

# Whose Business Is It Anyway? McCarthyism And Its Effect On Individual Rights

**Grade Level:** Journalism, Grade 8

**Presented by:** Janice Russell, Yerger Middle School, Hope, AR

**Length of Unit:** Six Lessons

## I. ABSTRACT

Coming out of the second of two world wars, the United States was very anxious to create and maintain a climate of security for its citizens. But though the Statue of Liberty professed that everyone was welcome in this "melting pot" country founded on individual rights, the rights of *certain* individuals were being compromised in the name of national security. This unit looks at the components of McCarthyism and the role of the arts and media in confronting and in perpetuating the hysteria of hate that challenged the Bill of Rights.

## II: OVERVIEW

- A. Concept Objective
  - 1. Understand how power structures in government affect the rights of the individual
- B. Content from the *Core Knowledge Sequence*
  - 1. America in the Cold War, p. 185 (Grade Eight Core Knowledge Sequence)
    - a. McCarthyism; House Unamerican Activities Committee, "witch hunts"
    - b. Hollywood Blacklist
    - c. Spy cases: Alger Hiss; Julius and Ethel Rosenberg
  - 2. The Constitution of the United States p. 95, *Core Knowledge Sequence* (Review from Grade 4)
    - a. The separation and sharing of powers in American government
    - b. Checks and balances; limits on government power
    - c. The Bill of Rights
- C. Skill Objectives
  - 1. Recognize and develop a concept of one's role as a participant in a larger community. (Arkansas Social Studies Frameworks PAG 1.1)
  - 2. Examine the contribution of the arts, literature, media, technology, and languages in fostering cooperation and in perpetrating conflict. (Arkansas Frameworks PAG 1.4)
  - 3. Distinguish between rights and responsibilities of the individual and the rights and responsibilities of the group. (Arkansas Social Studies Frameworks PAG 1.8)
  - 4. Explore how language, media, literature, and the arts reflect life in a democratic society. (Arkansas Social Studies Frameworks PAG 1.9)
  - 5. Use developmentally appropriate spelling, usage and mechanics in writing. (Arkansas Language Arts Frameworks W2.1)
  - 6. Analyze related and implied main ideas and supportive details. (Arkansas Language Arts Frameworks R1.2)
  - 7. Expand content-specific and personal vocabularies in reading. (Arkansas Language Arts Frameworks R. 1.14)

8. Evaluate and react critically to what has been read. (Arkansas Language Arts Frameworks R1.16)
9. Collect, organize, and present data from a wide variety of informational and technological resources, e.g., CD-ROM and interviews. (Arkansas Language Arts Frameworks W1.5)
10. Use developmentally appropriate spelling, usage and mechanics in writing. (Arkansas Language Arts Frameworks W2.1)
11. Use reference materials such as thesaurus and dictionary. (Arkansas Language Arts Frameworks W2.2)
12. Expand content-specific and personal vocabularies in writing. (Arkansas Language Arts Frameworks W2.4)
13. Recognize propaganda, bias, and censorship. (Arkansas Language Arts Frameworks LSV 1.10)
14. Listen and contribute to discussions. (Arkansas Language Arts Frameworks LSV 1.5)
15. Analyze and evaluate what is heard. (Arkansas Language Arts Frameworks LSV 1.6)
16. Summarize and paraphrase what others have said. (Arkansas Language Arts Frameworks LSV 1.7)

### III. BACKGROUND KNOWLEDGE

#### A. For Teachers

1. *A History of Us, All the People Book 10*; Chapter 7, *Spies*, and Chapter 8, *Tail Gunner Joe*
2. Internet site: <http://www.spartacus.schoolnet.co.uk/USared.htm>
3. Internet site: <http://www.english.upenn.edu/~afilreis/50s/hiss-chambers-nyt.html>

#### B. For Students

1. The Constitution of the United States p. 95 of the *Core Knowledge Sequence* (Grade 4)
  - a. The separation and sharing of powers in American government
  - b. Checks and balances; limits on government power
  - c. The Bill of Rights

### IV. RESOURCES

- A. *A History of Us, All the People Book 10*
- B. <http://www.scsd.k12.ny.us/alex/coldwar/coldwar.htm>
- C. <http://www.dezines.com/nyscpusa/#CPDEF>(what the communist party stands for)
- D. <http://www.spartacus.schoolnet.co.uk/USared.htm>
- E. <http://homepages.nyu.edu/~th15/home.html>
- F. [http://longman.awl.com/history/primarysource\\_26\\_4.htm](http://longman.awl.com/history/primarysource_26_4.htm) (Mccarthy speech and questions)
- G. <http://www.cnