. In my classes, I was barely able to keep two projects alive: the historical magazine project and a new book review project I created. The latter was a rather pedestrian exercise, but at least my students would be required to read an outside history book on a topic of their choosing. As for “The Prince,” he died in 2002.

The testing claimed its victims throughout the district. At the middle school level, for example, the gifted and talented program and foreign languages were reduced or eliminated. Indeed, virtually every program throughout the system suffered in one way or another as we focused on the terrible arithmetic.

Over the past decade, the nightmare of testing became even more intense and with predictable results. It wasn’t long until politicians demanded that teachers be held accountable for test scores. In district after district, state after state, proficiency scores and teachers’ careers were being inextricably linked. In states where testing meant everything to everyone involved, scores began to rise, then soar, almost overnight. Even the most cursory investigations found rampant cheating. The much-heralded “Texas miracle” on test scores proved to be no miracle at all as cheating scandals dominated the headlines. The Dallas Morning News claimed to have discovered 50,000 cases of cheating on the Texas Assessment of Knowledge and Skills test in 2005-2006. Seven hundred districts found themselves under investigation. Investigations in Georgia found an epidemic of cheating on their high-stakes exam. In Atlanta, nearly half of the city’s school districts were involved in fraudulent test scores. At least 178 teachers and principals have been implicated. Similar patterns of fraud have been uncovered nationwide.

But test scores for any school, real or not, camouflage the true crime. I never feared proficiency testing. Instead, I loathed it. Proficiencies forced me to eviscerate the very elements that gave students a meaningful, vital, life-long learning experience. Distilling education into a number through high-stakes testing is nothing more than a fan dance in a corporate burlesque show. People become the equal of commodities; students are thereby converted into the widgets of our nation. Such is the price of oafdom.

Common Core testing is merely the flip side of the same cruel coin and will offer the same educationally decrepit results. I would rather place my faith in the educational judgment of people like those brave teachers who laid down their lives protecting their students in Newtown, Conn., than in having to obey a gang of bloodless bureaucrats crunching numbers. Their high-stakes obsessions are fishhooks in our flesh. To paraphrase Kierkegaard, “life must be lived forward, but it can only be understood backward.” I saw the before and I endured the after. If we are to live forward, then the solution is simple: We must rid ourselves of proficiency testing and let the teachers teach.”

# Common Core and the End of History

by Alan Singer, editor, *Social Science Docket*

Versions of the article have appeared in Huffington Post and on the History News Network.

*The End of History and the Last Man* is a book by Francis Fukuyama based on a 1989 essay called “The End of History?” Fukuyama argued that the end of the Cold War, the collapse of Communism, and what he perceived of as the triumph of Western liberal democracy and capitalism, signaled the end of human cultural transformation. It signaled the end of history and the process of historical change.

Since then, in the face of emerging conflict between the West and the Islamic world and global economic stagnation, Fukuyama, a neo-conservative commentator, has backtracked. Among other things, he challenged the Bush administration’s idea that the U.S. could somehow export democracy and American values to the rest of the world.

Fukuyama’s shift, however, does not seem to have affected the New York State Board of Regents. The governing body regulating education in the state recently voted once again to de-emphasize the study of history in the state curriculum. On Monday October 20, 2014, the Regents, as part of their effort to promote new national Common Core standards and mystically prepare students for non-existing 21st century technological careers, voted, unanimously that students did not have to pass both United States and Global History exams in order to graduate from high school and maintained that they were actually raising academic standards.

The Global History exam will also be modified so that students will only be tested on events after 1750, essentially eliminating topics like the early development of civilizations, ancient empires, the rise of universal religions, the Columbian Exchange, and trans-Atlantic Slave Trade from the test. A final vote will be taken in January after a period of public comment, but the change appears to be a forgone conclusion. Merryll Tisch, Chancellor of the State Board of Regents, described the change as an effort to “back-fill opportunities for students with different interests, with different opportunities, with different choice.”

Students will be able to substitute a tech sequence and local test for one of the history exams, however the Regents did not present, design, or even describe what the tech alternative will look like. Although it will be implemented immediately, the Regents left all the details completely up to local initiative. Under the proposal, students can substitute career-focused courses in subjects such as carpentry, advertising or hospitality management rather than one of two history Regents exams that are now required. The sudden shift is puzzling because New York State is already committed to replacing Regents exams with new Common Core aligned PARCC exams starting in 2018.



Atif Khalil, who teaches at the Fordham High School for the Arts at the old Theodore Roosevelt High School complex in the Bronx, fears the options will create a logistical nightmare for small high school like the one where he teaches. “We already share space with five other schools in the building and we are all crowded together. If these are real technology programs, there are no facilities in place, no space, and no way to implement them. Who is going to teach these classes? They will probably just move teachers around and call it tech. Maybe we can call it Tech Social Studies.” State Education Commissioner John King did acknowledge “funding for courses and programs leading to new tests would be a challenge.”

In June 2010 the Regents eliminated 5th and 8th grade social studies, history, and geography assessments so teachers and schools could concentrate on preparing students for high-stakes Common Core standardized reading and math assessments. As a result, social studies is no longer taught in the elementary school grades, at least according to Eric Mace, a third year teacher in JHS 185 in Queens, NY who is completing his Master's degree at Hofstra University with a focus on Instructional Technology. Mace agrees with the idea of alternative paths to graduation, particularly technology, but objects to it coming at the expense of social studies. Mace reports his middle school students have no idea which were the original thirteen colonies, where they were located, or who were the founders and settlers. The students in his honors class report that all they studied in elementary school was English and math. Morning was math; afternoon was ELA. He added, "Teachers were worried that this would happen, and it has." Mace describes his students as the "common core kids, inundated with common core, but they do not know the history of the United States." The cardinal rule of public education in the 21st Century seems to be that which gets tested is important and that which does not is dropped.

I know I am biased. I am a historian, a former social studies teacher, and I help to prepare the next generation of social studies teachers. But these decisions by the Regents are politically motivated, lower graduation standards, and are outright dangerous.

Tisch hinted at political motivation behind the decision when she stated, "If counted towards graduation requirements, the [tech] courses may boost graduation and college acceptance rates, so schools may give them higher priority in their budgets." Perhaps unwittingly, Tisch echoed claims by critics that the change is really about appearances and tracking. Tisch told New York City officials she especially wanted "a commitment to wide expansion of CTE opportunities in our high-need school areas and high-need school districts," where, coincidentally, students struggle with the Global History Regents exam. The city is under a lot of pressure to support the revised and lower academic standards because in the next few weeks it is required to present plans to the

state for turning around as many as 250 schools that are labeled as "failing."

History education in the schools is clearly the victim of Common Core and efforts by New York and other states to secure federal Race to the Top dollars. On October 22, 2014, Andrew Cuomo and his opponents, Republican Rob Astorino, Green Howie Hawkins, and Libertarian Michael McDermott participated in a gubernatorial debate. A pre-recorded question submitted by a voter asked the candidates their positions on Common Core and whether they believed it is effective in education the young people of New York. Hawkins, McDermott, and Astorino were all on record as critics. In his response Cuomo took the coward's path. He claimed that as Governor of New York he had nothing to do with the Common Core Standards and he blamed the State Board of Regents and the state legislature for any confusion or chaotic implementation. He also took credit for delaying the use of Common Core assessments for evaluating students, teachers, and schools, but never actually disagreed with the standards and their impact on students, teachers, schools, and curriculum. Apparently candidate Cuomo forgot that on February 10, 2014, he issued a statement that "Common Core is the right goal and direction as it is vital that we have a real set of standards for our students and a meaningful teacher evaluation system." At that time he also announced the formation of a "commission to thoroughly examine how we can address these issues," a commission neither he nor the other candidates ever heard of.

Debate over the importance of teaching history and social studies is not new. During World War I, many Americans worried that new immigrants did not understand and value the history and government of the United States so new high school classes and tests that developed into the current classes and tests were put in place. For about a week in April 1943 the front-page of *The New York Times* featured a debate over the ability of existing social studies curriculum to train Americans for leadership in the post-World War II.

The need to educate immigrants and to understand global issues like ISIS and Ebola remain pressing, but I guess not for New York State high school students. Right now, it looks like social studies advocates have lost the battle and we are finally witnessing the end of history.

## Teachers Respond to Common Core Debates

Gloria Sesso, co-president of the Long Island Council for the Social Studies: “By making state social studies exams optional, we have come to a point where our nation’s own history has been marginalized in the classroom and, with it, the means to understand ourselves and the world around us. America’s heritage is being eliminated as a requirement for graduation. The alternative-pathways approach being implemented in New York State could revive a system of classroom ‘tracking,’ in which some students are funneled into strictly academic courses, while others are directed toward occupational training.”

Andrea Libresco, editor, Social Studies for the Young Learner: The NYS Regents just endorsed an alternate path to graduation, wherein students would not necessarily have to be assessed in U.S. or Global History. Apparently, the Regents believe that this is a good time to cut back on citizens’ knowledge of history and civics - when we have governmental gridlock and an abysmally low turnout in our recent state primary election (9.3 % of Democrats). And when major foreign policy decisions, like going to war, are being made with little attention to historical perspectives. Defending the alternate path, State Education Commissioner John King argued that career-oriented courses would challenge students by requiring that they pass tests based on job skills. In a democracy, the most important job is that of citizen, which requires critical thinking skills – because those high school students will be voters, who will help determine domestic and foreign policy in the not too distant future. Ambrose Bierce once jokingly noted “War is God’s way of teaching Americans geography.” If the Regents go ahead with their plan to eliminate graduation requirements for U.S. and Global History, war may be the only way we learn it.

Bill Hendrick, Halsey Middle School, Queens, NY: Usually in the fall I prepare a mini-unit on Decision-Making. I pick an issue, particularly a local issue that is a hot topic for students to research, formulate opinions on, and discuss in a mock town hall-style meeting. If a class is particularly engaged, they will take it a step further and present their findings to other

students or encourage families and neighbors to support their position. Two years ago my students were interested in a potential Major League Soccer Stadium to be built in Flushing-Meadow Park that appeared to have the go ahead from all those with power without public say. My students researched the pros and cons, including losing parkland from Flushing-Meadow Park, increased traffic and parking concerns in the area, and rebuilding new parkland somewhere else, and discussed the issue in a heated, but respectful, environment. This sort of activity is not a simple “Should we/shouldn’t we” topic, as students discussed and argued over many potential solutions and compromises to try to find some sort of common ground. Last year, the hot topic was the “Stop and Frisk” policies during the Mayoral Election. A few of my students shared stories that quite frankly shocked a majority of them, as these policies did not touch their lives in any way they could see before this. This sort of activity is not only engaging and relevant to students, but also, shyly, teaches them not only how to get involved in events that touch their lives, but broadens their outlook on their rather isolated lives and connects them to people outside their neighborhoods, their socio-economic group, and their ethnic or religious groups. I was thinking about skipping the activity this year. However, after reading reports on the “reform” proposed by the Regents, I realized I cannot. If I were particularly brave or foolhardy, I would revolve the activity around the topic of education reform: increased testing, the focus on tested subjects, and the increased “rigor” and jargon that turns students off to learning. This could be seen as insubordination or worse, so I cannot risk it at this time. I will, however, pick a global issue, the spread and potential response to the Ebola Outbreak, for my students to focus on. This sort of activity is not new or revolutionary. These are the skills and activities that qualified, experienced, and dedicated teachers have been implementing in their classrooms as experts on how children learn and as advocates for what children need in order to be successful. At the risk of sounding like a conspiracy theorist, the Board of Regents, the New York Education Department, Governor Cuomo, and by

extension, the U.S. Department of Education, appear to want to take away rich, engaging, and important curriculum and skills from our students. Who really benefits from this? What is scary is that those with power are destroying the education of our children. They use the false rhetoric of giving students more choices, defending the rights of students, or increasing the opportunities of our neediest and most at-risk students, to defend and promote their actions. I am worried about the education my children will receive. As a future parent of two public school students, I must take the fight to the next level. I do not know what I am going to do, but I am mad as hell about this.

Corinne Spaeth, Hofstra University, Hempstead, NY: I recently viewed a debate on Common Core sponsored by Intelligence Squared U.S. There were two panelists who are proponents of Common Core and two who were opposed. Michael Petrilli claimed the new standards would prepare students to succeed in college and go on to get good paying jobs, but failed to mention how the standards would allow students to achieve these successes. He also claimed the new high-stakes tests that accompany the Common Core are more like advanced placement exams and would bring America's education system into the next generation. However the opponents of Common Core offered more compelling evidence that with the new assessments states can still set their own low passing scores. Carol Burris, opposes Common Core, made clear that the debate is not over whether students should have standards or whether schools should be improved, but whether or not every American student should be educated and assessed by the standards set by the Common Core.

Rocco Graziosi, North Shore High School, Glen Head, NY: The main problem that I see with these new standards and next-generation tests is that no one has provided an explanation of what actually makes up a next-generation test or what exactly students need to know in order to become successful after high school. They are asking parents and teachers to accept a new national framework based on arguments with no actual evidence. For me, the main reasons to oppose Common

Core is that it takes away from the freedom of teachers to teach, to make professional judgments, and to create more meaningful learning experiences for students.

Eric Mace, Junior High School 185, Queens, NY: When you Google "Common Core" you find a plethora of articles depicting the common core standards as everything from a magic pill fixing the dilapidated and broken education system to a drastic overreach by the federal government to create a generation of unthinking "dumbed down" students. But while the political pundits bicker and the administrators fight the push back from both parents and teachers the public tends to forget the most important aspect of education; the students. In the Intelligence Squared debate over Common Core, Michael Petrilli came across like a used car salesman making absurd claims to an unsuspecting buyer. Petrilli and others like him are peddling a lemon of an education policy and the public is expected to buy it on face value alone. For me, *Forget Common Core Testing, Let Teachers Teach* makes the key point, Common Core stifles teacher empowerment and circumscribes our ability to teach more difficult topics. The "next generation" assessments just promote teaching for the test. The United States cannot allow major testing companies such as Pearson to dictate the curriculum and micromanage teachers to the point where teaching to the test is what passes for learning in our schools.

Brian Governanti, Amityville (NY) High School: Growing up in the 1990s, school for me has always meant high stakes testing. Since I was in elementary school and continuing through teacher certification, the exam pressure drove my parents and myself crazy. I look at Common Core and all I see is another wave of torturous exams with little relevance to actual education. After spending four years as an undergraduate student, two years on a master's degree, and two years teaching trying to learn how to be effective in the classroom, I find Common Core far more distracting than helpful. As Social Studies teachers we already promote the literacy skills championed in Common Core. What is the big deal?



# Teaching Students to Think

by Kenneth Donovan (Originally published in *The Denver Post*, October 4, 2014)

In September 2014, my students finished their first major unit in the newly redesigned AP U.S. History course: “A Revolutionary Era?” Despite what people may think the new curriculum excludes, they learned various stories of the American Revolution; discussed core American values like liberty, democracy and equality; and even considered the presidencies of the “greats” like Washington and Jefferson.

Yet they have also been encouraged to critically think about, and evaluate, our past. They analyzed why the Revolution occurred. Was it political ideas? Social conflict? Economic oppression? They assessed whether the Revolution really brought change to American society. And they examined whether the Constitution was a counterrevolutionary document.

Yes, that’s right, counterrevolutionary. The Constitution. Some people may be uncomfortable asking such questions about our country’s founding. Indeed, it seems such questions are one of the main reasons people are against the new AP U.S. framework. But questions like those above deserve to be asked and carefully considered. Indeed, they are the very questions the historical profession has been asking for nearly a century.

The beauty of the new AP U.S. framework is that it doesn’t provide clear answers to such questions. Rather, it is about the raising of such questions and the ability to answer them with varying pieces of evidence. Multiple answers are valid so long as the evidence can be found to support the claim, which my students have generally found to be true. In examining the Revolution, they found that there was much that did change and much that didn’t in the Constitution, much that concentrated power and much that protected the rights of individuals.

While this may seem relativistic, we must remember that there is no single, “correct” history, despite what some Americans may claim. There are various narratives constantly competing with one another. And, yes, some of those narratives may be less flattering than others.

But exposure to different viewpoints is important as it allows students to critically examine their own views and the myths of our political culture. It allows them to wade into the gray area that is reality. And, most important, it allows students to think for themselves about critical periods in our history and, by extension, the current state of the union. Where would we be if the founding generation we love to venerate had not been able to ask questions about the nature of monarchy, a tradition that existed far longer than our founding myths? What if they hadn’t been able to conceive of something other than “His Majesty”?

Peter Abelard, a Medieval French theologian, said that the key to wisdom was constant and frequent questioning. It is true that some students may walk away from the new AP U.S. history course with a negative view of American history. But that is the risk we must take as teachers, parents and a society if we want a wise public that can think for itself and solve the problems of the 21st century.

<b>NJ Geographic Education Alliance</b> NJGeographic@gmail.com www.rowan.edu/geography/njgea	<b>Living Voices</b> Multi Media Performances livingvoices@livingvoices.org	<b>New Jersey Historical Commission</b> It Happened Here: New Jersey www.officialnj350.com
<b>American Social History Project</b> “Who Built America” http://ashp.cuny.edu/	<b>akj books</b> Partner in Literacy & Learning Akjbooks.com	<b>Crossroads of the</b> <b>American Revolution</b> www.RevolutionaryNJ.org
<b>Cheryl Shaw Barnes</b> Author/Illustrator/Speaker Cheryl@vspbooks.com	<b>CICERO Systems</b> History Beyond the Textbook www.CICEROHistory.com	<b>The Choices Program</b> Brown University www.choices.edu
<b>ADL / Anti-Defamation League</b> akorn@adl.org www.adl.org www.echoesand reflections.org	<b>League of Women Voters of NJ</b> kmbutch@lwvnj.org www.lwvnj.org	<b>Benchmark Education</b> LAhlquist4@hotmail.com Benchmarkeducation.com

# The Koch Brothers' Bill of Rights Institute

by Bill Bigelow of the Zinn Education Project. An earlier version appeared on [Commondreams.org](http://Commondreams.org)

The Bill of Rights Institute. It's a benign-sounding name. Every year, the Bill of Rights Institute (BRI) offers curriculum workshops throughout the country, distributes teaching materials, and displays its wares at the National Council for the Social Studies conference. What the Bill of Rights Institute representatives fail to mention when they speak with teachers is that they have been the conduit for millions of dollars from right-wing billionaires Charles and David Koch. A *Rolling Stone* exposé, "Inside the Koch Brothers' Toxic Empire" detailed how the Kochs made their money largely by polluting the Earth and heating up the climate with massive oil and gas holdings. Through their network of far right foundations and front groups, they lobby for policies and fund politicians in line with their free market, fossil fuel interests.

One of those groups is the Bill of Rights Institute, launched in 1999 and funded by various Koch foundations, and directed by Koch associates. The BRI says it offers "engaging educational games, videos, and activities for people of all ages, and classroom lesson plans for teachers across the country." The Institute holds essay contests for students and promotes free teacher seminars throughout the United States on topics like "Being an American," "Preserving the Bill of Rights," and "Heroes and Villains: The Quest for Civic Virtue." Their promotional materials boast that the BRI has offered sessions for 18,000 teachers and provided materials for another 40,000.

In its materials for teachers and students, the BRI cherry-picks the Constitution, history, and current events to hammer home its libertarian message that the owners of private property should be free to manage their wealth as they see fit. As one BRI lesson insists, "The Founders considered industry and property rights critical to the happiness of society." This message that individual owners of property are the source of social good, their property sacred, and government the source of danger weaves through the entire Koch curriculum, sometimes with sophistication, other times in caricature. In one "click-and-explore" activity at the BRI website, showing the many ways that government can oppress individuals a cartoon character pops up

with a dialogue bubble reading, "The gov't took my home!" An illustration shows his home demolished.

Educator resources for "Documents of Freedom" at the BRI site underscore this business-good/government-bad message: "When government officials can make any laws they please—and hold themselves above the law—there is less economic growth, less creativity, and less happiness. Entrepreneurs won't be willing to risk time and money starting businesses. Writers and speakers will restrain their words. Everyone will worry that his freedoms can be destroyed at the whim of a powerful government agent. However, the materials at the Bill of Rights Institute avoid discussing how the free exercise of property rights has played out in the real world, especially with respect to historically oppressed groups.

The BRI introduces a Constitution Day lesson plan with a quote from Patrick Henry. Instead of focusing on the contradiction of "freedom loving" individuals like Henry enslaving other human beings, the institute selects a passage from him that warns of the evils of big government: "The Constitution is not an instrument for the government to restrain the people, it is an instrument for the people to restrain the government—lest it come to dominate our lives and interests." The BRI is fond of this quote, which features prominently in one of the webinars at its website.

In reviewing curriculum and background materials at the institute's website, I found nothing that could help teachers show students how race and social class shaped the Constitution and nothing that invites students to think about the Constitution from the point of view of anyone other than the elites who drafted it. A background article on how the Founders approached slavery says that this "would be a 'make-or-break' matter for the new republic," but ignores those for whom slavery was the ultimate "make-or-break" issue: the enslaved people themselves.

Another Constitution lesson at its website, "Meeting the Framers—A Reunion Social in 1840," asks students to make business cards for the Framers attending the Constitutional Convention that they can distribute to one another at a fictional 1840 gathering.

Students are required to list Framers' contributions, "most noteworthy characteristics/ interesting facts," and contributions following the convention. There is not a single critical question raised. This is hero-worship, not history. An alternative lesson would be a Constitutional gathering that included individuals other than plantation owners, bankers, and merchants and examined issues from the perspective of common farmers, debtors, and people who were enslaved.

Focusing narrowly on property rights to the exclusion of racism and issues of social inequality are not limited to history lessons in the BRI materials. One section on the website is "Teaching with Current Events," and includes a lesson, "Stand Your Ground and Castle Doctrine Laws." It offers quiet cover for Trayvon Martin's killer, George Zimmerman, mentioned in the lesson's introduction. Here's the lesson's first discussion question: "Florida's 'Stand-Your-Ground' law states 'A person who is not engaged in an unlawful activity and who is attacked in any other place where he or she has a right to be has no duty to retreat and has the right to stand his or her ground and meet force with force, including deadly force if he or she reasonably believes it is necessary to do so to prevent death or great bodily harm to himself or herself or another or to prevent the commission of a forcible felony.' How would you put this law in your own words?"

A follow-up question asks students to search the Constitution and Bill of Rights to support this law. But nothing in the lesson encourages students to search their own lives or to view Stand-Your-Ground from the standpoint of people who might be victimized by someone like George Zimmerman. The sanctity of property is paramount here and everywhere in the BRI materials. This lesson is especially disingenuous given that Florida's "Stand-Your-Ground" law was a product of ALEC, the American Legislative Exchange Council, a Koch-funded organization that promotes "model" conservative legislation. The Kochs not only pay for laws to be written and passed, they now pay for them to be legitimated in the school curriculum as well.

The "Current Events" subject that should be at the top of any school curriculum these days is climate change. But the BRI appears to want to avoid the issue. The *Rolling Stone* exposé chronicles the Kochs' massive fossil fuel holdings and climate pollution. The

Koch empire generates more greenhouse gases annually than either Chevron or Shell. The Kochs own 1.1 million acres in the Alberta oil fields (tar sands land), an area larger than Rhode Island and the Kochs are "a key player in the fracking boom," polluting precious water supplies, and releasing unknown quantities of methane, a greenhouse gas many times more potent than carbon dioxide.

The BRI is one of the Koch organizations promoting a free market ideology that economic decisions should be left up to the people who own the economy. This ideology offers implicit approval for the fossil fuel industry to do whatever it wants with its massive lode of carbon, even as greenhouse gases rise to a level that puts all life at risk. I say implicit approval because even the "Current Events" curriculum materials at the BRI website are entirely silent about the climate crisis.

A July 2014 investigative article in the *Huffington Post*, "Koch High: How the Koch Brothers Are Buying Their Way into the Minds of Public School Students," by Joy Resmovits and Christina Wilkie, describes another Koch organization that targets public schools, Youth Entrepreneurs. According to the authors, the group's mission is to develop "a high school free market and liberty-based course" supported by the network of Koch foundations and Koch-supported organizations. A 2009 Charles Koch Foundation working group, overseen by former Bill of Rights Institute president Tony Woodlief, worked to produce an economics curriculum to challenge what the group identified as "common economic fallacies," including: "Rich get richer at the expense of the poor ... Government wealth transfer programs help the poor ... Private industry incapable of doing functions that public sector has always done ... Unions protect employees ... Minimum wage, 'living wage,' laws are good for people/society ... Capitalist societies provide an environment for greed and materialism to flourish." Resmovits and Wilkie sum up: "Youth Entrepreneurs is just one piece of the Kochs' slow creep into America's schools."

Social studies teachers need to ensure that the public school curriculum is animated by a concern for the public and that it does not promote a vision of society that offers freedom only to those who have the wealth to buy it.

# Challenges to Democratic Social Education

by Ellen Santora

Regardless of the new social studies framework's reiteration that the primary purpose of social education is "to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world," democratic education remains framed within larger political debates about the best type of education for all students. Walter Parker argues that segregation, tracking, ability grouping, sexism, and a focus merely on the political perspectives of democracy present major obstacles to democratic education. Within these larger structural problems is an agenda that confronts and often defeats teachers in their classroom roles as democratic social educators. No Child Left Behind (NCLB), the standards and assessment movement, and their consequences, in terms of funding, autonomy, and privilege, pose three related challenges to democratic social education. While standards, testing, and accountability have been complex and persistent issues in the history of social education, we cannot be deterred from recognizing and acting upon their potential to constrain teachers' curriculum choices and students' abilities to engage in pluralistic and transformative dialogue. The first challenge we need to confront is the marginalization of social studies and thus democratic education as a result of NCLB. The second is an unintended consequence – a decrease in policy makers and administrators' attention to the inclusion of children with diverse abilities and perspectives in all classes, and the third relates to the standards and assessment movement's potential for feeding the process of teacher self-censorship. Today, clearly some teachers feel they do not have a mandate or time to attend to outcomes related to informed, engaged, and transformative citizenship.

In a domino effect, teacher silences also silence the voices and experiences of students outside the dominant culture and prevent others learning about their experiences and perspectives. Whether this is a form of self-censorship on the part of teachers or imposed censorship, grounded in discourses of cynicism or criticality, or a product of perceptions of direct pressure from administrators, it clearly has the potential to interrupt the project and processes of democratic social education.

Genuine democracy is fluid, dynamic, and often elusive. Its meanings are highly contested and vary from nation to nation, indeed from community to community, group to group, and generation to generation. It is, at once, a political, social and, some would argue, economic process. It is fragile and unstable. At its foundation, however, democracy constitutes and is constituted by ways of being and living with others. With interconnectivity and dialogue at the core of his understanding of democracy, John Dewey argued that "a democracy is more than a form of government; it is primarily a mode of associated living, of conjoint communicated experience." Walter Parker also engages an "associationist" perspective when he suggests that democracy is a mode of living with others "marked by popular sovereignty rather than authoritarianism, genuine cultural pluralism rather than oppression in the name of political unity, and a fundamental commitment to liberty, law, justice, and equality as the moral ground of social life." William Stanley adds that democracy is a way of life that requires "practical judgment."

Like democracy, democratic education cannot be defined in a static way. Rather it is a "way of being" and a moral imperative in classrooms that focus on understanding and improving interpersonal and intercultural relationships and the world condition. The essential curriculum questions that democratic social educators have to ask are: What kind of citizens do we want our schools to nurture and how might we do that? Often cited as a key issue for educators is whether democratic social education should foster a brand of citizenship that promotes patriotism and maintains the status quo or whether it should promote citizenship for critical thinking and the transformation of selves and society. Since educators first began to look at social studies as a discipline separate from but inclusive of history, some have argued for a social action approach and others for a more transformational approach. Jane Addams believed that knowledge was useless without being tied to activism.

## Japanese Educators Learn from American Teachers and Schools

by Alan Singer

The story the American public keeps hearing is that United States schools, students, and teachers are all failures and that massive change is needed. Who would have thought that educators from Japan, whose school system is always paraded before the American public as one that the United States should emulate, would actually visit New York City to learn how to improve education in Japanese schools?

From September 8 through 11, I hosted Japanese educators, Tomohito Harada of Hyogo University of Teacher Education and Masahiro Nii of the Japanese National Institute for Educational Policy Research who are part of a project examining world history and social studies education in the United States, the United Kingdom, New Zealand, and Germany. They were ably assisted on visits to four New York metropolitan area high schools and the Hofstra University teacher education program by Marie Iida, a New York-based Japanese-English translator.

According to Dr. Harada and Mr. Nii, history education in Japanese schools tends to be teacher-centered and lecture-based. Students are largely passive recipients of information. While students do very well on standardized tests, they rarely interact with each other and the classrooms lack spark and interest. Harada and Nii are studying the methods employed by social studies teachers in American classrooms to engage student interest in history, especially world history, and to make them more active participants in the learning process. According to a study of Japanese college students released in April 2013, “university reforms aimed at promoting active learning have yielded few results. Although universities have introduced more interactive courses, students tend to be passive in their attitude toward learning.” Professor Tatsuo Kawashima of Kobe University supervised the survey. In his report he argued that it is essential that Japan “develop an education system that helps students get accustomed to a more active learning approach.”

For this visit, Harada and Nii met with teachers and observed social studies classes at Bayside High School and the High School for Law Enforcement located in the New York City borough of Queens and

Uniondale and Massapequa High Schools in suburban Nassau County. The schools were selected because of their diverse student populations, their commitment to academic quality, and because of their relationship with the Hofstra University School of Education.

Bayside is one of the more diverse and largest high schools in New York City with a student population of over 3,500 students. Almost half of the students at Bayside are first or second-generation immigrants from Asian countries including Korea, China, and India. European American, Latino, and African American students all make up between 15 and 20 percent of the student body. At Bayside the Japanese delegation met with assistant principal Jonathan Hirata, who is fluent in Japanese, and Social Studies Department chair Marc Cercone. They also observed an introductory geography lesson taught by Sara Yazdanfar. It was a large class, New York City high school classes are capped at 34 students, with many students who recently transferred from the ELL program to regular academic classes. For most of the lesson, Ms. Yazdanfar circulated around the room assisting student teams locating rivers, mountains, lakes, and deserts on maps of the United States.

One of the interesting discoveries made by students was that Alaska, which was pictured on the lower left hand corner of the map, was actually north and west of the continental United States and much larger than depicted. The class ended with heated student discussion of the positive and negative impact of rivers, mountains, and deserts on European settlement in the “New World” and a debate on whether rivers should be considered barriers or highways.

At the High School for Law Enforcement the delegation were greeted by Principal Laura Van Deren and observed a law elective taught by a new teacher, Mark Robins. They also met with social studies teachers Mr. Robins, Dr. Michael Pezone, and Vance Gillenwater. The student population at Law Enforcement was very different from Bayside. It is over 85% Black and Latino and approximately 20% of the student body has special academic needs. In our meeting, Robins, Pezone, and Gillenwater, all

graduates of the Hofstra teacher education program, stressed the importance of connecting academic knowledge with things that students find interesting. Law Enforcement is considered a themed school and it offers students law-related social studies and science electives. Mr. Robins introduced legal vocabulary in his lesson by having students act out a mock trial of Goldilocks for breaking and entering the home of the Three Bears. In a final discussion, students, referencing television detective shows, wanted to know whether there was DNA evidence to connect Goldilocks to the bowls of porridge.

Dr. Pezone, who has been a cooperating teacher and adjunct in the Hofstra teacher education program, began the United States history curriculum with two lessons on recent events in Ferguson, Missouri, where an African American teenager was killed during an encounter with a White police officer. He made this lesson choice in part because many of his students are deeply concerned about police-community relations, and some even have had hostile run-ins with police officers or have friends and family members who have had negative experiences.

Pezone used the lessons to define segregation, profiling, and racial disparity, and to discuss with students the impact of race and racism on American society today and as a defining theme in the past. Conscious of the need to develop student academic skills, Pezone had students read and analyze the lyrics to a song by Lauryn Hill on “Black Rage,” interviews with people from Ferguson, news reports on events following the death of the African American teenager, and excerpts from a statement issued by United States Attorney General Eric Holder. As a final “Common Core” and civic engagement activity, students wrote and sent letters to Holder where they expressed their beliefs about ongoing racism in the United States. During our discussion Mr. Gillenwater, who is also a Hofstra cooperating teacher, explained to the Japanese visitors that pressure to prepare students for standardized tests might be undermining the ability of teachers to engage students in the type of learning and teaching that they had come to see.

Uniondale High School is also a predominately minority school, although it is located in a suburb of New York City. The Japanese delegation was

interested in Uniondale because two of the social studies teachers, Adeola Tella-Williams and Michael Mullervey, contributed to a book on *Teaching Global History*. At Uniondale, Harada and Nii met with Principal Florence Simmons and Mark Sippin, the Director of Social Studies. They also observed a highly interactive lesson taught by Mr. Mullervey on the concept of government and a dramatic lesson by Mark McCaw on the development of agriculture and animal husbandry in river valley civilizations that engaged students debate over the positive (milk, meat, and work) and negative (disease) contributions of cows to human societies. Ms. Tella-Williams showed the team a bulletin board her global history students had created with a list of the essential questions about world history they wanted to explore during the school year.

The final school visit was to Massapequa High School where the social studies coordinator Brian Dowd is active in local and regional social studies organizations and a number of staff members have received awards for excellence in teaching. Much of the visit was spent with Dana Robbins, a veteran teacher, who has been a recipient of a Long Island Council for the Social Studies Teacher of the Year award and was selected as a Gilder-Lehrman New York State History Teacher of the Year. Massapequa High School is in a solidly middle-class suburban community and the student population, which is 96% White, was very different from the other schools visited by the team. The visit to Massapequa High School was on September 11, so Ms. Robbins introduced her classes with discussions of the events from 2001 and how they contributed to the growth of nationalistic feelings in the United States. She then smoothly transitioned to lessons on the role of nationalism in promoting unity during both the French and Indian War and the American Revolution.

Dr. Harada and Mr. Nii visited four different high schools in four very different communities. But the most important thing they observed was what the classrooms and teachers in these schools shared in common. In each of the schools, social studies teachers promoted active student involvement in their own learning as they worked together to make discoveries about American society and our global world.

# Social Studies and the Middle East

by Marlow Ediger

Dr. Ediger served as a teacher and relief worker with the Mennonite Central Committee among Palestinian Arab refugees, 1952 to 1954 on the West Bank, then a part of the Hashemite Kingdom of the Jordan.

With an increasingly smaller world due to technology, whatever transpires in one region does affect others. This is readily apparent when the Western World hears of nuclear bomb development in Iran, what happens in Lebanon with Hezbollah, as well as happenings in the Gaza Strip and how it affects Israel. Little attention is paid to diplomacy in resolving conflicts whereby nations talk and consult with each other, but threats of war and troop intervention appear frequently on the horizon.

Military operations are costly with crossfires in cities and villages resulting in ruined homes, buildings, and businesses. Use of bombers and bombing seems to be a quick way of destabilizing an area. The price is very high here in that the rubble must be cleaned up and structures rebuilt. Casualties are heavy, including loss of lives, civilian and military. Loss of limbs, brain damage from road side bombs, arms/legs requiring amputation, prosthetic devices are put in place by doctors to assist war scarred individuals in mobility. Deeds are performed which increase hostility from the enemy such as Koran burning, urinating on dead bodies, as well as humiliating acts performed on prisoners. Civilian areas are bombed by mistake, killing and wounding many.

Western nations have a questionable record in the history of this region. Many of the nations were formed out of the defeated Ottoman Empire (lasting from 1517-1917) at the end of World War I; Great Britain and France were then given mandates to govern this region in which Iraq, Jordan (ruled by Britain), Lebanon, and Syria (Both under French mandate), became nations under the League of Nations. They eventually became independent, except for Palestine in which Great Britain issued the Balfour Declaration in 1917, and it was to become a Homeland for the Jews. During World War II, Jews in Nazi Germany and its occupied areas faced difficult times such as being in concentration camps and with approximately 6 million

murdered in total. The Jewish people were a minority with 80,000 people, as compared to the Arabs having 640,000 inhabitants, in Palestine in 1917. However, Jews were brought into Palestine in large numbers due to the Holocaust as well as their numbers being in refugee camps in Europe at the end of World War II. Having lost many troops, Britain gave up on the Mandate of Palestine in 1948 after much dissension and fighting between Jews and Arabs over the Holy Land. Israel declared statehood in 1948, immediately after the British withdrawal. After the 1948 wars, Israel had eighty per cent while the Arabs had twenty per cent of the land formerly called Palestine. East of the Jordan River, The nation of Jordan, which fought in the Palestinian War, incorporated the twenty per cent to form the Hashemite Kingdom of the Jordan.

The land of Palestine is holy to three faiths, Judaism, Islam, and Christianity. The walled city of Jerusalem, located on the West Bank, contains the Western Wall, holy to devout Jews and the only remnant of their ancient temple; the Dome of the Rock, a beautiful octagonal shaped mosque with a golden dome, housing Mount Moriah, the identified place where Abraham was tempted to sacrifice his son Isaac; as well as the church of the Holy Sepelchure containing the Tomb of Christ. The West Bank also contains salient cities, important to both Jews and Arabs in their present struggle for occupancy of the Holy Land, including Bethlehem, the birthplace of Jesus of Nazareth, located five miles south of the walled city of Jerusalem and Hebron, south of Bethlehem, which houses tombs of Abraham and Sarah, Isaac and Rebecca, Jacob and Leah, as well as Abraham's nephew Lot. East of the Jordan River, the nation of Jordan has a long history of civilizations. Important sites are Kerak and Shobek castles, intact remains of the Christian Crusaders and the ancient ruins of Petra, and Jerash.

## Slighting the Supreme Court's Dynamism on the NYS Regents

by Robert Wilson

The importance of studying key U.S. Supreme Court decisions by high school students to understand key constitutional principles is underlined in Common Core standards. According to CCSS.ELA-Literacy.RI.11-12.8, students should be able to “describe and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).” Nevertheless, the dynamic role of the Court in shaping the interpretation of our laws is sometimes slighted by the New York State U.S. History and Government Regents examination.

On the June 2014 exam the Thematic Essay Question posed a question with the fitting theme “Change: The Supreme Court.” Students were asked to select any two significant Supreme Court cases with one exception, *Brown v. Board of Education* (1954), and for each describe the historical context, explain the decision, and discuss its impact. The test makers suggested several important cases that the students could choose, among them *Dred Scott v. Sanford* (1857) and *Plessy v. Ferguson* (1896), although the students were not limited to those suggestions.

The post-exam version of the test for teacher use explained “Students were instructed not to use *Brown v. Board* because information in the Document-Based Question on this exam would have helped them write their thematic essay. However, students could have used their knowledge of *Brown* in their discussion of Dr. Martin Luther King Jr.’s “Letter from Birmingham Jail” in their DBQ essay.”

Several students complained that when they saw *Plessy*, they immediately recalled *Brown*. How could anyone acquainted with the Court, no less high school students, not tie these two inextricably connected cases together? The students implicitly recognized that *Brown* gave greater dignity to African Americans and helped racial relations improve and they felt frustrated that they could not acknowledge such. Perhaps it would have been better if the exam makers simply

replaced the theme of race relations among the documents in the DBQ essay with another theme.

The evolving nature of the Supreme Court was also given short shrift in a June 2013 multiple choice question, as well as similar questions in August 2007 and June 2008, that asked about cases that limited student rights in school. One of the cases noted was *Vernonia v. Acton* (1995) that allowed for random drug testing of public school student athletes. The problem with this question was that *Vernonia* has been superseded by *Board of Education v. Earls* (2002), which expanded random drug testing of public school students to those involved in *any* competitive extracurricular activities. Asking students about *Vernonia* is akin to requiring high school students to know about the lesser-known college desegregation cases (such as *Sweatt v. Painter* in 1950) that led up to *Brown*. We can ask even our best students to realistically know just so much in a limited period of time and focusing *merely* on superseded cases obscures the dynamism of a Court that continually moves.

A final example is the use of *Schenck v. U.S.* (1919). A multiple choice question on the August 2013 exam states that the “clear and present danger test” of *Schenck* “had the effect of “limiting freedom of speech during wartime.” Despite the past tense of *had*, the lack of context vaguely suggests that this test continues to apply today. Indeed, most of my students believed this. It was a revelation to them that the “imminent lawless action” test of *Brandenburg v. Ohio* has actually applied since 1969. Once again, the exam needs to avoid suggesting that superseded judicial interpretations apply today.

Today virtually all scholars of the First Amendment agree that the *Schenck* test unreasonably limits too much speech. However, a number of provisions of the Patriot Act are intensely contested over whether they unreasonably limit speech. The question of the constitutionality of one of the most controversial sections, the ban on “material support or resources” in support of foreign terrorist organization was upheld in *Holder v. Humanitarian Law Project* (2010). The majority concluded that a limitation on material support does not violate the Freedom of



Speech Clause. However the exam has still not asked about a 21st century Supreme Court case.

Defenders of the Patriot Act claim that no individual rights are absolute and that reasonably regulating rights is different from unreasonably limiting rights. However, in Justice Steven Breyer's dissent in *Holder v. Humanitarian Law Project* (2010), he questioned whether the types of activity that would be practiced was actually covered by the statute. In any case, President Obama in 2011 extended key controverted provisions of the Patriot Act for four more years, and those provisions continue to be challenged in the courts as unreasonably limiting individual rights, in particular Fourth Amendment rights.

The exam continues to include questions on cases as *Wabash Railway v. Illinois* (1886) and *Schechter Poultry v. U.S.* (1935). Although these cases are important in understanding meaning of the Interstate Commerce Clause in the past, I believe that both should be replaced by *Wickard v. Filburn* (1942) and *U.S. v. Lopez* (1995) for a much better understanding of the interpretation of the Commerce Clause today. My real point here is that social studies teachers can cover just so much material, and a few cases such as *Wabash* and *Schechter* should be dropped from the canon of cases to make room for others that better lead to the present interpretation of the Constitution.

Those who recoil in horror that any cases should be dropped might recall the canon wars that erupted in the later part of the 20th century by teachers in English departments. They periodically evaluate which works should be replaced in their syllabi, particularly in light of diversity concerns. These battles caused some consternation. The replacement of a few court cases by more recent one should hopefully cause less.

Precisely which 21st century cases should do the replacing? *Grutter v. Bollinger* is my major candidate.

The case impinges on the lives of many students heading to college and, according to some, fulfills the promise of *Brown* in its understanding of the Equal Protection Clause. Nevertheless, the case continues to be deeply contested, and at this writing the somewhat similar affirmative action case *Fisher v. University of Texas* might return to the Court and conceivably supersede *Grutter* in some fashion within the next two years, although I think that's unlikely.

Another candidate might be *Gonzales v. Raich* (2005), an excellent case for students to understand the Commerce Clause, preemption, and federalism. Or perhaps a more recent case should reflect Fourth Amendment concerns with the technology that envelopes us today. The perennial problem here of course is that technological advancements constantly outrun the law, and the latter attempts to play catch-up. Nevertheless, the DNA testing case before conviction of those arrested for a violent felony in *Maryland v. King* (2013) or the warrantless cell phone search case *Riley v. California* (2014) would be good possibilities.

As social studies teachers know, the name of the exam is "U.S. History and Government." The third branch of that government is a dynamic institution that directly affects the lives of our students. The exam should recognize that dynamism and avoid unmooring inextricably tied cases as *Plessy* and *Brown*. However, the exam should dump other superseded cases such as *Vernonia*. Furthermore, the exam should be wary about the implication that the principle behind certain key cases of the past such as *Schenck* necessarily applies to students today. Finally exam makers should consider which cases such as *Wabash* that reflect past interpretations of key constitutional principles should be (regrettably) dropped in favor of more recent interpretations of these principles.

<b>Jim Stephens</b> <b>Historic Cold Spring Village</b> <b>jstephens@hcsv.org</b>	<b>NJ-ING</b> <b>NJ Islamic Networks Group</b> <b>www.njing.org</b>	<b>Gilder Lehrman Institute of</b> <b>American History</b> <b>www.gilderlehrman.org</b>
<b>Pearson / Sandra Brand</b> <b>Sandra.Brand@pearson.com</b> <b>732-446-8945</b>	<b>McGraw Hill Education</b> <b>Shelley Murphy (908-234-2260)</b> <b>www.mheonline.com</b>	<b>Nystrom / Shelia Miller</b> <b>smiller@nystromeducation.com</b> <b>www.nystromeducation.com</b>
<b>Jewish Federation</b> <b>Greater Metrowest NJ</b> <b>www.jfedgmw.org</b>	<b>Bedford, Freeman &amp; Worth</b> <b>Allison Shadel</b> <b>ashadel@bfpwpub.com</b>	<b>Old Barracks Museum / Trenton</b> <b>1800-BARRACK /</b> <b>Ironaghan@barracks.org</b>

# How Children in Other Countries Get Books

by Roberta Robinson

Programs in International Educational Resources at Yale University sponsors one-to-two-week summer programs for K-12 teachers and college faculty with intensive training in international and world areas of study. I participated during summer 2014 as a member of the Worlds of Islam Summer Institute. We explored the rich culture and complex history of the Muslim World from Spain to Iran to the Indonesian Archipelago. As a final product, participants created lessons for different grade levels. I have taught all ages from pre-k through 8th grade. My lessons were designed for a combination social studies/literacy unit for third graders.

This inquiry lesson is part of a unit examining the importance of reading and writing in the lives of Muslims and how children in different regions of the world gain access to books in a variety of geographical locations and how the delivery of books is affected by geography. Muslims must be able to read the Qur'an, preferably in Arabic. The first revelation of the Qur'an says that Muslims should "Read in the name of your Lord who created . . . Read: for your Lord is Most Bountiful, who teaches by the pen, teaches man that which he knew not" (Quran 96:1-5).] This lesson expands on student understanding about the importance of books and libraries developed in previous lessons using the texts *Hands Around the Library* and *The Librarian of Basra*. Students make inferences from images in the text, *My Librarian Is a Camel*, and from investigations of various environments discussed in the text.

**Lesson:** The Impact of Environment on Access to Books

**Essential Question:** How does the environment (geography) affect the way people have access to books?

**Geographic Stand:** NCSS C3 and D2 Geography strand. Students will be able to explain aspects of the interaction between geography and culture.

**Academic Vocabulary:** environment, access, community, global, transportation

**Materials/Resources:** *My Librarian Is a Camel: How Books Are Brought to Children Around the World*. (Margriet Ruurs, 2005). World maps, graphic organizers, Internet resources, iPads, recording devices and art materials.

**Common Core Content Standard(s):**

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.

**Lesson Development/Instructional Strategies:** Using a graphic organizer to record information, students will locate countries from the book, *My Librarian Is a Camel*, on a world map documenting location and geographic features and through close reading of the text, infer the reasons why books are brought to the various locations by a variety of transportation methods. Students will use research to think critically and draw conclusions about why books are so important to the future of these countries. What are some advantages of having access to books? Students will investigate why books are delivered in different ways, applying critical thinking and analysis of information gathered using maps, geographic information, and the Internet. Students will create a chart listing the countries' names, locations, and methods of book delivery, reason for delivery methods, from the text. In a written document, students will choose one country from the chart and drawing from the chart, summarize their research and respond to the one of the questions: How can we make it easier for children to have access to books in the countries in the text? How do Muslim children, whose first language is not Arabic, learn to read the Qur'an? Students will be in groups and participate according to their ability. Students can choose to be a recorder, a note taker or an artist for the group project. Tools will be available for students such as recording devices, iPads and art materials. Students will have an opportunity to share their findings with the whole class.

**Final project:** Oral report using notes, power point, written report in the form of a paragraph.

# Inequality in America

by Mark Engler

Mark Engler is a senior analyst with Foreign Policy in Focus and the author of *How to Rule the World: The Coming Battle Over the Global Economy* (Nation Books). This is edited from a version posted at Morningside Center for Teaching Social Responsibility (<http://www.morningsidecenter.org/print/1012>).

A new book by French economist Thomas Piketty is a surprise bestseller. *Capital in the Twenty-First Century* argues that, with a few exceptions, economic inequality has increased steadily in the United States and Europe over the past two centuries. The unexpected popularity of Piketty's book provides a new occasion to discuss economic inequality in America: Why has the gap between the wealthy and everyone else grown so dramatically? What impact does this gulf have? Is inequality necessarily a bad thing, and, if so, why?

Neil Irwin for the *New York Times* summed up Piketty's main argument. "Capitalism has a natural drift toward high inequality, as assets like real estate and stocks disproportionately held by the wealthy (capital) rise faster than the economy (growth). This process was temporarily reversed by the world wars of the first half of the 20th century, but now inequality in the United States and Europe is rising back toward pre-World War I levels. This is a bad thing, which should be fought through radical policy measures like a global tax on wealth."

Piketty's analysis reinforces warnings that other observers have already made about growing inequality in the U.S. The growing wealth gap was a main target of the Occupy movement that erupted across the country in late 2011. Members of Congress have cited inequality as a reason for why the minimum wage needs to be raised.

In 2011, Dave Gilson and Carolyn Perot of MotherJones.com compiled a startling set of statistics documenting the current economic landscape in the United States. Their work showed that the richest 1 percent of Americans control 34.6 percent of the wealth in the country. Meanwhile, the richest 10 percent control more than 73 percent of the nation's wealth. This trend is illustrated in the video *Wealth Inequality in America* by Politizane (<https://www.youtube.com/watch?v=QPKKQnijnsM>).

In a February 19, 2014, report for the Economic Policy Institute, economists Estelle Sommeiller and Mark Price detailed the extent to which the wealthiest Americans have been reaping the vast majority of the economic gains for the past several decades. Between 1979 and 2007, the top 1 percent took home well over half (53.9 percent) of the total increase in U.S. income. Over this period, the average income of the bottom 99 percent of U.S. taxpayers grew by 18.9 percent. Simultaneously, the average income of the top 1 percent grew over 10 times as much—by 200.5 percent. Lopsided income growth characterizes every state between 1979 and 2007. In four states (Nevada, Wyoming, Michigan, and Alaska), only the top 1 percent experienced rising incomes between 1979 and 2007, and the average income of the bottom 99 percent fell. In another 15 states the top 1 percent captured between half and 84 percent of all income growth between 1979 and 2007. After incomes at all levels declined as a result of the Great Recession, lopsided income growth has reemerged since the recovery began in 2009, with the top 1 percent capturing an alarming share of economic growth. University of California at Berkeley economist Emmanuel Saez estimates that between 2009 and 2012, the top 1 percent captured 95 percent of total income growth.

Not everyone believes that growing inequality is necessarily a bad thing. According to Thomas Garrett, assistant vice president at the St. Louis Federal Reserve, "Although many people consider income inequality a social ill, it is important to understand that income inequality has many economic benefits and is the result of – and not a detriment to – a well-functioning economy." He added that income inequality is "a by-product of a functioning capitalist society" and the wealthiest had more, because they were more productive. Edward Conard, a former partner at asset management firm Bain Capital argued that inequality was actually good for economic growth. In his book, *Unintended Consequences: Everything You've Been Told about the Economy is Wrong*, Conard wrote that concentrating wealth in a skilled investor class helps fuel U.S. innovation, a tenet of the "American Dream."

# *Capital In the 21st Century* by Thomas Piketty

Review by Norman Markowitz

“Social distinctions can only be based on common Utility.” With that quote from the Declaration of the Rights of Man and the Citizen, French economist Thomas Piketty begins *Capital In the Twenty-First Century*. It has been hailed and denounced for some things that it is and many more things that it is not.

*Capital* is of course the title of one of the most influential works in modern history, Karl Marx’s multi-volume study of capitalism as a system and mode of production. It was written during his long exile in Britain when as a scholar-activist he sought to both understand and change the world. For Marx, economics was political economy. History was central (his overall theory was historical materialism) to his understanding of economics. Relationships in historical time were understood in terms of dynamic interactions between established forces and forces struggling for change; what he considered dialectical interactions.

According to Marx, a social system can be understood by employing economic laws that determine what and how goods and wealth are produced and the social class relationships that determine in whose interests and for what purposes they are created. For Thomas Piketty, however, economics is largely data. It is compiled in historical time, but he lacks a framework that permits him to interpret that data in terms of political economy and class social relations.

The strength of Piketty’s book is his application of an enormous amount of historical data taken from a wide variety of official sources. His use of statistical data to connect economic inequality with the development of capitalism over centuries is perhaps his most impressive achievement. However, if Karl Marx were alive today, he might say of Piketty what he said an ante-bellum U.S. economist Henry Carey. He stopped with the data as if it was self-explanatory as a guide to policy.

Although John Maynard Keynes is curiously absent from Piketty’s study, which includes an enormous amount of quotes from academic economists, his basic argument resembles Keynes. The present economic system given the structure and

function of inequality is not sustainable. One divergence is that Piketty has little interest in Keynes’ important insight that “over-saving” or the hoarding of wealth by the rich and powerful is producing a stagnation crisis that is characterized by the lack of effective mass purchasing power to sustain consumption necessary to foster overall economic growth and prevent depression. While Piketty’s emphasis on the negative impact of wealth inequality on economic growth seems to many commentators to make him more radical than Keynes, he lacks a clear policy on questions of employment, purchasing power, and the relationship of public to private investment.

Piketty’s work has drawn a lot of attention because of the stock market crash of 2008 and ensuing recession, what traditional economists have euphemistically labeled the “long recession,” that has dominated western industrial economics since then. Wealthy nations seem to be trapped in a time loop where Herbert Hoover’s old axiom “the economy is fundamentally sound” dominates discourse and small upturns in employment are used as examples that “prosperity is just around the corner.” In the U.S., Barack Obama has failed after six years to become the new Franklin Roosevelt, as many hoped he would become, and lead a “new” New Deal restoring social welfare programs and labor and regulatory legislation that were eviscerated over the last four decades.

The increase in economic inequality at the statistical heart of Piketty’s study has been noted for decades, but has had little real effect on policy either before or after the market collapse of 2008 led to the loss of hundreds of billions in pension funds, home foreclosures on the level of the Great Depression, and multi-trillion dollar state subsidies to finance capital, a bail-out that greatly exacerbated a long-term government debt crisis.

The pattern of inequality that Piketty describes is not a new phenomenon. During the Gilded Age, the last decades of the 19th century, the top 1% of income earners controlled 25% of the national wealth. In 2010, much better statistical analysis showed the top 1% controlling 37% of the national wealth. The general

response to inequality through the whole period by both ruling groups and their academic and media servants has been “so what?” Obama and U.S. economic policy makers have failed to listen seriously to left Keynesian capitalist economists like Paul Krugman and Joseph Stiglitz who challenge neo-liberal “free market” capitalist assumptions about the road to recovery and “austerity” policies forced on E.U. countries by Great Britain and Germany.

While John Maynard Keynes was no socialist, which he made clear over and over again, he advocated government investment and spending to sustain mass purchasing power and promote employment to prevent depressions. He also wanted governments to regulate corporations to control the worst abuses of capital. Keynes’ ideas were used to support policies of public housing, public transportation, wages and hours legislation, a mixed economy, and what came to be known as a Welfare State. New Deal labor oriented policy planners were also able to make great use of Keynesian economics to advance a blueprint for a full employment and a post-WWII economic “second bill of rights” in the United States and the British Welfare State. But even if the trade union movement and center-left political parties were as strong today as they were in 1945, it is not clear what Piketty offers them. Piketty is accused of being a “Marxist” and a socialist for questioning the efficacy of “free market,” “laissez-faire” capitalism, but given the limits of his policy recommendations, these charges are absurd.

If Piketty were a socialist or even a labor-liberal in the American sense of the word, he would see class conflict or at the very least specific economic interests behind the policies that determine the distribution of wealth. But class conflict simply does not exist for Piketty. Even the threat of revolution and socialism, which played an important role in Keynes’ push for economic reform, is missing from Piketty’s work. Piketty notes the huge increase in the incomes of capitalist managers compared to the general population, but does not directly challenge “managerial revolution” arguments that contend capitalist corporations are run by collegial planning-oriented entrepreneurs rather than Robber Baron adventurers, speculators, and swindlers who bribe politicians and constantly take advantage of legal loop-holes to

enhance their profits. Essentially politics and the political power of the capitalist class are missing from his analysis. One might say of Piketty’s work what the great British historian E.P. Thompson said of an early 19th century British Utopian reformers, there was an empty space in their heads where politics should be. The book might have been different if Piketty paid at least some attention to 20th century communist and socialist experiments. He seems to have no sympathy for the nationalization of industry of the kind that was carried forward in Western Europe and Britain immediately after World War II.

So why all the fuss from all sides of the economic debate about Piketty’s work? I think it is because of Piketty’s concept of a “social state” for the twentieth first century, a state that would employ an international “tax on capital” to check inequality and stabilize capitalism leading to new periods of stability. Piketty admits that this idea of a global tax is presently utopian, but he sees it as a “positive utopianism.” He believes it can be enacted at the regional level by the European Union and possibly in the future in international economic zones. Piketty’s idea of a transnational tax on capital is not in itself a bad idea, but it would take an enormously powerful working-class and labor movement and significant political victories to be enacted, and if there were such a movement, it is not clear why this plan to stabilize capitalism would be at the top of their agenda. For both criticisms of Piketty’s work and important analyses of contemporary issues, readers should consult the valuable website, *Socialist Economics*.

I believe an update of the “welfare state” model has much more substance and makes more sense than Piketty’s vague “Social State” sustained by a transnational tax on capital. It could be implemented by the United Nations through new versions of organizations like the post-WWII Relief and Rehabilitation Agency and other already existing agencies, regional development groups, and national governments. They could include wage and hour policies, environmental and energy policies, income and business taxation policies, and productive public sector projects such as public ownership of energy resources and advanced technology sectors of economies.

## **Income and Poverty in the United States (2013): Analysis of a U.S. Census Report**

A U.S. Census Bureau report (P60-249) released in September 16, 2014 made the following observations about income and inequality in the United States (<http://www.census.gov/library/publications/2014/demo/p60-249.html>).

### **Income and Poverty Highlights:**

- Median household income was \$51,939 in 2013 was not statistically different in real terms from the 2012 median. Real median household income in 2013 (adjusted for inflation) was 8.0% percent lower than in 2007, the year before the most recent recession, and 8.7 percent lower than the median household income peak (\$56,895) in 1999.
- The 2013 female-to-male earnings ratio was 0.78. The 2013 real median earnings for men was \$50,033 and for women (\$39,157) who worked full time.
- Between 2012 and 2013, the number of men and women working full time, year round with earnings increased by 1.8 million and 1.0 million, respectively. While the number of all workers in 2013 was not statistically different from the peak that occurred in 2007, the number of full-time year-round workers in 2013 was less than the 2007 peak of 108.6 million.
- In 2013, there were 45.3 million people in poverty. The official poverty rate was 14.5 percent, down from 15.0 percent in 2012. This was the first decrease in the poverty rate since 2006. The poverty rate for children under 18 fell from 21.8 percent in 2012 to 19.9 percent in 2013. The 2013 poverty rate was 2.0 percentage points higher than in 2007, the year before the most recent recession.

In addition, the U.S. Census Bureau found “in spring 2007, prior to the recession, there were 19.7 million shared households, representing 17.0 percent of all households. By spring 2014, the number had increased to 23.5 million and represented 19.1 percent of all households.” A “shared household” is defined as “households that include at least one ‘additional’ adult: a person 18 or older who is not enrolled in school and is not the householder, spouse or cohabiting partner of the householder,” which includes adult children who have moved back home. “In spring 2014, 6.1 million young adults age 25 to 34 (14.4 percent) lived with their parents.”

According to the U.S. Census report, “Since the recession ended in 2009, median incomes are down 4%, back to levels last seen in 1996. By contrast, incomes grew 13% during the expansion that ran from 1991 through 2000. Since 2009, incomes have risen only for the top 5% of earners . . . [T]he poverty rate remains well above the 12.5% level of 2007, and at last year’s pace, it would take another four years for the poverty rate to return to the pre-recession level.”

According to a *New York Times* analysis of the report (“In Scotland and Beyond, a Crisis of Faith in the Global Elite” by Neil Irwin, September 21, 2014, BU1) “The United States economy is now 6.7 percent bigger than it was at the end of 2007. But that masks what has been a miserable last several years for most working Americans. The Census Bureau said last week that the inflation-adjusted median household income — pay for people at the exact midpoint of the income distribution — was \$51,939 in 2013, up just \$180 from 2012 and still 8 percent below 2007 levels. It gets worse. The 2007 peak in real median household income was slightly below the 1999 peak. In other words, a middle-class American family is worse off financially today than it was 15 years ago.” The Wall Street Journal (<http://online.wsj.com/articles/u-s-incomes-edge-higher-as-sluggish-recovery-persists-1410878730>) agreed “Incomes in the U.S. ticked up in 2013 for the first time in six years, an increase that did little to repair the damage to American paychecks since the recession . . . The government’s annual look at U.S. incomes helps explain why, despite a stock market that has returned to record highs, the economic recovery has been so unsatisfying for the broad swath of Americans who rely primarily on wages for income.”

## Does Income Inequality Impair the American Dream of Upward Mobility?

In October 2014, Intelligence<sup>2</sup> sponsored a debate on the proposition “Income Inequality Impairs the American Dream of Upward Mobility” (<http://intelligencesquaredus.org/debates/past-debates/item/1159-income-inequality-impairs-the-american-dream>). Panelists were Elise Gould of the Economic Policy Institute, venture capitalist Nick Hanauer, Edward Conrad of the American Enterprise Institute, and Scott Winship of the Manhattan Institute.

Panelists were asked to address specific economic and demographic trends. “Income inequality has been on the rise for decades. In the last 30 years, the wages of the top 1% have grown by 154%, while the bottom 90% has seen growth of only 17%. As the rungs of the economic ladder move further and further apart, conventional wisdom says that it will become much more difficult to climb them. Opportunities for upward mobility—the American dream—will disappear as the deck becomes stacked against the middle class and the poor. But others see inequality as a positive, a sign of a dynamic and robust economy that, in the end, helps everyone. And contrary to public opinion, mobility has remained stable over the past few decades. If the American dream is dying, is it the result of income inequality? Or is disparity in income a red herring where more complex issues are at play?”

Income Inequality Is the Most Important Issue	Income Inequality Is NOT the Problem
<p>Elise Gould: The last year has been a poor one for American workers’ wages. Comparing the first half of 2014 with the first half of 2013, real (inflation-adjusted) hourly wages fell for workers in nearly every decile . . . Comparing the first half of 2014 with the first half of 2007 . . . , hourly wages for the vast majority of American workers have been flat or falling. And even since 1979, the vast majority of American workers have seen their hourly wages stagnate or decline—even though decades of consistent gains in economy-wide productivity have provided ample room for wage growth. . . . The stagnation of hourly wages is the most important economic issue facing most American families, and most of our key economic challenges hinge on whether or not hourly wages for the vast majority will grow. Source: <a href="http://www.epi.org/publication/why-americas-workers-need-faster-wage-growth/">http://www.epi.org/publication/why-americas-workers-need-faster-wage-growth/</a></p>	<p>Edward Conrad: It is inaccurate to conclude that the middle and working classes have not benefited from innovation. The U.S. economy has grown about 75 percent since 1991; U.S. employment grew 50 percent since 1980 . . . Success is relative: one person’s success raises the bar for others. Our most talented workers are working longer hours than their counterparts in Europe, and with higher productivity than their counterparts in Japan. Our best students no longer want to be doctors and lawyers. They are going to business school. Their success creates companies such as Google and Microsoft, as well as communities of experts, like Silicon Valley, which give our workers far more valuable on-the-job training. Source: <a href="http://www.economics21.org/files/e21ib_1.pdf">http://www.economics21.org/files/e21ib_1.pdf</a></p>
<p>Nick Hanauer: For everyone but the top 1 percent of earners, the American economy is broken. Since the 1980s, there has been a widening disconnect between the lives lived by ordinary Americans and the statistics that say our prosperity is growing. Despite the setback of the Great Recession, the U.S. economy more than doubled in size during the last three decades while middle-class incomes and buying power have stagnated. Great fortunes were made while many baby boomers lost their retirement savings. Corporate profits reached record highs while social mobility reached record lows. Source: <a href="http://www.democracyjournal.org/31/capitalism-redefined.php?page=all">http://www.democracyjournal.org/31/capitalism-redefined.php?page=all</a></p>	<p>Scott Winship: The truth is that there is no inconsistency between the top receiving a large share of income gains and the poor and middle class seeing significant income growth . . . Overall, inequality within the bottom 80 percent has increased only modestly since the 1960s . . . The figures . . . do not account for public transfers, the value of non-wage employer benefits, or redistribution occurring through the tax code . . . Estimates from the Congressional Budget Office that correct these shortcomings show smaller increases in income concentration over time . . . The case that inequality has substantial costs is simply overstated. Source: <a href="http://www.economics21.org/files/e21ib_1.pdf">http://www.economics21.org/files/e21ib_1.pdf</a></p>

# Is this what capitalist globalization looks like?

**MEMO:** <http://www.whirledbank.org/ourwords/summers.html>

**DATE:** December 12, 1991

**TO:** Distribution

**FR:** Lawrence H. Summers

**Subject:** GEP

‘Dirty’ Industries: Just between you and me, shouldn’t the World Bank be encouraging MORE migration of the dirty industries to the LDCs [Less Developed Countries]? I can think of three reasons:

- 1) The measurements of the costs of health impairing pollution depends on the foregone earnings from increased morbidity and mortality. From this point of view a given amount of health impairing pollution should be done in the country with the lowest cost, which will be the country with the lowest wages. I think the economic logic behind dumping a load of toxic waste in the lowest wage country is impeccable and we should face up to that.
- 2) The costs of pollution are likely to be non-linear as the initial increments of pollution probably have very low cost. I’ve always thought that under-populated countries in Africa are vastly UNDER-polluted, their air quality is probably vastly inefficiently low compared to Los Angeles or Mexico City. Only the lamentable facts that so much pollution is generated by non-tradable industries (transport, electrical generation) and that the unit transport costs of solid waste are so high prevent world welfare enhancing trade in air pollution and waste.
- 3) The demand for a clean environment for aesthetic and health reasons is likely to have very high income elasticity. The concern over an agent that causes a one in a million change in the odds of prostrate cancer is obviously going to be much higher in a country where people survive to get prostrate cancer than in a country where under 5 mortality is 200 per thousand. Also, much of the concern over industrial atmosphere discharge is about visibility impairing particulates. These discharges may have very little direct health impact. Clearly trade in goods that embody aesthetic pollution concerns could be welfare enhancing. While production is mobile the consumption of pretty air is a non-tradable.

The problem with the arguments against all of these proposals for more pollution in LDCs (intrinsic rights to certain goods, moral reasons, social concerns, lack of adequate markets, etc.) could be turned around and used more or less effectively against every Bank proposal for liberalization.

**REPLY:** After the memo became public in February 1992, Brazil’s then-Secretary of the Environment Jose Lutzenburger wrote back to Summers: “Your reasoning is perfectly logical but totally insane . . . Your thoughts [provide] a concrete example of the unbelievable alienation, reductionist thinking, social ruthlessness and the arrogant ignorance of many conventional ‘economists’ concerning the nature of the world we live in . . . If the World Bank keeps you as vice president it will lose all credibility. To me it would confirm what I often said . . . the best thing that could happen would be for the Bank to disappear.”

*Lutzenburger was fired shortly after writing this letter. Summers remained at the World Bank until joining the Clinton administration and Harvard University as President. He later became Director of the National Economic Council in the Obama Administration.*

## Questions

1. What does Summers propose?
2. What is Lutzenburger’s response?
3. What are your views on the proposal and the response?



# Happy Birthday New Jersey 350

by Arlene Gardner, Executive Director, New Jersey Council for the Social Studies

New Jersey began as a royal gift from the King of England in 1664. In 2014, New Jersey turned 350! Since its creation, New Jersey has played a pivotal role in the shaping of American life and culture. A series of New Jersey-focused classroom lessons are online at <http://civiced.rutgers.edu/njlessons.html> and [www.njcss.org](http://www.njcss.org). To help celebrate New Jersey's big 350, excerpts from online lessons are included in this issue of *Social Science Docket*. Join us in this effort to leave a legacy of lessons for the future. If you have a great lesson that focuses on the state, or if you would like to pilot any of the lessons that we are still working on and send your ideas to [agardner@njclre.rutgers.edu](mailto:agardner@njclre.rutgers.edu). If you want to use what's on the website, please do. It's free! This is the best way to say "Happy 350th Birthday, New Jersey!"

2014 was the 350th anniversary of the founding of New Jersey. Since its creation in 1664, New Jersey has played an instrumental role in the establishment of our country, serving as the location of more military engagements than any other colony during the American Revolution, and becoming the first state to ratify the Bill of Rights. The Industrial Revolution had its roots in New Jersey, and our state has been the home of innovators such as John Stevens, Thomas Edison and Albert Einstein. Yet, despite the fact that New Jersey has a history well worth celebrating and New Jersey Core Content Social Studies Standards require that it be taught K-12 little about New Jersey's history, impact and innovations are included in most school curricula.

The 350th anniversary offers a once in a generation opportunity to leave a legacy of lessons about New Jersey for classroom teachers. With an emphasis on the themes of liberty, diversity and innovation, the New Jersey Historical Commission has encouraged celebrations and exhibitions across the state and placed 90 second-videos, "It Happened Here," about major New Jersey historical figures and events, accompanied by short, focused lessons on the NJ 350 website ([www.officialnj350.com/](http://www.officialnj350.com/)). Crossroads of the American Revolution has been developing "Revolutionary Neighbors," short stories about individuals who lived, worked, struggled, and fought in the American Revolution at <http://www.revolutionarynj.org/meet-your-revolutionary-neighbors/>. The New Jersey Council for the Social Studies and the New Jersey Center for Civic Education received a small grant from the New Jersey Historical Commission to collect, create and disseminate classroom lessons about New

Jersey that will help teachers to teach about the people, places and events that shaped the development of the state, and to place historical events and sites in New Jersey into the broader context of United States and world history.

Over fifty lessons are being identified, developed, reviewed, piloted and put online at [www.njcss.org](http://www.njcss.org) and <http://civiced.rutgers.edu/njlessons.html>. Each lesson includes: suggested grade levels, objectives, correlations with state and common core standards, essential questions, activities, links to primary sources and historical websites, suggested assessments, and extensions such as field trips to related historical sites. The lessons are often unites with 3-5 activities. They incorporate and link to existing resources, including the NJ Digital Highway, Alice Paul Institute, and the NJ Historical Commission, the NJ History Partnership. Excerpts from the lessons follow.

## New Jersey 350 Online Lesson Plans

<http://civiced.rutgers.edu/njlessons/>  
[www.njcss.org/](http://www.njcss.org/)

The lessons for elementary grades focus on language arts, math, science and art skills, as well as history and geography. For example, "Across the Curriculum with Lighthouses" asks students to identify the locations of New Jersey's many lighthouses, their purpose, how they function, how high they are. It encourages students to build or draw their own lighthouse. Students explore the fascinating history of

some of New Jersey's lighthouses, such as Sandy Hook--the oldest lighthouse in the country still in use. Built in 1764 with funding from New York City merchants who had lost significant sums due to shipwrecks, the American colonists destroyed the light in early 1776 to avoid aiding the British fleet that was expected prior to the invasion of New York City. There's also the mystery of why the original Twin Lights on the Navesink fell into disrepair so quickly. You may not be able to do every activity included in the lesson but you would certainly have lots of options!

New Jersey's canals also offer an excellent opportunity to interest students in issues of history, geography and economics, as well as science and math. A Canal Comparison activity asks students to find out about New Jersey's two canals--the Delaware and Raritan (D&R) Canal and the Morris Canal — and to compare them with the Erie Canal. How do canals function? What was their impact on the state in terms of its transformation from an agricultural society to an industrial society. How and why have modes of transportation changed?

The lessons offer New Jersey as a concrete example of the historical struggles that engaged the country. In addition to emphasizing the people and sites in New Jersey that have played an important role

in the development of our nation, the lessons also encourage the use of primary sources, particularly those documenting the growth of democracy and governance in New Jersey. Students are usually introduced to the Mayflower Compact but they rarely explore the efforts of colonists in New Jersey to govern themselves. Looking at excerpts (with a glossary) from the 1664 Agreement of the Lords Proprietors of the Province of New Jersey, the 1676 Charter for the Province of West Jersey, and the 1683 Fundamental Constitutions for the Province of East Jersey can help students to appreciate how the American ideals of liberty, equality, and consent of the governed were embodied in these documents and developed over time.

Other lessons invite students to: examine and compare New Jersey's 1776 Constitution, which was written in a matter of days before July 2, 1776 as the British forces gathered at Sandy Hook, with the United States Constitution, to see the development of the concept of separation of powers; contrast the 1776, 1844 and 1947 New Jersey State Constitutions to understand how the state came from being one of the most parochial to one of the most progressive in the nation; and investigate the provisions of our current state constitution to understand why New Jersey's governor is so powerful.

## Join the New Jersey Council for the Social Studies

(Photocopy this form or print information from <http://www.njcass.org>)

Name: \_\_\_\_\_ Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ 9-Digit Zip: \_\_\_\_\_ Home Phone ( ) \_\_\_\_\_ - \_\_\_\_\_

School Name and Address: \_\_\_\_\_ County \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ 9-Digit Zip: \_\_\_\_\_ E-Mail \_\_\_\_\_

Level: \_\_ Elementary \_\_ Middle/Junior High \_\_ Secondary/Senior High \_\_ College/University \_\_ General

Title: \_\_ Teacher \_\_ Chairperson \_\_ Supervisor \_\_ Education Dept./Association \_\_ Agency/Society

\_\_ Publisher Rep \_\_ Consultant \_\_ Student/Student Teacher \_\_ Retired \_\_ Other \_\_\_\_\_

Dues: \_\_ 1 year NJCSS (\$25) \_\_ Retired (\$10) \_\_ Student (\$10) \_\_ Joint NJCSS/NJCSSA ((\$40)

Amount Enclosed \$ \_\_\_\_\_ Instructor's Signature Required for Student Membership \_\_\_\_\_

**Return to: NJCSS, Rutgers University, Busch Campus, 640 Bartholomew Road, Suite 103-105, Piscataway, NJ 08854**

# New Jersey and the Underground Railroad

New Jersey Center for Civic Education (<http://civiced.rutgers.edu/index.html>)

Started by Quakers in the 1780s, the Underground Railroad became legendary after the 1830s, when abolitionists and other sympathizers began helping slaves escape to freedom. The Fugitive Slave Law of 1793 was enacted by Congress to allow slave hunters to capture an escaped slave in any territory or state with only oral proof that the person was a runaway, making an escape from slavery more difficult, and imposed penalties on anyone who aided in their flight. Refusing to be complicit in the institution of slavery, most Northern states intentionally neglected to enforce the law fugitive slave law. Several even passed so-called “Personal Liberty Laws” that gave accused runaways the right to a jury trial and also protected free blacks, many of whom had been abducted by bounty hunters and sold into slavery. New Jersey never enacted a “Personal Liberty Law.”

New Jersey became a major conduit in the Underground Railroad primarily because of its location. It was close to the two most active Underground Railroad cities--New York and Philadelphia—as well as to Virginia, Maryland and Delaware.

There were also a large number of all-black communities in New Jersey that served as sanctuaries for fugitive slaves. For example, in the mid 1800's Salem County, NJ had a population of 2,075 free blacks and a large number of Quakers, all who aided them in their escape. No other northern state exceeded New Jersey in the number of all-black communities that served as Underground Railroad sanctuaries for southern fugitive slaves. Fugitive slaves crossed the Delaware Bay to New Jersey, travelled across at various safe houses to Jersey City and at the Morris Canal basin fled by boat across the Hudson River (called the “River Jordan”) to go to Canada, New England or New York City.

There are many myths about the Underground Railroad. Tales of secret tunnels, trapdoors and secret compartments abound. Many places claim to be sites of the risky operation of moving fugitive slaves from the South to freedom. Since the location of Underground Railroad Stations needed to be kept secret for the operation to be successful, how do we know that certain buildings were secretly used for the Underground Railroad? The existence of certain buildings in New Jersey as sites for the Underground Railroad are often based on oral history, personal letters and the known existence of members of church congregations, primarily AME Churches, as being operators for the Underground Railroad.

For a full lesson plan about New Jersey and the Underground Railroad, with focus questions, images, maps, children’s literature and background about key New Jersey Underground Railroad “conductors” such as Abigail Goodwin and William Still, go to <http://civiced.rutgers.edu/njlessons.html> or [www.njcss.org](http://www.njcss.org) (the lessons are under “Resources”).

Underground Railroad sites in New Jersey include:

1. Bethel African Methodist Episcopal Church, (*Springtown*) *Greenwich (Cumberland Co.)* — Housed fugitive slaves as they arrived from Maryland and Delaware crossing the Delaware Bay.
2. Goodwin Sisters House (*Salem, Salem County*) — By 1838, Abigail Goodwin and her sister, Elizabeth, both Quaker abolitionists, were using their home as an Underground Railroad station. One source of documentation is correspondence between Abigail and William Still, Philadelphia’s famed UGRR operative. Another source of documentation is a diary kept by a nephew of the sisters.



3. Mount Zion African Methodist Episcopal Church, *Woolwich Township (Gloucester Co.)* – Area identified as being part of the Underground Railroad network in New Jersey; the residents of this community were runaway slaves; primary sources indicate that members of this congregation were UGRR operatives.
4. Mott House, *Lawnside Borough (Camden Co.)* — Peter Mott was a free black farmer who served as pastor of Lawnside’s Pisgah AME Church. His home provided the only black-owned and -operated UGRR station in an all-black town, Lawnside.
5. Barcklow House, *Moorestown (Burlington Co.)* — Built and owned by Elisha Barcklow, an English Quaker, this house is regarded as an Underground Railroad station according to the oral tradition of the community. It is located on Kings Highway, an early major transportation artery that connected South Jersey to the northern part of the state
6. Haines House, *Medford (Burlington Co.)* — Dr. George Haines, Medford’s first resident physician and one of its most prominent citizens during the first half of the nineteenth century, built this house in 1826. According to local oral tradition, Haines, who was also a Quaker, abolitionist, and advocate for the cause of temperance, used this house as a safe haven for runaway slaves. The succeeding owner of the house, Dr. Andrew E. Budd, another physician, continued its role in the UGRR.
7. Burlington Pharmacy, *Burlington City (Burlington Co.)* — According to the oral tradition of the local community, this building was used frequently to harbor Underground Railroad runaways. It was owned by William J. Allinson, a Quaker abolitionist and community benefactor, who also used it as a forum for antislavery rallies.
8. Middleton House, *Hamilton (East Crosswicks Village)(Mercer Co.)* — Oral tradition suggests that while Enoch Middleton, a wealthy Philadelphia Quaker merchant, moved to his summer house in Hamilton and helped guide fugitive slaves to Allentown, Cranbury or New Brunswick.
9. The Cranbury Inn, *Cranbury (Middlesex Co.)* — The inn is located in a community identified by various sources, including a strong local oral tradition, as having been connected to the Underground Railroad. Runaways were brought from Crosswicks Village or Allentown to Cranbury and then on to New Brunswick and places farther north. The nature of an inn—a place where people could stop for food and accommodations at all times of the day—would have made it an ideal place to serve as a UGRR station.
10. Springtown Stagecoach Inn, *South Pohatcong (Warren Co.)* — A stagecoach stop on the road leading out of Easton, Pennsylvania, through Phillipsburg, NJ, to points east, such as Somerville and Trenton; some of the stagecoaches traveled the New Brunswick Turnpike, there is a very strong local oral tradition that the inn served as an UGRR safe house. The normal trafficking to and from an inn would have provided a perfect cover.
11. Holden Hilton House, *Jersey City (Hudson Co.)* — David Holden was Jersey City’s best-known abolitionist. His home at 79 Clifton Place, the only house on the block during the 1850s, was known as a “safe house.” It was used to hide the fugitive slaves in the basement, which had a fireplace for the temporary occupants. As an amateur astronomer, Holden had an observatory on the roof of the house from which he received signals for the movement of the slaves he sequestered in his home.

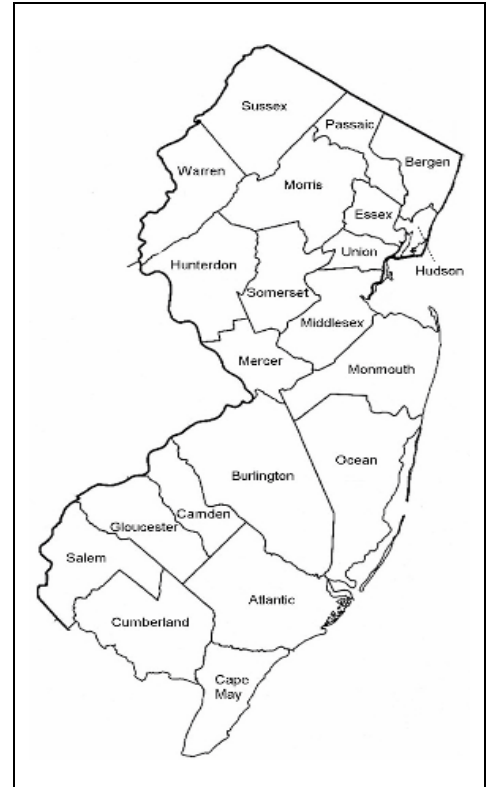
## Lesson Plan: New Jersey's First Constitution, 1776, Grades 4-8

The full lesson plan is available online at <http://civiced.rutgers.edu/njlessons.html> or [www.njcss.org](http://www.njcss.org)

**Objectives:** Students will be able to explain the content and impact of the provisions of New Jersey's 1776 Constitution regarding the electorate, the branches of government, and the protection of individual rights.

**New Jersey Core Content Social Studies Standards:** Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of government; Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights; Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels; Explain how key events that led to the creation of the United States and the state of New Jersey; Relate key historical documents (Declaration of Independence) to present day government and citizenship; Determine the roles of religious freedom and participatory government; Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions; Explain how race, gender, and status affected political opportunities.

**Background:** The Continental Congress had asked the colonies to prepare constitutions. The British were at Sandy Hook. The body meeting at the New Jersey State Capitol in Elizabeth was moved inland to Burlington. The Constitution was written in a matter of days in July 1776. It was one of the earliest state constitutions.



### Essential/Focus Questions:

When, where and how was New Jersey's first Constitution written?

Who did the 1776 New Jersey Constitution allow to vote?

How were the powers divided among the legislative, judicial and executive branches of states government in the 1776 New Jersey Constitution?

What individual rights did the 1776 Constitution protect?

What did the 1776 New Jersey Constitution say about the American Revolution?

### Excerpts from New Jersey's First Constitution – July 2, 1776

Since the authority that the kings of Great Britain had over the colonies came from the people and King George III has not protected the colonies, his authority is ended. However, since some form of government is necessary to unite people and preserve order, the Continental Congress has advised the colonies to adopt a constitution for their government. We, the representatives of the colony of New Jersey have been elected by the counties, assembled and agreed upon the following Constitution:

I. The government shall be vested in a Governor, Legislative Council and General Assembly.

III. Each year the counties shall each choose one person to be a member of the Legislative Council and three to be members of the Assembly. To be a member of the Legislative Council, a person must have lived and owned

property in the county for at least one year and must be worth at least 1000 pounds. To be a member of the Assembly, a person must have lived in the country at least one year and must be worth at least 500 pounds.

IV. Inhabitants of this Colony, age 21 or more, who are worth 50 pounds and have resided in the county in which they want to vote for one year, may vote for representatives to the Council and Assembly and for all other public officers.

VII. The Council and Assembly by majority vote elect a person to be Governor for one year, who shall also be President of the Council and cast a vote in the Council.

VIII. The Governor shall have supreme executive power, be Chancellor of the Colony, and commander in chief of the militia.

IX. The Governor and Council shall form the Court of Appeals of last resort.

XVIII. Inhabitants may practice whatever religion they please and no one will be compelled to attend a place of worship contrary to his beliefs or be required to pay taxes for the building or repairing of a place of worship or for the maintenance of a religious minister.

XIX. There is no established church; the civil rights of Protestants are protected and Protestants may be elected to any office.

XXII. The common law of England shall remain in force until altered by a future law of the Legislature.

If a reconciliation between Great-Britain and these Colonies should take place, and the latter be taken again under the protection and government of the crown of Britain, this Charter shall be null and void-otherwise to remain firm and inviolable.

#### **Procedures/Activities:**

(1) Review the vocabulary (Handout 1): Assembly, Authority, Chancellor, Common Law, Constitution, Court of Appeals, Electorate, Established Church, Inhabitants, Inviolable, Legislative Council, Majority, Pounds, Reconciliation, Representatives, Vested

(2) The teacher reviews the provisions of the 1776 New Jersey State Constitution (Handout 2) with the whole class or asks students to review it as a close reading assignment in small groups.

(3) Students analyze the provisions of the 1776 New Jersey Constitution (Simplified version Handout 2) and complete the graphic organizer (Handout 3).

#### **Questions**

What religious and political rights are protected?

Who can vote?

How are the legislators elected? What are the requirements for being elected to the Council and the Assembly?

How is the Governor elected? What authority does he have?

How is the Court of Appeals appointed?

**Drawing conclusions:** Why do you think the colonists wanted a strong legislature and a weak governor?

# Documenting Life in Early New Jersey

Source: Weiss, H. (1964). *Life in Early New Jersey* (Princeton, NJ: D. Van Nostrand)

## **A. Arrival in New Jersey - Letter from John Crips, Burlington, New Jersey to Henry Stacey, England**

**(August 28, 1677):** “Through the mercy of God, we are safely arrived at New Jersey; my wife and all mine are very well . . . ; indeed the country is so good, that I do not see how it can reasonably be found fault with. As far as I perceive, all the things we heard of it in England, are very true; and I wish that many people (that are in straits) in England, were here. Here is good land enough lies void, would serve many thousands of families . . . A town lot is laid out for us in Burlington, which is a convenient place for trade; it is about one hundred and fifty miles up the river Delaware; the country air seems to be very agreeable to our bodies, and we have very good stomach to our victuals: Here is plenty of provision in the country; plenty of fish and fowl, and good venison very plentiful, and much better than ours in England; for it eats not so dry, but is full of gravy, like fat young beef. . . The Indians are very loving to us, except here and there one, when they have gotten strong liquors in their heads, which they now greatly love: But for the country, in short, I like it very well; and I do believe, that this river of Delaware is as good a river as most in the world: it exceeds the river of Thames by many degrees” (21).

## **B. Life in Burlington, New Jersey - Letter from Mahlon Stacy to his brother in England (1680). Stacy hoped through this description to encourage emigration to New Jersey from Great Britain.**

“I have seen an apple tree from a pippin kernel yield a barrel of curious cyder; and peaches in such plenty, that some people took their carts a peach-gathering; I could not but smile at the conceit of it: They are a very delicate fruit, and hang almost like our onions that are tied on ropes: I have seen and known this summer, forty bushels of bold wheat of one bushel sown; and many more such instances I could bring: . . . We have from the time called May until Michalemass, great store of very good wild fruits, as strawberries, cranberries, and hurtleberries, which are like our bilberries in England, but far sweeter; they are very wholesome fruits. The cranberries much like cherries for colour and bigness . . . an excellent sauce is made of them for venison, turkeys and other great fowl, and they are better to make tarts than either gooseberries or cherries; we have them brought to our house in great plenty by the Indians . . . As for venison and fowls, we have great plenty: We have brought home to our horses by the Indians, seven or eight fat bucks a day; and sometimes put by as many; having no occasion for them; and fish in their season very plenteous” (21-22).

## **C. Life in East New Jersey Described by George Scot (1685)**

“The soil is generally black, and in some places a foot deep, bearing great burthens of Corn, and Naturally bringeth form English grass 2 years pleuching: the ground is tender and here ploughing is very easie, the trees grow not thick, but some places 10, in some 15, in some 25, or 30 upon an Acre. This I find generally, but in some particular places there are 100 upon an Acre, but that is very rare; The trees are very tall and straight, the general are Oak, Beech, Walnut: Chestnuts, berries and many other sorts of fruit grow commonly in the Woods. There is likeways Gum tree, Cedar White Wood like our Fir tree; Walnuts, Chestnuts and other lye thick upon the ground. There is great plenty of Oysters, Fish, Foul” (22).

## **D. Peter Kalm, a Swedish Biologist, went to America to study the climate and wrote about mosquitoes (1748)**

“The gnats, which are very troublesome at night here, are called mosquitoes. They are exactly like the gnats in Sweden, only somewhat smaller. In the daytime or at night they come into the houses and when the people have gone to bed they begin their disagreeable humming, approach nearer to the bed, and at last suck up so much blood that they can hardly fly away. Their bite causes blisters on people with delicate skins. . . . On sultry evenings the mosquitos accompany the cattle in great swarms from the woods to the houses, or to town, and when the cattle are

driven past the houses the gnats fly in wherever they can. In the greatest heat of summer they are so numerous in some places that the air seems to be quite full of them, especially near swamps and stagnant water, such as the river Morris in New Jersey. The inhabitants therefore make a big fire before the houses to expel these disagreeable guest by the smoke” (42).

**E. Peapack Brook Gristmill (Flour mill) in Somerset County (c. 18th century)**

“One’s nostrils were tickled by the floating particles in the floury atmosphere; the building trembled with the rumbling of turning shafts and swiftly running gears. The grinding floor upstairs was yellow with the deposits of gently descending, mealy showers, and the burring sound of the millstones was pleasant to the ears. A succession of lofty doors rose, one above the other, to the apex of the gable, in one of which generally stood the dusty miller, drawing in fat bags of grist from the overhanging tackle” (47).

**F. Travelling by Wagon through New Jersey, New-York Gazette (1767)**

“We hear from Burlington, that the new constructed light travelling wagon, contrived by Richard Wells, Esquire, on a full Trial last week, was found to answer its Design, to great Exactness. Among other Improvements, his invention to discharge the horses, in case of their running away, is particularly worth attention. This is done, at the expence of about a Pistole, by the Rider (in the inside of the carriage) only by pulling a String, when the Horses go off and leave the carriage standing. An Invention that bids fair to be of great Use and Safety to those who ride in closed carriages” (68).

**G. William Cobbett Describes a Trenton Tavern and New Jersey Roads (1818)**

“I am at the stage tavern, where I have just dined upon cold ham, cold veal, butter and chese, and peach-pye; nice clean room, well furnished, waiter clean and attentive, plenty of milk; and charge a quarter of a dollar; but gave him half a dollar, and told him to keep the change . . . Now I bid adieu to Trenton, which I should have liked better, if I had not seen so many young fellows lounging about the streets, and leaning against doo-posts, with quids of tobacco in their mouths, or segars stuck between their lips and with dirty hands and faces . . . I am now at Trenton, in New Jersey, waiting for something to carry me on towards New York . . . Brunswick, New Jersey. Here I am after a ride of about 30 miles, since two o’clock, in what is called a Jersey-waggon, through such mud as I never saw before. Up to the stock of the wheel; and yet a pair of very little horses have dragged us through it in the space of five hours. The best horses and driver, and the worse roads I ever set my eyes on. This part of Jersey is a sad spectacle, after leaving the brightest of all the bright parts of Pennsylvania” (73).

**H. Mrs. Anne Royall crosses New Jersey on racing stages and steamboats (1824).**

“After spending two weeks to a day in Philadelphia, I entered my name on the waybill, paid my passage over night, and set off for New-York in the steam-boat next morning, sailing up the Delaware. Shortly I found about fifty strange faces below, independent of those on deck – ladies and gentlemen all in one large room. I took a seat in silence amongst them, admiring the republican simplicity of their manners. The ladies, unembarrassed, modest, and discreet, conversing familiarly with the gentlemen, all mingled together, leaving it difficult to tell who were, or were not their husbands. In this respect they differ greatly from their more southern neighbours, who would have taken it as an insult, were they reduced to sit in the same room with gentleman, particularly where men of all classes are passengers. Here was no silly affectation amongst the females, no impertinent forwardness amongst the men; they cracked their nuts and eat their apples very much at their ease; these I thought must be New-Yorkers, which proved to be the case. My meditations, however, were soon interrupted by a call upon the passengers to come and receive their tickets, as it appeared we had to leave the Delaware, take stages and proceed by land across the country to the Raritan river, (New-Jersey,) where we take the steam-boat again. Every one, even the passengers seemed to testify the most eager desire to beat the other line, whose passengers had just left the shore in their stages as we arrived. When we began to draw near the Raritan, we had a view of the other line, and it is probable they had



a view of us, from the rate they were driving . . . These opposition lines are certainly an advantage to travelers, and a great one too, but it is one of great hazard. No sooner were we in the boats, (which was almost at the same instant,) than the steam was liberally plied to the wheels, and a race between the “Legislator” and the “Olive Branch” commenced for New-York . . . It was quite an interesting sight to see such vast machines, in all their majesty, flying as it were, their decks covered with well-dressed people, face to face, so near to each other as to be able to converse. It is well calculated to amuse the traveler, were it not for a lurking fear that we might burst the boilers. I confess for one, I would rather lose the race than win it, (which we did,) under such circumstances” (75).

**I. Constantine Rafinesque Describes the Pine Barren (1833):** “I took an excursion of 15 days thro’ New Jersey to the sea shore and seas islands, to study them better still. I went by Burlington, Mount Holly, Vinceton and Budeltown to the Pine barrens, which extend here about 30 miles to near the sea, intermingled with Cedar swamps of Cupressus thyoides. I passed thro’ the Grouse plains, without trees; the soil is gravelly, covered with bushes, and has no value, altho’ healthy and with good water. There is no village in these sandy Pine woods and gravelly plains. I stopped at Cedarbidge to botanize and found many plants. This spot is 9 miles from Barnegat and 10 from Manahawkin, villages near the sea. I went to the last who has 60 houses and a fine pond of clear water three miles around but colored like all the waters here. I remained 5 days in the neighborhood to explore the woods, swamps, salt marshes, meadows &c., and 6 days on the great Id. Of Long beach 24 miles long, but often cut up by the sea in storms. It is frequented for the sea air and the sea baths, and has a whale fishery in the Spring, for whales coming near the coast” (76).

**J. Reverend Henry Muhlenberg Travels from Pennsylvania to a health spring in Long Valley (1770):** “At four o’clock in the afternoon a kind elder ordered out his wagon and seated our sickly women folk upon it in order to drive them to the recently discovered health spring . . . At the start we had to climb a steep hill which was a mile long, and then we had a mile and a half to travel on level ground. But this was followed by another mile and a half of unbroken and terribly bad roads which were practically impassable for the wagon and which were difficult and dangerous on horseback as well as on foot, for steep hills, several deep swamps, etc., had to be traversed. The poor women had to abandon the wagon most of the way and stumble along on foot over rough stones and swampy ground. Finally we got to within a quarter-mile of the summit of the hill. There we left the wagon and the horses and went the rest of the way to the designated place on foot. From the hill we saw a valley which must have been more than one hundred rods in depth. There was a precipitous footpath, overlaid with flagstones, from the hill’s summit, and we had to trip down this path as if we were descending the roof of a German house. About ten rods down the side of the hill was a ledge and a perpendicular rock. A little stream of mineral water about two fingers thick, trickled from a crack in the rock and flowed into an artificially constructed hole or reservoir. Those who wish to drink catch up the water from the spring. Others bathe in the reservoir. We were so overheated and fagged by the climb that we were thirsty . . . This was the first time in my life that I took a mineral water cure” (89).

**K. Description of “Bispham’s at Trenton” Hotel (1830):** “We were received by the landlord with perfect civility, but without the slightest shade of obsequiousness. The deportment of the innkeeper was manly, courteous, and even kind; but there was that in his air which sufficiently proved that both parties were expected to manifest the same qualities. We were asked if we all formed one party, or whether the gentlemen who alighted from stage number one wished to be by themselves. We were shown into a neat well-furnished little parlor, where our supper made its appearance in the course of twenty minutes. The table contained many little delicacies, such as game, oysters, and choice fish . . . The papers of New York and Philadelphia were brought at our request, and we sat with our two candles before a cheerful fire reading them as long as we pleased. Our bed-chambers were spacious, well-furnished, and as neat as possible; the beds as good as one usually finds them out of France. Now for these accommodations, which were just as good with one solitary exception (sanitary) as you would meet in the better order of English provincial inns, and much better in the quality and abundance of the food, we paid the sum of 4s. 6d. each” (124).

# Religious Liberty in Colonial New Jersey

These primary source document excerpts can be adapted from grades 5 to 12. Student analyze historical documents and identify beliefs presented in them about equality, liberty and consent of the governed and how they relate to the historical foundation of New Jersey and the United States. There is a special focus on religious and political liberties. Focus questions include: How did the British American colonies govern themselves? How and why are American ideals, such as equality, liberty and consent of the governed, embodied in key historic documents? What was the extent and nature of religious and political liberties that were guaranteed by colonial governments to their citizens? How do primary sources help us to understand what happened in the past? Complete documents are available at Full document at [avalon.law.yale.edu/subject\\_menus/statech.asp](http://avalon.law.yale.edu/subject_menus/statech.asp). For a 90-second video about the Founding of New Jersey in 1664 go to <http://www.youtube.com/watch?v=SW3ske-NkTo>.

## **A. Religious Liberty in the Agreement of the Lords Proprietors of the Province of New Jersey, 1664**

No person qualified as aforesaid within the said Province, at any time shall be any ways molested, punished, disquieted or called in question for any difference in opinion or practice in matter of religious concerns, who do not actually disturb the civil peace of the said Province; but that all and every such person and persons may from time to time, and at all times, freely and fully have and enjoy his and their judgments and consciences in matters of religion throughout the said Province they behaving themselves peaceably and quietly, and not using this liberty to licentiousness, nor to the civil injury or outward disturbance of others; any law, statute or clause contained, or to be contained, usage or custom of this realm of England, to the contrary thereof in any wise notwithstanding.

## **B. Religious Liberty in the Fundamental Laws of West New Jersey, 1676**

“No men, nor number of men upon earth, hath power or authority to rule over men’s consciences in religious matters, therefore it is consented, agreed and ordained, that no person or persons whatsoever within the said Province, at any time or times hereafter, shall be any ways upon any presence whatsoever, called in question, or in the least punished or hurt, either in person, estate, or privilege, for the sake of his opinion, judgment, faith or worship towards God in matters of religion. But that all and every such person, and persons may from time to time, and at all times, freely and fully have, and enjoy his and their judgments, and the exercises of their consciences in matters of religious worship throughout all the said Province.”

## **C. Religious Liberty in the Fundamental Constitutions for the Province of East New Jersey, 1683**

“All persons living in the Province who confess and acknowledge the one Almighty and Eternal God, and holds themselves obliged in conscience to live peaceably and quietly in a civil society, shall in no way be molested or prejudged for their religious persuasions and exercise in matters of faith and worship; nor shall they be compelled to frequent and maintain any religious worship, place or ministry whatsoever: Yet it is also hereby provided, that no man shall be admitted a member of the great or common Council, or any other place of publick trust, who shall not profaith in Christ Jesus.”

## **D. New Jersey State Constitution, 1776**

“That there shall be no establishment of any one religious sect in this Province, in preference to another; and that no Protestant inhabitant of this Colony shall be denied the enjoyment of any civil right, merely on account of his religious principles; but that all persons, professing a belief in the faith of any Protestant sect, who shall demean themselves peaceably under the government, as hereby established, shall be capable of being elected into any office of profit or trust, or being a member of either branch of the Legislature, and shall fully and freely enjoy every privilege and immunity, enjoyed by others their fellow subjects.”

# New Jersey: The Crossroads of the American Revolution

Developed for *Discover Revolutionary New Jersey*, <http://www.revolutionarynj.org/>

From 1775 to 1783, New Jersey took center stage in the struggle for America's independence. Pivotal battles were fought at Trenton, Princeton, Red Bank, Monmouth and Springfield. The American army encamped for three winters—two at Morristown, one at Middlebrook. Policy was made, major campaigns planned, and speeches written, including General George Washington's farewell orders to the army, at Rockingham.

Most Americans are familiar with George Washington's Christmas night, 1776 crossing of the icy Delaware to rout the Hessians at Trenton. Few are aware this small state was engaged in a continuous civil war for seven long years. In addition to major battles, there were hundreds of smaller engagements between militia units, partisan bands, privateers, spies and smugglers—more than in any other colony. Washington and elements of the Continental Army spent close to half the American Revolution within New Jersey's borders.

Yes, "Washington Slept Here."

Located between the British base at New York and the rebel capital at Philadelphia, New Jersey was the most war-ravaged of the 13 original states. More than 600 skirmishes and battles were fought on its soil and more than 15- naval actions on its waters.



Then, as now, New Jersey straddled roads connecting north and south. In 1775 and 1776, state regiments marched north. During November and December 1776, the remnants of the main Continental Army fled south across New Jersey, pursued by a British army. Just a month later, they retraced part of their route to defeat Germany and British detachments in Trenton and Princeton and march on to Morristown. This was the first of three winters that the Continental Army spent in New Jersey. From July 1776 until November 1783, a British, German and Loyalist army occupied Staten Island, western Long Island and Manhattan, launching expeditions to collect supplies, probe local defenses and attack the Continental Army. Between January and June of 1777, skirmishes were fought up and down the Raritan River, as Continentals sought to limit British foraging and the British attempted to lure the Continentals from the safety of the Watchung Mountains. When Washington eluded them, the British withdrew from the Raritan Valley to attack Philadelphia.

The September 1777, British occupation of Philadelphia brought the war to southern New Jersey. Fierce battles were fought for control of the Delaware River and surrounding countryside. On June 18, 1778, the British army evacuated Philadelphia and began marching toward New York, as Washington led the Continental Army eastward from Valley Forge. The resulting Battle of Monmouth was the last time the two armies met in New Jersey. In 1780, the British moved offensive operations to the south.

The war was not over for New Jersey even then. In June 1780, the New York garrison launched two large probes to test the Continentals at Morristown – probes that resulted in the burning of Springfield and Connecticut Farms. Along the coast, small British and Loyalist units continued pinpoint attacks. One of the American Revolution's last skirmishes was fought December 27, 1782, at Cedar Bridge, Ocean County.

In August 1781, the French and Continental armies marched across New Jersey toward Yorktown and victory. Two years later, after a peace treaty was signed in Paris, word reached the Continental Congress, assembled in Princeton, on November 1, 1783.

**Full lesson plans about New Jersey and the American Revolution for upper elementary grades and for secondary grades are available at <http://civiced.rutgers.edu/njlessons.html> and [www.njcss.org](http://www.njcss.org).**

# The Battle of Monmouth

Developed for *Discover Revolutionary New Jersey*, <http://www.revolutionarynj.org/>



**George Washington at the Battle of Monmouth**

The French entry into the war placed the British in a difficult position. If the French navy blockaded the Delaware River, it could starve out the British army in Philadelphia. The British abandoned Philadelphia on June 18, 1778, and began slowly making their way across New Jersey to New York. The Continental Army caught up with them at Monmouth Courthouse on June 28, 1778.

Monmouth was the largest battle of the American Revolution. Throughout a hot, exhausting afternoon, the biggest field artillery battle of the war raged, and heat as well as bullets felled infantrymen. Although tactically a draw, it was a strategic victory and a political triumph for the Continental Army and General Washington. The Army had absorbed its Valley Forge training and stood

as equals to the British in a large, European-style engagement. The battle also was the undoing of General Charles Lee, long a thorn in Washington's side. His order to retreat resulted in his court-martial, effectively ending his military career.

When the morning of Sunday, June 28, 1778 dawned, the British Army of 20,000 men was camped along Dutch Lane and the Monmouth Court-house-Allentown Road, while the main Continental Army of 8,500 men was camped at Manalapan Bridge, four miles west of Englishtown. In Englishtown, General Charles Lee and an advance force of 5,000 men had orders to make a hit-and-run attack on the British line-of-march. At Monmouth Courthouse about 10:15, Lee launched a two-pronged attack against the British rear guard of 1,500 men. Lee's approach had been observed, and his advance force was immediately driven back by 10,000 men under Generals Clinton and Cornwallis.

As Commander-in-Chief Washington rode up, he discovered a retreating, demoralized advance force. Washington ordered Generals Wayne and Lee to fight a delaying action, while Washington rode back to arrange the main body of the Continental Army on a hill protected by two brooks. In bloody, sometimes hand-to-hand combat, the British pursued the last advance force battalions across a bridge and up the hill. They were too late. Washington's men were in position, and ten Continental cannon shredded the front of the British column.

The British commander, Sir Henry Clinton, still hoped to bring on a general engagement, destroy the Continental Army and win the war. To enable his infantry to attack, Clinton brought up 10 cannon and howitzers to silence the Continental guns. However, the distance between the two hills was too great. The British fired over 1,000 shot and shell into the hill without silencing the Continental artillery. The British lost the artillery duel, when four more Continental field pieces appeared on Combs' Hill and enfiladed the British position. When the British began withdrawing, Washington sent small detachments to harass their rear units, creating the impression that the continentals were driving the enemy from the field. British casualties were two to three times greater than those of the American troops.

## President-Elect Lincoln Visits New Jersey

On February 21, 1861 Abraham Lincoln traveled through New Jersey on his way to his inaugural in Washington DC. In Trenton, Lincoln addressed the State Senate and Assembly and a crowd of supporters. New Jersey was the only state that voted against Lincoln in both the 1860 and 1864 elections. This article is from the *New York Times*, February 22, 1861. There is also a video report for classroom use on the New Jersey 350 website (<http://officialnj350.com/videos-it-happened-here-new-jersey/>).

### The Reception At Trenton; Speech of Mr. Lincoln in the Senate

The crowd in the city to witness the arrival of Mr. LINCOLN, was immense. The special train bearing the President elect and suite, arrived at 11:50 A.M. Mr. LINCOLN came out of the car at the depot, and was met by Mayor MILLS, of Trenton . . . The Mayor then introduced the President elect to the President of the Common Council and the members there. The party were then taken in carriages to the State House. The crowd of people to be seen was perfectly alarming, yet the efficient police arrangements of the Mayor and Common Council enabled the party to reach the State Capitol in safety. The procession consisted of about 100 men on horseback, the City Blues, of Patterson; the German Rifles, of Trenton; the President elect, etc. Arriving at the State House, he was first introduced to the Senate, and the President of the Senate, in a very eloquent speech, received him, when Mr. LINCOLN replied as follows:

"I am very grateful to you for the honorable reception of which I have been the object. I cannot but remember the place that New-Jersey holds in our early history. In the early revolutionary struggle few of the States among the old thirteen had more of the battlefields of the country within their limits than old New-Jersey. May I be pardoned if upon this occasion I mention that away back in my childhood, the earliest days of my being able to read, I got hold of a small book, such a one as few of the younger members have ever seen, "WEEM's Life of Washington." I remember all the accounts there given of the battlefields and struggles for the liberties of the country, and none fixed themselves upon my imagination so deeply as the struggle here at Trenton, New Jersey. The crossing of the river; the contest with the Hessians; the great hardships endured at that time, all fixed themselves on my memory, more than any single revolutionary event; and you all know, for you have all been boys, how these early impressions last longer than any others. I recollect thinking then, boy even though I was, that there must have been something more than common that these men struggled for. I am exceedingly anxious that that thing which they struggled for; that something even more than National Independence; that something that held out a great promise to all the people of the world to all time to come. I am exceedingly anxious that this Union, the Constitution and the liberties of the people shall be perpetuated in accordance with the original idea for which that struggle was made, and I shall be most happy in lead if I shall be an humble instrument in the hands of the Almighty, and of this, his almost chosen people, as the chosen instrument, also in the hands of the almighty, for perpetuating the object of that great struggle. You give me this reception, as I understand, without distinct on of party. I learn that this body is composed of a majority of gentlemen, who, in the exertion of their best judgment in the choice of a Chief Magistrate, did not think I was the man. I understand, nevertheless, that they came forward here to greet me as the constitutional President of the United States - as citizens of the United States to meet the man who, for the time being, is the representative man of the nation - united by a purpose to perpetuate the Union and liberties of the people. As such, I accept this reception more gratefully than I could do did I believe it was tendered to me as an individual."

Mr. LINCOLN then gracefully closed his speech, which was followed by heartfelt applause. After introductions and courtesies, Mr. LINCOLN was taken to the Assembly Chamber and introduced by the State Committee to the Speaker of the House . . . The procession then moved to the Trenton House, where the President elect made the following speech to the crowd outside . . . A splendid collation was then given, and at precisely half-past two, the party left for Philadelphia in charge of the Committee of that city, amidst the cheers of thousands. It is thought that there were 20,000 people present.

# Railroads and the Growth of Bergen County

by Staci Anson

When the railroad came to Northern New Jersey life changed dramatically. Not only did people have a new means of transportation, they also had a faster and more economical way to ship goods to and from market. Soon people began to leave the cities for a life in the country and eventually in the suburbs. At first it was mainly the wealthy that set up vacation homes outside urban centers. Later others moved for a cleaner and safer lifestyle.

The transportation revolution reached the border of New Jersey in 1832 when the Paterson and Hudson Railroad connected Dunkirk on Lake Erie to Piermont on the Hudson River. In 1841 this line was connected to Suffern, NY and the New Jersey legislature approved the Paterson and Ramapo River Railroad Company extending the line from Suffern to Paterson. Built mainly by Irish immigrant workers, the Ramapo River Railroad Company opened on October 19, 1848. It cost \$200,000 and was fifteen miles long.

At the grand opening celebration of the railroad depot in Suffern in October 1848, military heroes returning from the Mexican American War joined politicians and railroad financiers. The train line included stops in Ho-Ho-Kus, Allendale, Ramsey and Ridgewood, which was then known as Godwinville. Passengers rode in wooden cars lit by whale oil lamps and heated by wood burning stoves. The Morning Courier reported: "The new Road seemed to us to be well and carefully finished . . . There is some heavy work on the line - deep cuttings through red stone or coarse solid gravel pan - long and high embankments - but all well and finally done . . . The line of the road traverses a beautiful country - comparatively unknown, too - the flats of Paramus are all laid open to the eye of the flying traveller, and by their beauty, fertility and peaceful aspect, seem to invite him to stay his rapid course."

Before the railroad was built Bergen County was strictly rural. Farms were between fifty and five hundred acres and dirt roads connected towns. After the Ramsey stop on the Paterson and Ramapo Railroad line opened in 1848, there was a profound change. Soon railroad cars were filled with up to 80,000 strawberries each night during the growing season. Traffic jams occurred as long lines of wagons filled with strawberries extended down Wyckoff Avenue and Saddle River Road. In June 1851, the Newark News reported: "Nearly one million baskets of strawberries were brought to New York over the Ramapo and Paterson railroads and Jersey City ferry. Most of these were gathered within a district of about eight miles square contiguous to the Ramapo road. Estimating that they were sold at the average rate of four cents a basket, the return must have been about \$40,000. The time is hastening when New Jersey will derive immense revenue from her marketing facilities. Our soil is well adapted for such business and our nearness to the great markets is also inviting."

In 1854, a clergyman from New York wrote *Moral Aspects of City Life* (1854), explaining "the solution to urban evils is a 'reordered home life' which could be found in 'rural pleasures.'" In addition to the economic need for rail lines, by the mid to late 1800s, the wealthy from urban areas began to desire healthier living conditions. They wanted to escape the poor sanitation, overcrowding, crime, and city ills that plagued Gilded Age society. The virtues of rural living were popularized by literature aimed at female readers. Reform movements also influenced wealthy families to set up vacation homes in country settings reached by train or over country roads. The suburbs and rural areas, now accessible by railroad transport, provided the park-like, healthier environments the affluent craved. According to Kenneth Jackson, in *Crabgrass Frontier*, 30-50% of those who commuted to work from the suburbs were wealthy businessmen who moved into the towns located on the railroad lines; towns such as Waldwick, Ridgewood, Ramsey, Wyckoff, and Oakland.

Eventually, the railroad spurred the development of other industries as well. Homes throughout Northern New Jersey were heated by the coal that was transported by the Erie coal cars. In Ramsey, for example, there were "two coal yards, one on either side of the Erie tracks. Meanwhile, Ramsey's strawberries led to a basket making industry that lasted for over 40 years. Investors often bought up land before railroad tracks were even laid. Later real estate developers sold plots of land to those leaving the cities. New towns formed. By 188, the population of Bergen County was 36,786. By 1900 it had more than doubled to 78,441 and by 1920 it reached 210,703 residents.



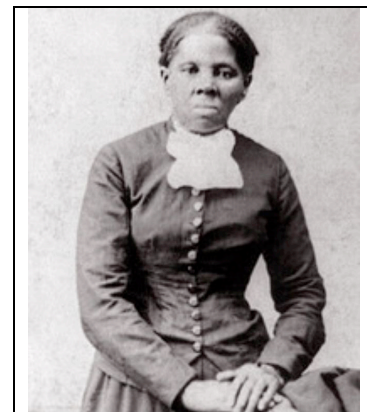
## Meet Famous New Jersey Women

These readings are designed for students in grades 3 to 5. The goal is to have students analyze and evaluate how New Jersey women have contributed to the improvement of society. The material addresses both New Jersey Social Studies Standards and Common Core English Language Arts Standards including (6.1.4.A.9) compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights and (CCSS RI.4.3) explain events, procedures, ideas, or concepts in a historical . . . text, including what happened and why, based on specific information in the text. Essential questions include: How have attitudes about women changed? How have New Jersey women contributed to the improvement of society? How have individuals or groups taken actions to promote the dignity and rights of people? How does understanding multiple perspectives help us to make more informed decisions? For information about other New Jersey women go to <http://www.njwomenshistory.org/>. Online lesson plans for grades 4-8 for teaching about New Jersey women are available at <http://civiced.rutgers.edu/njlessons.html>.

**Annis Boudinot Stockton:** Born in 1736, Annis Boudinot married Richard Stockton, an attorney from an elite Princeton family. Annis was one of the first women to be published in the thirteen colonies. She wrote poems for leading newspapers and magazines of the day and was part of a mid-Atlantic writing circle. She was the author of more than 120 works, but it was not until 1985, when a manuscript copybook long held privately was given to the New Jersey Historical Society, that most of her works became known. Before that, she was known to have written 40 poems. Annis became known as the “Duchess of Morven,” the name of the Stockton estate in Princeton. They entertained prominent guests, including George Washington, with whom she had a correspondence. Annis Boudinot Stockton died in 1801.

**Molly Pitcher:** “Molly Pitcher” was a nickname given to a woman said to have fought in the American Revolutionary War Battle of Monmouth. The name itself may have originated as a nickname given to women who carried pitchers and buckets of water to men on the battlefield during the war. It is generally believed that the woman at the Battle of Monmouth was Mary Ludwig Hays McCauley. Mary Ludwig was born in 1754 on a farm near Trenton. In 1768, she moved to Carlisle, Pennsylvania, where she met William (also known as John) Hays, a local barber. They married the following year. At the Battle of Monmouth on June 28, 1778, Mary Ludwig Hays spent much of the early day carrying water to soldiers and artillerymen, often under heavy fire from British troops. The weather was hot, over 100 degrees. Sometime during the battle, William Hays collapsed, either wounded or suffering from heat exhaustion. As her husband was carried off the battlefield, Mary Hays took his place at the cannon. For the rest of the day, in the heat of battle, Mary continued to “swab and load” the cannon using her husband’s ramrod. At one point, a British musket ball or cannonball flew between her legs and tore off the bottom of her skirt. Mary Ludwig Hays McCauley died in 1832.

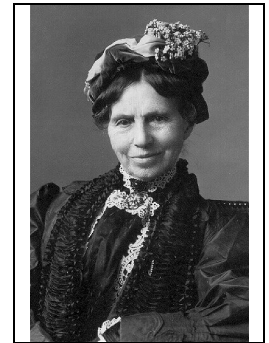
**Harriet Tubman:** Harriet Tubman was the most famous conductor of the Underground Railroad. Born into slavery around 1820 in Dorchester County, Maryland, Tubman escaped and fled to Pennsylvania in 1849. She worked summers in Cape May and returned to Maryland and rescued members of her family and others. She made 19 trips into the South and, over a period of ten years, conducted approximately 300 people to freedom in the North across New Jersey to New York City or to Canada, without ever losing any of her charges. Although she frequently changed her routes leading to the North, Ms. Tubman always began the escapes on Saturday nights. This was significant for two reasons. First, slaves were often not required to work on Sunday. Therefore, their owners might not notice their absence until Monday morning. Secondly, newspapers would not be able to report runaway slaves until the beginning of the week. These two facts often gave Tubman and the



escapees enough time to get a head start to their destination in the free states. During the Civil War Tubman worked for the Union as a cook, a nurse, and a spy. After the war she settled in Auburn, New York, where she lived until her death in 1913.

**Abigail Goodwin:** Although less well-known than Harriet Tubman, Abigail Goodwin was responsible for helping hundreds if not thousands of slaves find freedom in the north through the Underground Railroad in New Jersey. Abigail Goodwin (1793-1867) was the daughter of a Quaker farmer in Salem, New Jersey, who had freed his slaves during the American Revolution. She and her sister, Elizabeth, were fervent abolitionists. Abigail was thrown out of the Orthodox Quaker Meeting in Salem for joining a group of radical Quakers fighting for the total abolition of slavery. When Amy Reckless, a slave for one of Salem County's wealthiest families, who set herself free returned to Salem, she partnered with the Goodwin sisters in collecting goods and financial contributions to help fugitive slaves escape. By the 1830s, Abigail had emerged as an active figure in the Underground Railroad movement and the Goodwin home became a key station on the Underground Railroad. She often raised money and sent it to abolitionists to purchase slaves in the Carolinas and free them. She provided lodging, food, clothing and money to the fugitives who come to her home to continue their journey. Due in part to her efforts many slaves living in Delaware, Maryland, and Virginia were aware of this region as a safe haven for runaways. Abigail Goodwin devoted her life to helping runaway slaves and encouraging the end of slavery and she has been noted as one of the most important Underground Railroad agents.

**Clara Barton:** Clarissa "Clara" Barton was born in 1821 in Massachusetts. She became an educator in 1838. Barton became interested in providing a good education for all children in the community while visiting a friend in Bordentown. Although laws existed in New Jersey for free public education, they were never implemented. There were private schools for the wealthy and pauper schools for others. Barton started the nation's first free public school in Bordentown in 1852 with six children and a one-room schoolhouse. By the following year, there were over 600 children in the program, receiving lessons from teachers housed in locations all over the city. In 1855, Barton moved to Washington D.C. and began work as a clerk in the U.S. Patent Office. This was the first time a woman had received a substantial clerkship in the federal government and at a salary equal to a man's salary. Because of political opposition to women working in government offices, her position was reduced to that of copyist, and then eliminated entirely. At a time when relatively few women worked outside the home, Barton never married and built a career helping others. With the outbreak of the Civil War, Barton set up a system of procurement getting food and comfort to both sides of the conflict. In 1864 she was appointed by the Union as "lady in charge" of the hospitals at the front along the James River in Virginia. She became known as the "Angel of the Battlefield." After the war, Barton ran the Office of Missing Soldiers and created a network the help families find and reunite with their loved ones. As the war ended, she helped locate thousands of missing soldiers, including identifying the dead at Andersonville prison in Georgia. Barton lobbied for U.S. recognition of the International Committee of the Red Cross, and became president of the American branch when it was founded in 1881. Barton continued her humanitarian work throughout several foreign wars and domestic crises before her death in 1912.



**Elizabeth White:** Elizabeth Coleman (1871-1954) grew up on her father's cranberry farm in Whitesbog, an agricultural community in the Pine Barrens in Pemberton Township. Whitesbog was the largest cranberry farm in the state and her father was a nationally recognized leader in the cranberry industry. At the time, people did not believe that blueberries could be domesticated. In 1911, Elizabeth White became interested in blueberry propagation and using her father's farm she collaborated with Dr. Frederick Coville, a U.S. Department of Agriculture botanist, to identify wild blueberry plants with the most desirable properties, crossbreed the bushes, and create vibrant new blueberry varieties based on wild plants. Thanks to Elizabeth White, blueberries are now produced in 38 states, with Michigan producing the most but New Jersey not far behind!



**Alice Paul:** Alice Paul was born in 1885 to a Quaker family. Her father was a successful businessman and the family lived at Paulsdale, a 173-acre farm in Mt. Laurel. Her family supported gender equality and the need to work for the betterment of society. Alice Paul graduated from Swarthmore College and was the commencement speaker. She worked in the settlement movement in New York and went to study social work in England where she met radical suffragettes who were taking public action such as protests to bring attention to the secondary status of women. Paul joined the movement and was arrested several times. She returned to the U.S. and joined Lucy Burns to work for the passage of a constitutional amendment ensuring women's right to vote in the United States. They organized a publicity event — a parade of several thousand women in Washington, D.C. in March 1913, the day before Woodrow Wilson's inauguration. Although planned as an elegant progression of symbolically dressed, accomplished, and professional women, the parade quickly turned into a riot. Paul used this event to rally public opinion to the women's cause. In 1916, Paul stood with other radical suffragists outside the White House holding banners demanding the right to vote and criticizing President Wilson. After the U.S. entered World War I in 1917, the picketers began to be arrested and sent to a workhouse in Virginia. They staged hunger strikes and were beaten and force-fed. The growing public support for the women led President Wilson to endorse a Constitutional Amendment to grant women the right to vote. The 19th Amendment passed in 1919 and became law the following year, thanks to Alice Paul and her fearless colleagues. Paul died in 1977.



**Mary Roebling:** Mary Gindhart was born in West Collingswood on July 29, 1905. In 1921, at the age of sixteen, she married a young soldier and musician named Arthur Herbert. They had a daughter but their marriage was cut short when Arthur died of blood poisoning in 1924. After the death of her husband, Mary became a secretary in a Philadelphia brokerage house while taking night classes in business administration and merchandising at the University of Pennsylvania. At the brokerage house, she met Siegfried Roebling, grandson of Colonel Washington Roebling, the builder of the Brooklyn Bridge. Siegfried ran one of the family's businesses, the Trenton Trust Company. He and Mary married in 1931 and had a son. Another tragedy befell Mary, however, when her second husband died in 1936. Mary Roebling inherited Trenton Trust stock from her husband and took his seat on the Trenton Trust Company board. She was elected president of the board in 1937, the first woman to serve as president of a major American bank. Roebling established innovative practices of public relations and merchandising, as well as drive-in banking and a railroad station branch for Trenton commuters. Under her leadership, Trenton Trust's assets increased from 17 to 137 million in a twenty-eight year period. She served as either president or chair of the board until 1972 when the bank merged with National State. She then chaired the combined banks until 1984. From 1958 to 1962, Roebling served as the first female governor of the American Stock Exchange. Through several administrations, Roebling served as a civilian aide to the Secretary of the Army and was made president of the new Army War College Foundation in 1978. Throughout her life, Mary Roebling was a strong supporter of equal rights for women. Her goal was "equal pay for equal work with equal opportunity for advancement." She felt that companies were not using women to their fullest advantage, and that women were concentrated in lower-echelon jobs and paid accordingly. She died on October 25, 1994 at her home in Trenton.

**Anne Morrow Lindbergh:** Writer and aviation pioneer, Anne Morrow was born in 1906 in Englewood. In 1929 she married famed aviator Charles Lindbergh and much of the early years of their marriage was spent flying. In 1931 they journeyed in a single-engine plane over Canada and Alaska to Japan and China. The flight was the inspiration for Morrow Lindbergh's first book, *North to the Orient*. In 1934, the National Geographic Society awarded her its Hubbard Gold Medal for her accomplishment of 40,000 miles of exploratory flying over five

continents. In addition, she was awarded the Cross of Honor of the U.S. Flag Association in recognition of her successes in surveying transatlantic air routes. She was also the first licensed female glider pilot in the United States. Anne Morrow Lindbergh was an acclaimed author whose books and articles spanned the genres of poetry to non-fiction, touching upon topics as diverse as youth and age; love and marriage; peace, solitude and contentment, as well as the role of women in the 20th century. Her 1956 book, *Gifts from the Sea*, presented eight inspirational essays concerning the meaning of a woman's life and was on the best-seller list for months. She died in 2001.

**Virginia Apgar:** Virginia Apgar was born in 1909 in Westfield. She graduated from Mount Holyoke College, where she studied zoology with minors in physiology and chemistry and from the Columbia University College of Physicians in 1933. In 1949, Apgar became the first woman to become a full professor at the Columbia University's medical college, where she did clinical and research work. In 1953, she introduced the first test, called the Apgar score, to assess the health of newborn babies. The Apgar score is calculated based on an infant's condition at one minute and five minutes after birth. In 1959, Apgar left Columbia and earned a Master of Public Health degree from the Johns Hopkins University. From 1959 until her death in 1974, Apgar worked for the March of Dimes Foundation, serving as vice president for Medical Affairs and directing its research program to prevent and treat birth defects.

**Millicent Fenwick:** Millicent Hammond was born in New York City on February 25, 1910. Her father was a wealthy financier and New Jersey state legislator. Her mother died aboard the U.S.S. *Lusitania* in 1915 when it was torpedoed by a German U-boat. Millicent accompanied her father to Madrid when President Calvin Coolidge appointed him U.S. Ambassador to Spain. She attended Columbia University and later studied at the New School for Social Research. In 1934, she married businessman Hugh Fenwick and they raised two children. The Fenwicks divorced in 1945 and Millicent Fenwick went to work to support her children. She modeled briefly for *Harper's Bazaar* and then took a job as associate editor on the staff of Condé Nast's *Vogue* magazine. In 1948, she wrote *Vogue's Book of Etiquette*, a 600-page "treatise in proper behavior." It sold more than a million copies. Fenwick joined the National Conference of Christians and Jews in an attempt to counter anti-Semitic propaganda in the United States after Hitler came to power in Germany and the National Association for the Advancement of Colored People. She served on the Bernardsville, New Jersey, Board of Education and then as a member of the Bernardsville borough council. In 1970, she won a seat in the New Jersey State Assembly at the age of 59. Fenwick served several years in the State Assembly before New Jersey Governor William Cahill appointed her the state's first director of consumer affairs. Elected to Congress in 1974, Millicent Fenwick served four terms and earned the epithet "Conscience of Congress" with her fiscal conservatism, human rights advocacy, and dedication to campaign finance reform.



<b>Alice Paul Institute</b> <a href="mailto:kmyers@alicepaul.org">kmyers@alicepaul.org</a> <a href="http://www.alicepaul.org">www.alicepaul.org</a>	<b>NJ Council for Economic Education</b> <a href="http://www.njeconomics.org">www.njeconomics.org</a>	<b>NJ Center for Civic education</b> <a href="mailto:agardner@njclre.rutgers.edu">agardner@njclre.rutgers.edu</a> <a href="http://civiced.rutgers.edu">http://civiced.rutgers.edu</a>
<b>Seminary Ridge Museum</b> <a href="http://www.seminaryridgemuseum.org">www.seminaryridgemuseum.org</a> <a href="mailto:pmiele@seminaryridge.org">pmiele@seminaryridge.org</a>	<b>American Social History Project Center for Media and Learning</b> <a href="http://ashp.cuny.edu">http://ashp.cuny.edu</a>	<b>National History Day William Paterson University</b> <a href="http://www.wpunj.edu">www.wpunj.edu</a>
<b>Graduate Education / RUTGERS State University of New Jersey</b> <a href="http://gradstudy.rutgers.edu">http://gradstudy.rutgers.edu</a>	<b>RUTGERS High School Teacher's Institute</b> <a href="mailto:abattista@history.rutgers.edu">abattista@history.rutgers.edu</a>	<b>Teachers College – Columbia</b> Scott Wylie <a href="mailto:wylie@tc.Columbia.edu">wylie@tc.Columbia.edu</a>

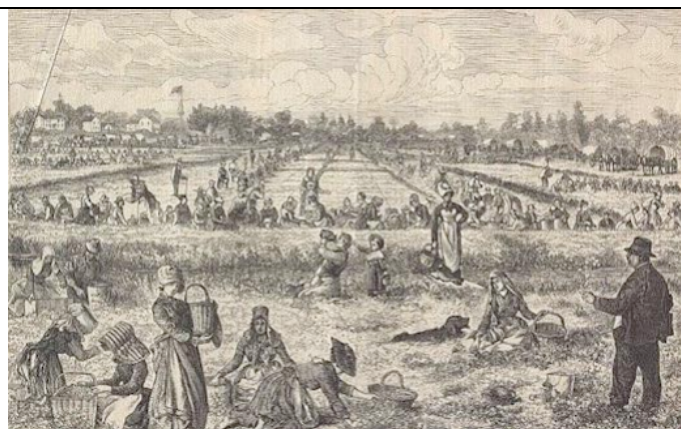
## Images of New Jersey Women (Elementary Lesson)

<http://www.njwomenshistory.org/wp-content/uploads/2013/07/Museum-Curator-Childrens-Experience.pdf>

Your task is to design an exhibit on children and teenager's experiences while growing up in New Jersey. You will see many photographs and drawings of children and teenagers with their families. As a museum curator, you will need to look carefully at these pictures and decide how they should be displayed. Study each picture for at least two minutes. Form an overall impression of the picture and then examine individual items (people and what they are doing, objects in the picture, etc.). Divide the picture into 4 parts and study each section to see what new details you notice. On a separate piece of paper, write down the people and objects that you see and what they are doing.



**Strawberry Fields, Burlington County, 1869.**



**Cranberry Bog, Ocean County – Pickers at Work, 1878.**



**Morris Canal Workers, 1885.**



**Douglass College Students, 1925.**



**Ridgewood High School Girls' Basketball Team, 1909.**



**Strikers' Children's Kitchen, Passaic, 1926.**



## Working Women in New Jersey, 20th Century: The Western Electric Kearny Works

New Jersey Women's History Middle School Lesson (<http://www.njwomenshistory.org/wp-content/uploads/2013/07/Working-Women-in-New-Jersey-Industry.pdf>)

### Objectives

1. Students will engage with photographic images as primary source material.
2. Students will learn how to assess images critically in the context of New Jersey Women's history.
3. Students will gain a greater appreciation for many types of primary sources that help craft the historical narrative and will be able to gauge the significance of photographic images to this process.

### Procedures

1. Students read and analyze pieces on Western Electric and women working in electrical manufacturing.
2. Students examine Western Electric images and assess them critically within the context of NJ women's history.

#### A. Mama Visits the Factory (Reader's Digest, January 1939)

At Baltimore and at Kearny numerous girls are employed, their nimble fingers working incessantly upon the more delicate contraptions that are part of transmitters and condensers and such. When the plans for the Open House were going forward, these young ladies had presented something of a problem. They had announced that they would not be content with ordinary work dresses for the occasion, but intended to do themselves out in proper style. This seemed an admirable idea until they showed up for work the first day -- in silk evening dresses and the more complex variations of the modern hair-do. The crowds, quite understandably, banked deep about them. But the boss decided that this was hardly in the mood of industrial production, and with what diplomacy he could command suggested that they wear something a trifle less ravishing in the future. The girls compromised on party frocks and dirndl prints, but even thus tamed down it was a matter for note that during all the Open House period production if anything improved. The girls worked better when they had an appreciative audience.

#### B. World War II

During World War II the demand for radar systems taxed Western Electrics' production capabilities. The Hawthorne, Kearny, and Point Breeze plants took on what work they could, set up sixteen satellite plants, including a former shoe plant and a former laundry, in nine cities, then fanned the rest out to thousands of subcontractors. A slot machine manufacturer produced antennas, a bicycle manufacturer built metal frames. Manpower was another challenge: there were not enough men to do the job, so Western hired increasing numbers of women. In 1941 women comprised 20 percent of the company's workforce; by 1944, they were 60 percent.



C. Actress and civil rights champion Ruby Dee worked at Western Electric Company's Kearny Works during World War II soldering wires on an assembly line.



D. Grace Minnock, who worked in the Kearny plant after graduation from High School in January 1952, was crowned Kearny's "Hello Charley" beauty queen.

## Prayers at Public Meetings: Town of Greece (NY) v. Galloway

Sources: [http://www.oyez.org/cases/2010-2019/2013/2013\\_12\\_696](http://www.oyez.org/cases/2010-2019/2013/2013_12_696); <http://www.timesunion.com/local/article/State-does-religion-no-favors-5022283.php>; [http://www.supremecourt.gov/opinions/13pdf/12-696\\_bpm1.pdf](http://www.supremecourt.gov/opinions/13pdf/12-696_bpm1.pdf)  
[http://www.nytimes.com/2014/05/06/nyregion/supreme-court-allows-prayers-at-town-meetings.html?\\_r=0](http://www.nytimes.com/2014/05/06/nyregion/supreme-court-allows-prayers-at-town-meetings.html?_r=0)

**Background:** The town of Greece, New York, is governed by a five-member town board that conducts official business at monthly public meetings. Starting in 1999, the town meetings began with a prayer given by an invited member of the local clergy. The town did not adopt any policy regarding who may lead the prayer or its content, but in practice, Christian clergy members delivered the vast majority of the prayers at the town's invitation. In 2007, Susan Galloway and Linda Stephens complained about the town's prayer practices, after which there was some increase in the denominations represented. In February 2008, Galloway and Stephens sued the town and John Auberger, in his official capacity as Town Supervisor, and argued that the town's practices violated the Establishment Clause of the First Amendment by preferring Christianity over other faiths. The district court found in favor of the town and held that the plaintiffs failed to present credible evidence that there was intentional seclusion of non-Christian faiths. The U.S. Court of Appeals for the Second Circuit reversed and held that the practices violated the Establishment Clause by showing a clear preference for Christian prayers.

**Assignment:** Examine Documents 1-4 and answer questions 1-5. Write a 250-to-500 word essay explaining your view on the issues in the case by answering the question: Should government bodies be permitted to open session with prayers? You should cite additional sources in your essay.

### Questions

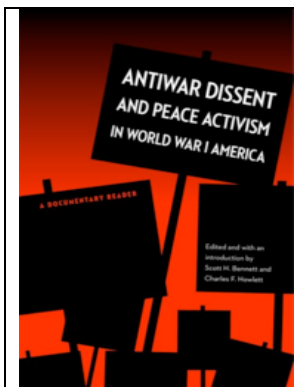
1. What are the issues in the case *Town of Greece v. Galloway*?
2. Why does Paul Finkelman argue "State Does Religion No Favor"?
3. What is the position of Justice Anthony Kennedy and the five member majority of the Supreme Court?
4. What is the position of Justice Elena Kagan and the four member minority of the Supreme Court?
5. According to the article in the New York Times, why will this decision have an impact beyond the town of Greece?

**Document 1:** "State Does Religion No Favor" by Paul Finkelman, *Albany Times-Union*, November 29, 2013: "The issue is pretty simple: Can a local government begin its public meetings with prayers that are highly sectarian. That's how it is in the Town of Greece. The Rochester suburb has practitioners of many faiths — or none at all — and the prayers are virtually always led by an evangelical Protestant minister. The issue is now before the U.S. Supreme Court in *Town of Greece v. Galloway*. Susan Galloway and Linda Stevens — an atheist and a Jew — argue that the town prayer violates the separation of church and state required by the First Amendment and that it makes it difficult for members of minority faiths to take their issues before the Town Board. A Jew wearing yarmulke, a Sikh in a turban or a Catholic priest with his collar on might feel uncomfortable petitioning the town government after such a prayer. This is why I helped write a Friend of the Court brief to help protect religious freedom in this upstate town. More than half a century ago the U.S. Supreme Court ruled that New York's "Regents Prayer" was unconstitutional as were other prayers led by teachers in public schools. This does not mean children cannot pray silently at their seats whenever they want — indeed, as long as there are math tests there will be prayer in public schools. What it does mean is that the government cannot tell us when to pray, what to pray or how to pray . . . Is the Town of Greece a "holier" place because its meetings begin by forcing all people in the room to listen to (and bow their heads) for a particular sectarian prayer? What happens next year if there is a different majority, and different prayers? What happens if the town suddenly has a non-Christian majority? The lesson of history is that religion is best protected when it is left in private hands. History also teaches that government turns into a tyranny when it forces religion on its citizens."

**Document 2:** Supreme Court Justice Anthony Kennedy for the five-member court majority: “From the earliest days of the Nation, these invocations have been addressed to assemblies comprising many different creeds. These ceremonial prayers strive for the idea that people of many faiths may be united in a community of tolerance and devotion. Even those who disagree as to religious doctrine may find common ground in the desire to show respect for the divine in all aspects of their lives and being. Our tradition assumes that adult citizens, firm in their own beliefs, can tolerate and perhaps appreciate a ceremonial prayer delivered by a person of a different faith . . . The town made reasonable efforts to identify all of the congregations located within its borders and represented that it would welcome a prayer by any minister or layman who wished to give one. That nearly all of the congregations in town turned out to be Christian does not reflect an aversion or bias on the part of town leaders against minority faiths.”

**Document 3:** Supreme Court Justice Elena Kagan for the four member dissenting judges: “When the citizens of this country approach their government, they do so only as Americans, not as members of one faith or another. And that means that even in a partly legislative body, they should not confront government-sponsored worship that divides them along religious lines. I believe . . . that the Town of Greece betrayed that promise.”

**Document 4:** “Town Meetings Can Have Prayer, Justices Decide,” by Adam Liptak, New York Times, May 5, 2014: “In a major decision on the role of religion in government, the Supreme Court on Monday ruled that the Constitution allows town boards to start their sessions with sectarian prayers. The ruling, by a 5-to-4 vote, divided the court’s more conservative members from its liberal ones, and their combative opinions reflected very different views of the role of faith in public life, in contemporary society and in the founding of the Republic. Justice Anthony M. Kennedy, writing for the majority, said that a town in upstate New York had not violated the Constitution by starting its public meetings with a prayer from a “chaplain of the month” who was almost always Christian and who sometimes used distinctly sectarian language. The prayers were ceremonial, Justice Kennedy wrote, and served to signal the solemnity of the occasion. The ruling cleared the way for sectarian prayers before meetings of local governments around the nation with only the lightest judicial supervision . . . Justice Elena Kagan said in dissent that the town’s practices could not be reconciled “with the First Amendment’s promise that every citizen, irrespective of her religion, owns an equal share in her government.” She said the important difference between the 1983 case and the new one was that “town meetings involve participation by ordinary citizens.” She did not propose banning prayer, Justice Kagan said, but only requiring officials to take steps to ensure “that opening prayers are inclusive of different faiths, rather than always identified with a single religion.”



**From University of Nebraska Press:**

*Antiwar Dissent and Peace Activism in World War I America*, edited by Scott H. Bennett and Charles F. Howlett, presents primary documents, most anthologized for the first time, illustrating opposition and resistance to the war and the government’s efforts to promote the war and restrict dissent. This fresh collection highlights the broad range of antiwar sentiment: religious and secular, liberal and radical, pacifist and non-pacifist, including conscientious objection. It also addresses key issues raised by the antiwar movement—particularly dissent in wartime, civil liberties, the meaning of patriotism, and citizen peace activism — that remain vital to understanding American democracy.

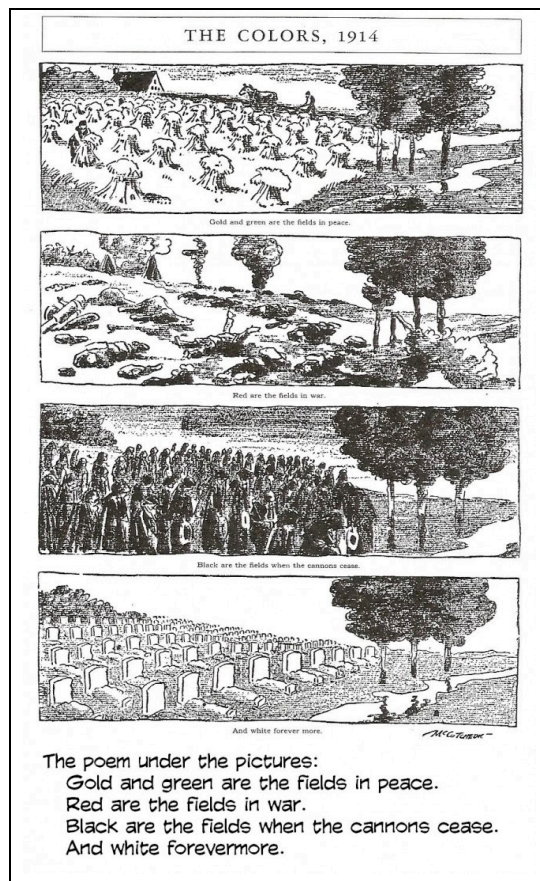
# American Cartoonists Confront the Realities of the Great War

by Charles Howlett

Historians, journalists, and political figures are now commemorating the one hundredth anniversary marking the beginning of World War I. At the time of this tragic event it was called the Great War and would be referred to in history textbooks as such for a mere twenty-one years following. Sadly, the world experienced another global conflict starting in 1939 and we would no longer call it the Great War; we had to rename World War II. When armed conflict began in August 1914 it was considered the Great War because it was total and while it was primarily fought in France and the Low Countries its impact was felt worldwide. It was marked by trench warfare graphically depicted by German soldier Eric Remarque's powerful work *All Quiet on the Western Front* and visually displayed in the 1930 movie of the same name starring American actor Lew Ayers. Battles were also fought on the high seas, principally in the North Atlantic where the submarine came to symbolize a new twist to conventional warfare, abandoning all forms of civility with respect to terms of engagement. Large cannons capable of launching shells twenty-plus miles, mechanized tanks, battleships, which the Germans proudly referred to as dreadnoughts, and worst of all, mustard gas, symbolized this approach to "modern" warfare. Over the course of four years, Europe, the United States, and parts of the decaying Ottoman Empire were thrust into the worst war civilization had ever encountered. By the time it was over in November 1918 at least 8.5 million combatants were killed and many more wounded, untold numbers of civilians died, whole empires destroyed, and societies devastated by modern technological warfare. Physical, moral, and psychological shock reverberated throughout the European continent and then some.

No one could have predicted how catastrophic it would be. But at the start of hostilities when Germany officially invaded Belgium on August 4, 1914, bringing Great Britain into the war on the side of France and Russia, a cartoonist by the name of John Tinney McCutcheon sketched one of the most famous war cartoons ever composed. It appeared at the top of the first page in *The Chicago Tribune* on August 7, a few days before he, himself, would leave for the battlefields in northern France to cover the war for his newspaper. It would forever be immortalized and still stands as a constant reminder of the horrors of war.

The cartoon was composed of four panels. The lines below each panel read: "Gold and Green are the fields in Peace"; "Red are the fields in war"; "Black are the fields when the cannons cease"; "And White forevermore." Each line takes on powerful significance when attached to the picture above. Readers are first drawn to a harvest of peaceful abundance as a farmer tills his soil while bundling his wheat. Then reality sets in as the field is littered with dead soldiers and smoke billowing upward from exploding cannon shells. In the aftermath of the battle are the mourners, grieving at the loss of so many innocent lives. Finally, we are led to white gravestones marking the place where the soldiers died. All the while three of four trees remain intact—nothing goes unscathed from war's wrath—as witness to the tragic events that just took place, yet symbols of survival and future hope. Civilization must press on. His words, coupled with such powerful images, highlight the somber mood of war's real impact on life. Of course, after finishing "The Colors,"





McCutcheon had no idea of its future notoriety; nor did he have any inkling as to its prescience since the war just started. But after sketching this one particular cartoon he knew he had to be there just to make sure.

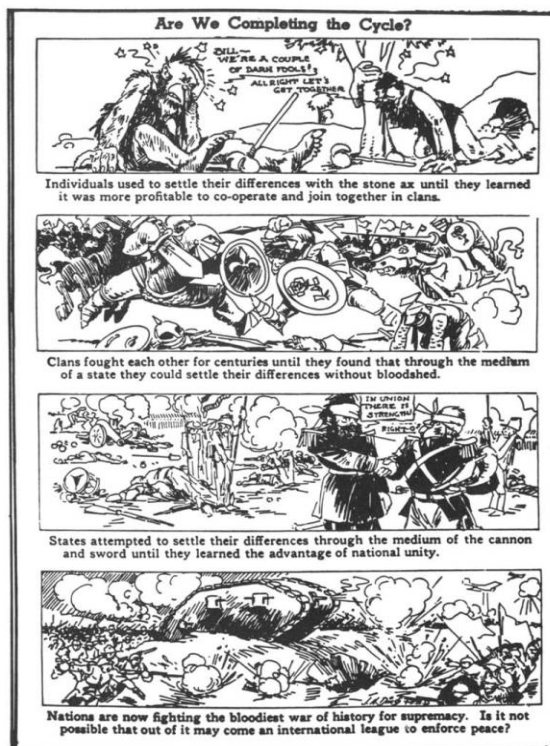
While McCutcheon's cartoon is considered one of the most famous of all war cartoons, there were others such as "Hal" Donahey's "The Non-Combatants," which also appeared shortly after the start of war's hostilities. James Harrison "Hal" Donahey was the chief editorial cartoonist for the *Cleveland Plain Dealer*. He achieved national acclaim for his 1910 cartoon marking the death of Mark Twain. This cartoon depicts the real victims of war in his own attempt to warn Americans of the consequences, which may lie ahead. While family and friends search for names of dead soldiers with anxiety others stand by holding children who may no longer have a father. As one looks at the cartoon it becomes plainly evident that the real victims are those families and civilians trapped by their governments' decisions to wage war. They carry the pain but not the weapons; they are the real victims of war.

After the United States joined the war effort on the side of the Allies in April 1917, J.N. Ding captures the realities of the situation and what this war should be all about in "Are We Completing the Cycle?" Jay Norwood Darling, a graduate of Beloit College, class of 1900, was a conservationist, wildlife artist, and Pulitzer Prize-winning cartoonist. During World War I, he published a number of cartoons, which focused on the issue of economic greed and war's consequences. This cartoon below first appeared in the *New York Tribune* and *Des Moines Register* and was inspired by President Wilson's January 8, 1918, message regarding a League of Nations to a joint session of Congress." Two aspects stand out: (1) the evolution of fighting from stone axes to machines that cause massive death and destruction; and (2) throughout history, after each conflict, attempts were made to settle differences through unity and organization. Would it finally come to fruition that the world would finally establish an international organization ending war at last?

Naturally, as we continue to discuss the historical role of World War I in our classrooms, these cartoons serve as an important reminder of the unfinished job, which lies ahead. One hundred years later as we reflect on these images, we should be reminded that in the past century wars led to the deaths of over a hundred million people, and today, we live in a world armed with some 24,000 nuclear weapons. Many more lives continue to be lost in the present century due to ongoing internal fighting and external war. Certainly, using McCutcheon's cartoon, for example, one theme stands out: "The Colors" have not changed in one hundred years.

The lesson McCutcheon, Donahey, Marcus, and Ding provides is that war is the most single disrupter factor in society and that as citizens of the world we must do a better job to keep the peace. From these cartoons and based on students' historical knowledge, teachers can build scaffolding questions such as the following:

- How did new technology make World War I the most destructive conflict in history?
- How popular was the conference for neutral mediation and which Americans who took part in that 1915 effort?
- How did political realities derail President Wilson's dream of a world peacekeeping organization?
- What were the consequences of the Senate's refusal to sign the Treaty of Versailles?



ARE WE COMPLETING THE CYCLE?



# The Secret Sharers of Oak Ridge, Tennessee

by Nancye E. McCrary, Saint Catharine College, St. Catharine, Kentucky

When my mother, Patricia O'Connor McCray, was dying of cancer, she asked my brother to take notes as she recounted her work in a secret city, Oak Ridge, Tennessee, that was part of the Manhattan Project developing nuclear weapons (17 miles long, 7 miles wide, with 75,000 inhabitants) between 1943 and 1945. Those notes were packed away along with family photos and old Christmas cards. Years later National Public Radio (NPR) ran a story about a largely untapped fund set aside in the early 1950's to support healthcare for thousands of workers exposed to deadly levels of radiation while working on the Manhattan Project. After hearing that story on NPR, my brother recovered the notes my mother dictated 15 years earlier. He helped many victims file claims and receive a small compensation. Most had already died and their descendants were able to claim only a percentage of the original amount.



My mother worked with a cohort of 12 women who wore dosimeter badges that recorded daily radiation readings in deep basements at the Y-12 uranium enrichment plant. Sworn to secrecy, these women dutifully did their assigned jobs. There were secrets, kept for nearly 30 years, about leaving their dosimeter badges at home when the radiation reading was too high the day before. The private contractors and the government knew these workers were being exposed to lethal doses of radiation that not only would cause their eventual deaths but would affect genetic changes for generations.

As children, my brothers and I saw our mother's fears grow as Christmas cards told of another woman diagnosed with cancer. One-by-one the women in her cohort from Y12 died from breast or lung cancers or lymphoma. Each time my mother heard of another coworker with cancer, she would recall the working conditions in Oak Ridge. Their jobs were to record radiation levels during the enrichment process. They would enter the plant through tall barbed wire fences, go several levels underground and spend their days reading and documenting radiation levels in just their street clothes, with no protective clothing. As they checked out each afternoon, they presented their dosimeter badges and were told whether to wear them the following day. All they knew was that they were part of a top-secret war effort. With husbands off to war and young children to feed and house, they needed jobs and they were proud to contribute to the war effort.

Students can learn more about the Manhattan Project and the women of Oak Ridge from interviews on the website *Voices of the Manhattan Project*. There is also a new book by Denise Kiernan, *The Girls of Atomic City*. Jay Searcy told his story about growing up at Oak Ridge in 1992. His story, originally printed in the *Philadelphia Inquirer*, is available online at [http://www.mphpa.org/classic/OR/OR\\_Story\\_1.htm](http://www.mphpa.org/classic/OR/OR_Story_1.htm).

According to Searcy, "The town was so secret that non-working townspeople - which included children - could neither leave nor enter without badges or special passes, and we were subject to search at the security gates coming and going." He also commented on racial segregation at the facility. "In keeping with practices in the South at the time, blacks were segregated, rode in backs of buses and got the worst jobs. And in the earliest days, they weren't allowed to live with their spouses or have their children with them or leave their compounds after 10 p.m. . . . Most white townspeople were never aware of the blacks' living conditions. We saw them mostly in their workplace. Later, when the war was over and the Army was gone, Oak Ridge would become the first town in the South to integrate its school system. But during the '40s, the Army was not out to promote social change. Its mission was solely to complete a project as rapidly and with as little resistance as possible."

# Battle of Plattsburgh: A Pivotal Naval Battle

by Tom Shanahan

From NYS History Blog, <http://newyorkhistoryblog.org/2014/09/11/battle-of-plattsburgh-a-pivotal-naval-battle/>

By that third summer of the War of 1812, British shore raiding parties were taking a great toll in the Chesapeake Bay. Supported by a fleet of more than 30 warships, they would put troops ashore near a town, and either burn it, or demand ransom from the inhabitants. As far north as the city of New York, preparations were made to defend against the onslaught. Volunteer work parties, such as the students of Columbia University, and the free Black citizens of the city, donated time to bolster the city's defenses. When British invaders entered Washington, D.C., on August 24, burning the White House, the Capitol and the Treasury, it seemed no city along the coast was safe. And the United States was a nation largely pinned to the coast by the Appalachian Mountains.

But the raid on Washington was just a diversion. Although as diversions go, it was far more successful than most. President James Madison would never again occupy the White House. Still, the British left the city's smoking ruins to return to their ships the next day. Those citizens of New York casting a wary eye south as they prepared to defend their city, were actually looking in the wrong direction. The real threat was coming from Montreal. Gov. Gen. George Prevost had received those 11,000 newly-available troops, to augment the 3,000 local troops he had assembled and trained. With support from a small fleet of ships, his plan was to march down the western side of Lake Champlain, and invade down to New York harbor, if possible. With the war already going badly for the Americans, such a conquest would force them to sue for peace on terms dictated by the British.

There was little to stop Prevost. The American garrison at Plattsburgh was manned by 3,000 soldiers, half of them too sick to fight, which was why they hadn't been sent to reinforce the base at Sackets Harbor. There was also a small American fleet at Plattsburgh, but it could never match the British on the open waters of the lake. At Plattsburgh, Gen. Alexander Macomb prepared to stop the invasion with his meager force. And in Plattsburgh Bay, Master Commandant Thomas MacDonough was anchored with his four vessels forcing the British to come to him. As the enemy fleet wore around Cumberland head that bright September morning, MacDonough ordered a pennant raised aboard his flagship. It read: "Impressed seamen call on every man to do his duty." It was a twist on Adm. Horatio Nelson's signal at Trafalgar: "England expects that every man will do his duty." Nelson's famous signal had inspired the most important naval victory in British history. It's unlikely any sailor in either fleet at Plattsburgh would have missed the insult MacDonough was sending.

The naval battle was short, bloody, and a complete rout. The British commander was crushed to death when an American broadside dislodged one of his cannon. At a critical moment, MacDonough's starboard side cannon could no longer fire. He ordered one anchor cable cut, and the ship spun around so the port side could continue firing. While the naval battle raged, Prevost's land attack was delayed. By the time his troops were in position, the fight on the lake was over. Unable to continue without naval support, Prevost retreated, and any thoughts of further invasion ended. When news of the burning of Washington reached the peace negotiators in Ghent, the British made outrageous demands — among them complete control of the Great Lakes, and an Indian homeland to prevent further U.S. expansion. When reports arrived of their loss at Plattsburgh, and their inability, three days later, to take Fort McHenry and the city of Baltimore, it forced British negotiators to drop their demands and agree to peace with conditions as they were before the war.

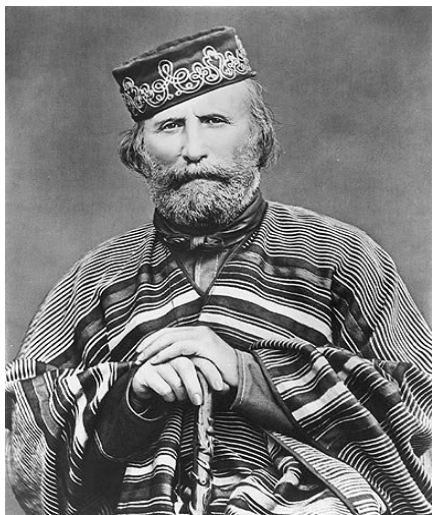
In most wars, the capture and burning of one nation's capital city would put a swift end to hostilities, with the settlement favoring the invader. Despite the burning of Washington, the upstart Americans had taken on the world's most powerful military force and fought it to a draw. From that point on, America gained the respect among the other nations of the world that guarantees independence. A mere eight years later, President Monroe issued his famous doctrine — warning Europe to stay out of this hemisphere's affairs. What made that warning credible was the War of 1812.

# European Revolutionaries and the American Civil War

by Andrew Roblee

Following the Congress of Vienna in 1815 where the victorious powers redrew the map of Europe after the defeat of Napoleon and France, the continent was in a state of relative tranquility. Below the surface however, popular movements among the lower classes were festering and underlying currents of change were shifting the political landscape. In the year 1848 violent popular uprisings flared up across Europe. Starting in France, the violence reached from Ireland to Hungary. As a result of civil strife in Portugal, Brazil rose up against the Imperial government. These civil conflicts shared in common the republican nature of the groups involved. The phrases “springtime of nations” or “springtime of the people” have been used to describe this period of unrest.

When the waves of uprisings came to an end, the democratic hopes and dreams of Europe were crushed, and repressive regimes reasserted control. Exiles became known as the “Forty-Eighters.” Many of the active participants, generals, foot soldiers, and members of the urban mobs, sought refuge in the U.S. where they transferred the democratic energies of these struggles onto the coming battle over slavery.



**Garibaldi**

In 1848 the Italian peninsula was a collection of independent states. Revolution aiming at unification broke out across Italy. At the head of this struggle was

the great General Giuseppe Garibaldi. At the outbreak of the American Civil War, Garibaldi volunteered his services to President Abraham Lincoln and he was offered a Major General's commission in the U.S. Army. However, Garibaldi wrote that the only way he could render service was as Commander-in-chief of its forces with the condition that slavery would be abolished. Lincoln was, of course, not prepared to go to such lengths in prosecuting the war at that stage.

Lajos (Louis) Kossuth was a revolutionary and briefly the leader of Hungary, who came to the United States as an exile. He became the second foreigner after Lafayette to address Congress. Kossuth's story is similar to many of those failed revolutionaries of 1848, although with Kossuth we have the benefit of historical notoriety and record. Kossuth became increasingly radicalized over time and published a newspaper that reported on national news from a pro-Hungarian viewpoint. When the news of revolution in Paris was announced in Vienna, the popular Kossuth delivered a speech that incited the crowd there to riot. Kossuth was elected the first president of Hungary and the revolution appeared a success. The Hungarian National Army, led by Kossuth, fought well against the Hapsburg Armies, and would have been assured of victory had the Emperor not called on Czar Nicholas I of Russia. With 300,000 Russian troops quickly approaching Hungary's eastern border, Kossuth's revolution was lost. Kossuth was received in the United States in 1853 as a hero and freedom fighter. After failing to acquire material support from the U.S. for his freedom fighters, Kossuth left for England, however many of his staff officers remained in America. Alexander Asboth was Kossuth's chief of staff in Hungary. He settled in Missouri where he met John Fremont, the “Pathfinder.” When the war broke out Lincoln appointed Fremont commander of the Western Department and the general chose Asboth as his chief of staff. Later Asboth was moved to a command in Kentucky where he faced Benjamin Bedford Forrest, the notorious cavalry leader and later founder of the Ku Klux Klan. He also served in Florida where he led a raiding force of about 700 black and white troops in an integrated unit.

Germany in 1848 was a collection of separate and independent kingdoms nominally members of the German Confederation. The groundswell of revolutionary action was driven by the longing for more liberal measures like enfranchisement and freedom of speech against the autocratic regimes in power. Once again these revolutions found short-term support and success but were ultimately crushed. Thousands of German Forty-Eighters came to the U.S. and in time joined the Republican Party and the Union Army to fight with distinction. They supplied approximately 177,000 of the Union's 2.5 million soldiers. One of their most famous commanders, Ludwig Blenker, was a radicalized exile himself. In 1848 he was elected mayor of Worms and he took command of revolutionary units from the Palatinate and the Rhine-Hesse areas. In May of 1849 he engaged with Prussian forces at Landau and his outnumbered unit broke ranks. Although his bravery was later praised by his opponents, Blenker had to flee with his wife to Switzerland, from which they were later also expelled. When the American Civil War broke out Blenker formed a German regiment and was given a commission as Colonel. He quickly rose to Brigadier General after his bravery at Bull Run.

Thomas Francis Meagher was one of the most dynamic leaders in what was called the Young Irelander's Rebellion of 1848. After this revolution failed he was arrested on the charge of treason and exiled in Tasmania. Meagher managed to escape and immigrate to the United States in the early 1850s. When the Civil War broke out, Meagher served in the Union as a loyal War Democrat and organized an Irish Brigade. The Irish supplied the Union Army with the second largest number of soldiers after Germans. The Irish Brigade fought bravely from the first engagements of the war and suffered terrible losses at the battles of Fredericksburg and Chancellorsville. After the war, Meagher was appointed territorial governor of Montana after the war and he died after falling off a boat and disappearing into the Missouri River in 1867.

With the American Civil War, Europeans whose various causes had been crushed found new hope and a chance to fight for what they believed were universal human rights. Socialists who struggled against the aristocracy on the Continent saw the analogies between the nobles at home and the "oligarchy of slave owners" in America. Whether sincere or opportunistic, leaders and actors from that period co-opted the American conflict for their own political and personal needs.

## New York State Council for the Social Studies

### New York State Social Studies Supervisory Association

MEMBERSHIP FORM (2014-2015) PHOTOCOPY THIS FORM / PLEASE PRINT INFORMATION / WWW.NYSCSS.ORG

Name: \_\_\_\_\_ Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_

School Name, Address and ZIP \_\_\_\_\_

Phone: \_\_\_\_\_ Local Council or Social Studies Organization (specify) \_\_\_\_\_

Primary Interest: ☐ College ☐ High ☐ Middle ☐ Elementary ☐ Supervisor ☐ Other (Specify) \_\_\_\_\_

Position: ☐ Teacher ☐ Supervisor ☐ Administrator ☐ Professor ☐ Student ☐ Retiree ☐ Other (Specify) \_\_\_\_\_

Membership Dues: ☐ NYSCSS \$25 ☐ NYSCSS & NYS4A (supervisors) \$40 ☐ Retiree \$20

☐ Full-time Student \$15 ☐ \$1,000 Life member

**Mail form and payment to:**

**NYSCSS c/o Michael Collazo 105 Monroe Drive, Port Jefferson Station, NY 11776**

# Teaching Duke Ellington and the Harlem Renaissance

by Eric Martone

Edward “Duke” Ellington was born in Washington DC in 1899 and he died in 1974. Ellington composed over 1,000 pieces of music and helped to establish jazz as a respectable music genre. He was also famous for his unique use of an orchestra in his music. Moving to New York, Ellington occupied a seminal role during the Harlem Renaissance, bringing to African Americans a sense of pride. Harlem’s racially segregated Cotton Club then served as a primary venue for all artistic forms building on a stereotyped Black identity. Rising as a band leader and composer, Ellington formed one of the most acclaimed groups that performed there. The band’s fame extended from New York to the nation and then to the world after recordings at the club were broadcasted over the radio.

In the opinion of former *Boston Globe* columnist Bob Blumenthal, “In the century since his birth, there has been no greater composer, American or otherwise, than Edward Kennedy Ellington.” Blumenthal’s opinion is not unique. Ellington’s reputation has soared since his death in 1974. In 1999, he received a posthumous Pulitzer Prize for his contributions to American music and in 2009 the U.S. mint placed his image on its Washington DC commemorative quarter.

Yet, despite this cultural prominence, Ellington remains understudied in American classrooms. These lessons use Ellington to explore the struggle for African-American and American identities and issues surrounding race during the interwar era. Central to these lessons is an analysis of Ellington’s first film, *Black and Tan* (1929), which was revolutionary in the way it depicted Black people onscreen in a non-stereotypical way. In 2007, *Time* ranked it among “The 25 Most Important Films on Race.”

**I. Langston Hughes, Duke Ellington and the Harlem Renaissance:** Until the Second World War, African American achievement was largely excluded from the official narrative of American history. While African Americans were mentioned in discussions of slavery, abolitionism, the Civil War, and Reconstruction, they were generally portrayed as passive objects rather than active agents shaping American history and culture. This lesson on the Harlem Renaissance focuses on the poetry of Langston Hughes and the music of Duke Ellington to help students examine transformations in African American and United States culture during the 1920s. Students read Langston Hughes’s poem, “I, Too,” written in 1924, and discuss what Hughes meant when he stated that he is also “America” and why Hughes need to assert this position. They then listen to an example of Duke Ellington’s jazz music, “C-Jam Blues” (<http://www.youtube.com/watch?v=gOlpcJhNyDI>), and discuss similarities and differences with traditional American classical music and why Ellington might have decided to challenge traditional European musical standards. Ellington’s jazz is based on the 12-bar blues form that evolved from Southern Black work songs. It is also highly improvisational. As a follow-up to this lesson, students research the origin and purpose of Black



History Month and discuss whether it is still needed. An interesting video is an interview of Morgan Freeman by Mike Wallace on *60 Minutes* (<http://www.youtube.com/watch?v=GeixtYS-P3s>).

**II. Background of *Black and Tan* (1929):** The short film *Black and Tan*, distributed by RKO Pictures, was written and directed by Dudley Murphy (<http://www.youtube.com/watch?v=uLJmgzMnOjQ>). Murphy, who was White, often collaborated with African Americans. *Black and Tan*, which hoped to exhibit Harlem Renaissance ideals, starred Duke Ellington and Fredi Washington, and featured Ellington's band members. As the film begins, Ellington and his band are struggling musicians. Two racially-stereotyped African American movers arrive to take his possessions to satisfy his creditors; within the era's context, they would have been a source of comedy. Ellington's wife, played by Washington, is a dancer whose fame far exceeds that of the band. She offers the movers \$10 to leave Ellington's possessions. After they refuse, she offers them gin, which is more persuasive. Ellington's wife, who just landed a position at a prestigious club, arranges for his band to perform her dance music. However, she has a heart condition that will escalate if she dances. Realizing that Ellington and his band would not get to play without her and her star power, she assures him of her health. Ultimately, she dances to death to Ellington's song, "Black and Tan Fantasy." Washington, an accomplished biracial actress during the Harlem Renaissance, was very light skinned. She was advised to hide her black ancestry to further her career, but she courageously chose the opposite path. As a result, she had difficulty gaining acceptance as an actress and in both Black and White society. Because of her skin color and elegance, filmmakers would not cast her for "Black" roles (maids and servants). But because she refused to deny her black ancestry, filmmakers were reluctant to cast her in dramatic and romantic lead roles in which she played opposite White male actors. She co-founded the Negro Actors' Guild. Her most famous role was in *Imitation of Life* (1934). She ironically played Peola, a biracial woman who turns her back on her Black ancestry to conform to society.

**III. Analysis of *Black and Tan*:** Questions for analyzing *Black and Tan* include: What allusions are made between the film's primary characters and African Americans as a whole? For example, how are the movers dressed? How do they talk? How do they act? What is the overall image that they portray? How does this compare to the way Ellington's band members are dressed and portrayed? What expression(s) does Ellington make when the movers guzzle gin? How does *Black and Tan* present the idea of a new Black person? How does the use of Ellington's music underscore these allusions? During the Harlem Renaissance, African Americans sought to express their talents to show their cultural prowess, ultimately uplifting Blacks to equality with Whites. But without enough African Americans wealthy enough to patronize their efforts, African American artists were forced to display their talents through the era's common prejudices and White-controlled venues. Students should debate the paradox of Ellington's appearance in the film. Is there a sense of rebellion under his compliance? Is he dressing this way to appear "cultured" according to White views or is he dressing "White" to rebel against notions of Black inferiority? Students could also examine Washington and the other dancers. Their costumes (such as banana skirts) were intended to encapsulate "Africa" and depict African American women as exotic, sexual objects. How does this practice sever African Americans from the larger American community? As Washington's character is dying, she makes a final request to hear "Black and Tan Fantasy." African American singers and musicians crowd around her deathbed. The singers raise their hands, and the music invokes spirituals. Is it a prayer for freedom from racism? Attention should be drawn to the title song "Black and Tan Fantasy," which borrows from Chopin's Funeral March. It is thus a conjunction of a classical musician and the blues, a form of (African) American music. "Black and tans" were clubs that allowed people of different races to mix as "equals." Ultimately, Ellington's song can be seen as a lamentation about what racial prejudice is doing to Americans. As Hughes argued in his poem, African Americans are part of America. Curtailing the rights, achievements, and abilities of any group of Americans is detrimental to all Americans. Finally, to extend the discussion, students can discuss how *Black and Tan* is an example of the coalescence of White and Black artists to come together and make art. Students should note the absence in the film title of the last word in the title song, "Black and Tan Fantasy."



## Fracking and the Future of Energy and the Environment

Hydraulic “fracking” for natural gas is one of the most important environmental issues facing the United States. In December 2014, after years of debate, New York State Governor Andrew Cuomo formerly banned fracking in the state’s Marcellus Shale geological formation. Gary Krellenstein and Brittini Smith, analysts for Kroll Bond Ratings, offer a balanced summary of the fracking debate. The “Economic Benefits of Hydraulic Fracking” is based on an article by Kevin Hassett and Aparna Mathur of the Oxford Energy Forum for the American Enterprise Institute. The Green Party of New York is a major opponent of fracking, highlighting the issue in its statewide campaigns. New Yorkers Against Fracking is an advocacy group fighting for a total ban on fracking. Their fact sheet details water and air pollution associated with fracking.

### What is “Fracking”?

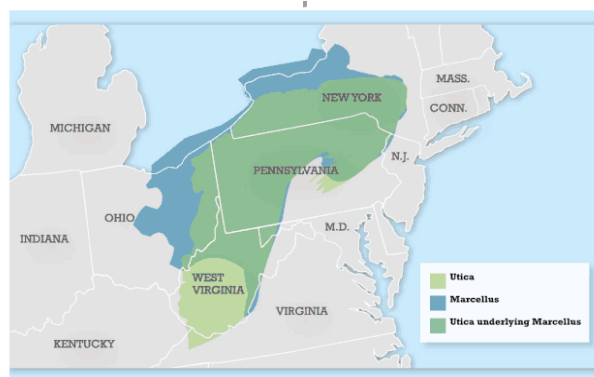
by Gary Krellenstein and Brittini Smith

Sources: [http://www.magny.org/event-presentations/01-20-12\\_potential\\_impact\\_of\\_%20natural\\_gas\\_fracking.pdf](http://www.magny.org/event-presentations/01-20-12_potential_impact_of_%20natural_gas_fracking.pdf)  
<https://docs.google.com/file/d/0Bxp6eqcUrCBNcTRWbXR0U0NyQnM/edit?pli=1>

In 2008, it was almost inconceivable that America’s non-petroleum energy “crisis” could be potentially resolved in the very near future. The expectation was that any significant improvement would come from a new technological breakthrough in solar, wind, cellulosic biofuels, or other alternative technologies. Virtually no one expected this dramatic and rapid change in the nation’s energy status would be caused by the evolution of two fossil fuel recovery technologies that have been around for decades but were only recently combined on a large-scale basis, hydro-fracking and horizontal drilling. Few, if any, energy pundits even had fracking on their radar.

Large quantities of gas and oil are contained within shale reserve formations in the United States. Shale and other geological formations containing fossil fuels are usually found in “seams” or layers, several thousand feet below the earth’s surface. The seams are relatively short in vertical height (typically 40 to 400 feet) but often extend horizontally for miles. Consequently, traditional vertical drilling of shale deposits yielded small amounts of gas and/or oil because only the relatively short length where the well vertically penetrated the seam could be accessed. However, the use of hydraulic fracturing combined with horizontal drilling has been successful in releasing significant amounts of previously classified “non-recoverable” shale gas.

Hydraulic fracturing, specifically hydro-fracking, is used to expand tiny pre-existing fractures in the shale rock formation. This can be done by pumping large amounts of pressurized water, combined with chemicals and sand, into a drilled gas well to fracture the rock. When the pressure is released and the “flowback” water removed, the sand remains behind, propping open the enlarged fractures as well as some newly created fractures, allowing the gas and/or oil to flow more freely into the well. Horizontal drilling, the ability to turn a downward-plodding drill bit by 90 degrees or more, is used to drill into the seam for thousands of additional feet, thus significantly increasing the potential recovery of gas (and oil).



**Marcellus Shale Deposit**

Approximately 25 states, and many of the municipalities within them, have the potential to be directly impacted. The states most likely to have economic and credit characteristics affected by large-scale development of shale gas are Wyoming, Arkansas, West Virginia, Oklahoma, Louisiana, Colorado, New Mexico, North Dakota, Texas and Pennsylvania.

Increased natural gas production due to fracking could be a boon to many electric utilities as it

eliminates the need for them to build large coal and nuclear plants — often multi-year, multi-billion dollar projects with considerable financing, licensing, and risks. Instead, utilities could build less expensive and more efficient gas-fired plants that can be constructed on a smaller modular basis to meet demand.

Availability of a low-cost, relatively clean-burning fuel source with projections indicating supply may remain ample and price relatively stable for the next few decades. This could remove many of the costs and risks associated with hedging fuel supply and price uncertainty, such as gas-prepays, as well as reduces the need for costly pollution control equipment.

The combustion of natural gas reduces emissions of pollutants such as mercury and SOXs (sulfur oxides), and produces about half as much CO<sub>2</sub> per unit of energy than coal. However, there is uncertainty regarding the lifecycle greenhouse-gas footprint from shale gas production and if it represents a net improvement over coal. Natural gas from shale may not have the attribute of reducing climate-related concerns from greenhouse-gases as touted by many of its supporters.

Growth in alternative energy projects may slow materially since low gas prices adversely affect their economic viability, particularly solar and wind, although it does reduce the cost of backup power needed to improve their reliability. However, they will be needed for future energy sources due to their minimal environmental impact, particularly as it pertains to greenhouse-gas emissions, and inexhaustible fuel supply.

Within the scientific community as well as among policymakers and the public, there is a divergence of opinions about the costs and benefits of shale gas development. At a minimum, additional scientific studies and public debates are needed to enhance the understanding of the potential ramifications and benefits. The increasing polarization on this issue by policymakers and the public, where for many of the participants it is either an “all” or “nothing” position, could preclude a middle ground solution that will provide the optimal societal benefits with minimal or manageable environmental damage.

Concerns about environmental and water issues are particularly acute in regions that have not previously experienced large-scale oil and natural gas

development, especially those overlying the massive Marcellus Shale that stretches from New York State south and west through Pennsylvania, Ohio, and West Virginia, and those areas that do not have a well-developed subsurface water disposal infrastructure. In those areas, the focus is on the containment, storage and treatment of “flowback” — the water removed from the well after fracking that is contaminated with chemical additives and minerals (some of them toxic) picked up by the water while it was in the well.

Of the four states sitting above the Marcellus and Utica shale formation, New York is the only one that currently bans high-volume hydraulic fracking. Fracking is probably the biggest environmental question, and most contentious issue, facing Albany.

There have also been articles in the press linking water disposal to seismic activity although there is insufficient scientific data to confirm or dispute these assertions. In those areas, the public and policymakers are unlikely to allow further shale gas development unless best practices for returned and recycled fracture fluids be developed, monitored, and regulated.

Many opponents of fracking are concerned that even if “best available technologies” are used, and industry practices are in compliance with new and existing regulations, they would still be insufficient to mitigate the potential environmental impact. These observers also raise legitimate questions about the ability of regulators to adequately monitor and regulate shale gas development. Furthermore, they point out that, given the high capital costs, there will be strong economic incentive for some developers to “game” the regulatory system and cut corners in order to minimize expenses and maximize profits.

Even on the issue of greenhouse gas emissions, touted by many supporters of fracking as a major environmental advantage, there was significant discourse. Although none of the reports disputed that natural gas burns more cleanly with less pollution and greenhouse gas emission, Cornell University scientists calculated in their life-cycle study that due to increased leakage into the atmosphere of methane from shale production, the greenhouse “footprint” from shale gas is at least 20% greater than coal on a 20-year horizon.



## Economic Benefits of Hydraulic Fracking

<http://www.aei.org/article/economics/benefits-of-hydraulic-fracking/>

In 1990, the United States produced in total 70.706 quadrillion Btu of energy, a number which remained fairly steady through 2006, when total production was 69.443 quadrillion Btu. After that year, however, as fracking, in combination with horizontal drilling and other new technologies in energy production became more widely spread, total production of the energy sector eventually reached 74.812 quadrillion Btu in 2010, accelerating even faster to 78.091 in 2011. A large part of that was an increase in domestic production of natural gas and crude oil.

The direct benefit of increasing oil and gas production includes the value of increased production attributable to the technology. In 2011, the U.S. produced 8,500,983 million cubic feet of natural gas from shale gas wells. Taking an average price of \$4.24 per thousand cubic feet, that is a value of about \$36 billion, due to shale gas alone. This increase in value can also increase the number of people employed directly in production and delivery activities. These numbers will often be pointed to in political debates. In an economy with full employment, such an increase would not be considered a 'benefit' per se, but a state such as New York with a high unemployment rate of 8.2 might wish to weigh the potential employment effects when evaluating the merits of a moratorium.

There is also a direct effect of this production on the trade balance. The increase in oil and natural gas extraction has directly impacted the energy trade balance between the U.S. and other countries. Natural gas imports decreased by 25 percent between 2007 and 2011, while petroleum imports dropped from a high of 29.248 quadrillion Btu in 2005 to 24.740 in 2011. By 2020, the Energy Information Administration predicts that the U.S. will become a net exporter of natural gas.

According to the Environmental Protection Agency, natural gas-fired electricity generates half the carbon dioxide of coal-fired production. An estimate of the indirect benefit of fracking should include an estimate of the potential gains from this reduction. A surge in production could well have multiplier effects on a local economy. Second, land prices will surge throughout a state if fracking is suddenly allowed, and

the higher prices will affect all relevant landowners' wealth and thus their consumption.

## Green Party Calls for Fracking Ban

<http://ftp.gp.org/campaigns/ban-fracking/pr-display.php?ID=625>

Fracking has long been supported by the New York Department of Environmental Conservation, the Governor's office, and the Obama administration. It is part of the push to promote extreme fossil fuel extraction methods (e.g., mountain top removal of coal, fracked oil and gas, deep water and Arctic drilling, tar sands oil) in a "drive for energy independence" even as climate change has devastated New York City, Long Island, and the planet.

The Green Party position is that the real focus must be to ensure that 80% of our proven fossil fuel reserves are never converted into greenhouse gases, the carbon budget that climate scientists have concluded we must adhere to in order to avert runaway global warming. Since 2010, the Green Party of NY has called for a complete and total ban on the toxic dangerous process called fracking. Fracking should legally be stamped as a felony.

Fracking New York will to create a short-term gas boom that soon leaves behind a long-term economic and environmental bust. To protect the planet from the devastating impact of climate change, the Green Party of NY calls on the state to invest for the long term in a sustainable energy system based on the efficient use of renewable energy generation and storage systems

Building upon steps taken by FDR during the Great Depression, the Green Party would put 25 million plus Americans back to work through a massive investment in clean renewable energy. A report co-authored by Stanford University professor Mark Jacobson, "Examining the Feasibility of Converting New York State's All-Purpose Energy Infrastructure to One Using Wind, Water and Sunlight" documents how an electrical-power platform consisting exclusively of wind, water and solar ("water" including geothermal, tidal, wave and hydroelectric) would not only provide 100% of NY electric power, but would also reduce its electrical power demand by 37%. The Green Party proposes that the huge profits of the fossil fuel industry be used to develop and expand renewable energy production and distribution. A publicly owned

fossil fuel industry will ensure that fossil fuel extraction is minimized and phased out as earnings are reinvested in renewables instead of fossil fuels.

The Green Party also calls on the State Comptroller to divest New York's pension funds from fossil fuel companies, as a growing number of faith groups, universities and communities across the country are doing. Fossil fuel companies are responsible for burning up the planet and making it

more difficult for humans to survive. Studies estimate that already more than 400,000 people worldwide die annually from climate change and that number will get much larger. What fossil fuel companies are doing are immoral. Rather than investing in fossil fuel companies, the state of New York should be suing them to recover the damages they caused with Hurricane Sandy and other severe weather.

## **New Yorkers Against Fracking: Water and Air Contamination Fact Sheet**

<http://nyagainstfracking.org/statement-on-frivolous-pro-fracking-lawsuit-attempts/>

A Duke University study linked fracking with nearby groundwater contamination, corroborating an earlier study that found "systematic evidence for methane contamination of drinking water associated with shale gas extraction." The U.S. Geological Survey released a report focusing on fracking in the Appalachian Basin that raises many concerns and found serious impacts to watersheds, water quality, as well as issues with radiation and seismic events. The report notes, "Although the technology for [fracking] has improved over the past few decades, the knowledge of how this extraction might affect water resources has not kept pace." A study by the University of Missouri School of Medicine links fracking with dangerous hormone-disrupting chemicals in the water near fracking sites. A University of Texas at Arlington study of fracking sites in Texas' Barnett Shale showed that "there are elevated levels of arsenic and other heavy metals close to natural gas extraction sites" and that the compounds could end up in drinking water. The *Denver Post* reported that Colorado state data show more than 350 instances of groundwater contamination resulting from more than 2,000 oil and gas spills over the past five years. The *Scranton Times-Tribune* obtained Pennsylvania Department of Environmental Protection data that showed at least 161 homes, farms, churches and businesses had their water supplies damaged by drilling and fracking between 2008 and the fall of 2012. The head of Texas A&M University's Petroleum Engineering Department noted inherent problems with fracking, telling the Fort Worth Star-Telegram that sand used in hydraulic fracturing can wear away steel pipes as it rushes from the well along with natural gas, threatening to compromise well integrity.

A report by the Multi-State Shale Research Collaborative disproves industry claims that 31 direct jobs are created by every gas well. Each well actually creates only 4 jobs. Says Frank Mauro, executive director of the Fiscal Policy Institute: "Industry supporters have exaggerated the jobs impact in order to minimize or avoid altogether taxation, regulation, and even careful examination of shale drilling." In a September, 2013 feature titled "Pa. fracking boom goes bust," *The Philadelphia Inquirer* detailed "flat at best" job growth and declines in production and royalty payments. *Bloomberg News* reported that disappointing wells and declining prices have led major companies to write down oil and gas shale assets by billions of dollars.

Based on three years of monitoring, a Colorado School of Public Health study found air pollutants near fracking sites at levels sufficient to raise risks for cancer, neurological deficits and respiratory problems. American Lung Association data show worse air quality in intensely fracked rural areas than in urban areas. The American Lung Association has joined the New York State Medical Society, the American Academy of Pediatrics of NY and hundreds of medical experts, scientists and health organizations in calling for a moratorium and comprehensive health impact assessment. Tests at fracking sites in West Virginia revealed dangerous levels of air contaminants, prompting the health department administrator to warn, "the levels of benzene really pop out . . . The concerns of the public are validated." In Texas, air-monitoring data in the Eagle Ford Shale area reveal that residents could be exposed to dangerous levels of air pollution, including both benzene and hydrogen sulfide gas. Medical experts at a single rural clinic in Pennsylvania documented health problems in 20 individuals likely caused by airborne exposures to emissions from nearby fracking operations.

# To What Extent was Colonial America a Democratic Society?

Prepared John Mannebach

1. Fundamental Orders of Connecticut (1639): "It is ordered that there be yearly two General Assemblies or Courts . . . and a governor shall be chosen for a year and shall have power to administer justice according to the laws here established. The choice for governor shall be made by all those who are eligible to vote."

2. Maryland Toleration Act (1649): "Because the enforcing of the conscience in matters of religion has frequently shown to be of dangerous consequence in those colonies where it has been practiced, and for the more quiet and peaceful government of this province, and the better to preserve mutual love and friendship amongst the inhabitants of the colony; be it therefore with the advice and consent of this assembly ordered and enacted . . . that no person or persons within Maryland professing to believe in any form of Christianity shall from now on be in any way troubled, interfered with or embarrassed in respect to his or her religion, nor in the free exercise thereof."

3. Letter from the Directors in Holland to Governor Peter Stuyvesant (1656): "The permission given to the Jews, to go to New Netherland and enjoy there the same privileges, as they have here, has been granted only as far as civil and political rights are concerned, without giving the said Jews a claim to the privilege of exercising their religion in a synagogue or at a gathering; as long therefore, as you receive no request for granting them this liberty of religious exercise, your considerations and anxiety about this matter, are premature and when later something shall be said about it, you can do no better than to refer them to us and await the necessary order."

4. Gottlieb Mittelberger Describes the Arrival of Indentured Servants (1750): "When the ships have landed at Philadelphia after their long voyage, no one is permitted to leave them except those who pay for their passage or can give good security; the others, who cannot pay, must remain on board the ships till they are purchased, and are released from the ships by their purchasers . . . [P]eople come from the city of Philadelphia and other places . . . and select among the healthy persons such as they deem suitable for their business, and bargain with them how long they will serve for their passage money, which most of them are still in debt for. When they have come to an agreement, it happens that adult persons bind themselves in writing to serve 3, 4, 5, or 6 years for the amount due by them, according to their age and strength. But very young people, from 10 to 15 years, must serve till they are 21 years old. It often happens that whole families, husband, wife, and children, are separated by being sold to different purchasers, especially when they have not paid any part of their passage money."

5. Andrew Hamilton's Defense of John Peter Zenger (1735): "It is agreed upon by all men that this is a reign of liberty, and while men keep within the bounds of truth, I hope they may with safety both speak and write their sentiments of the conduct of men of power; I mean of that part of their conduct only which affects the lives and property of the people under their administration; were this to be denied, then the next step may make them slaves. For what notions can be entertained of slavery without the liberty of complaining. Or if they do complain, to be destroyed, body and estate, for doing so?"

## 6. Voting Qualifications for Selected British Colonies in 1763

Colony	Religion	Race	Gender	Property
Massachusetts	Christian	White	Male	Land rented £2 per year or total worth £40
New York	Christian	White	Male	Land valued at £40
Pennsylvania	Christian	White	Male	50 acres or land valued at £50
Virginia	Christian	White	Male	25 acres with a house or 100 acres without

6. Benjamin Franklin Discusses German Immigration (1753): "Those who come hither are generally of the most ignorant Stupid sort of their own Nation, and as ignorance is often attended with Credulity when Knavery would mislead it, and Suspicion when Honesty would set it right; and as few of the English understand the German

language, and so cannot address them either from the Press or Pulpit, 'tis almost impossible to remove any prejudices they once entertain . . . Few of their children in the country learn English . . . [U]nless the stream of their importation could be turned from this to other Colonies . . . they will soon so outnumber us, that all the advantage we have will not be able to preserve our language, and even our Government will become precarious.”

7. Letter Written by Patrick Henry to Robert Pleasants (1773): “Would any one believe that I am master of slaves by my own purchase? I am drawn along by the general inconvenience of living without them. I will not – I cannot justify it, however culpable my conduct . . . I believe a time will come when an opportunity will be afforded to abolish this lamentable evil . . . [L]et us transmit to our descendants, together with our slaves, a pity for their unhappy lot, and an abhorrence of Slavery. If we cannot reduce this wished – for reformation to practice, let us treat the unhappy victims with lenity. It is the furthest advancement we can make toward justice. It is a debt we owe to the purity of our religion, to show that it is at variance with that law which warrants Slavery.”

8. William Blackstone, *Commentaries on English Law* (1765–1769): “By marriage, the husband and wife are one person in the law: that is, the very being or legal existence of the woman is suspended during the marriage, or at least is incorporated and consolidated into that of the husband: under whose wing, protection, and cover, she performs every thing.”

9. Diary of Elizabeth Ashbridge (1713–1755): “My husband came, and then began the trial of my faith. Before he reached me, he heard I was turned Quaker; at which he stamped, and said, “I had rather have heard she was dead, Well as I love her; for, if it be so, all my comfort is gone” . . . My husband once came up to me, in a great rage, and shaking his hand over me, said, “You had better be hanged in that day.” I was seized with horror, and again plunged into despair, which continued nearly three months . . . In the night, when, under this painful distress of mind, I could not sleep, if my husband perceived me weeping, he would revile me for it . . . Finding that all the means he had yet used could not alter my resolutions, he several times struck me with severe blows. I endeavoured to bear all with patience, believing that the time would come when he would see I was in the right. Once he came up to me, took out his penknife, and said, “If you offer to go to meeting to-morrow, with this knife I’ll cripple you; for you shall not be a Quaker” . . . To this language I answered “Thy will, O God, be done; I am in thy hand, do with me according to thy word;” and I then prayed.”

#### **Authors, Social Science Docket, Winter-Spring 2015 (Volume 15 Number 1)**

Staci Anson teaches social studies at Ramapo High School, Franklin Lakes, NJ.

Bill Bigelow, an editor of *Rethinking Schools*, taught in Oregon, and is co-director of the Zinn Education Project.

Kenneth Donovan teaches AP U.S. History and AP U.S. Government at Huntington (NY) High School.

Marlow Ediger is Professor Emeritus at Truman State University in Missouri

Mark Engler is a journalist on the editorial board of *Dissent* and a senior analyst with *Foreign Policy in Focus*.

Arlene Gardner is Director of New Jersey Civic and Law-Related Education at Rutgers University, New Brunswick, NJ.

Charles Howlett is a teacher educator at Molloy College in Rockville Centre, NY.

Gary Krellenstein is a managing director of Oxford Advisors and a financial analyst.

John Mannebach teaches social studies at Great Neck (NY) North High School.

Norman Markowitz is a professor of History, Rutgers University, New Brunswick, NJ.

Eric Martone is a teacher educator at Mercy College in Dobbs Ferry, NY.

Nancye E. McCrary teaches at Saint Catharine College in St. Catharine, Kentucky.

Roberta Robinson is a student in the literacy doctoral program at Hofstra University.

Andrew Roblee is the Facilities manager at the Seward House Museum in Auburn, NY.

Ellen Santora is an independent education consultant in the Rochester, NY region.

Tom Shanahan lectures for the New York Council for the Humanities and writes for the New York History blog.

Alan Singer is coordinator of Secondary Education Social Studies at Hofstra University, Hempstead, NY.

Brittni Smith is an Associate Analyst at Moody’s Investors Service.

Bob Wilson is a social studies teacher at Suffern (NY) High School.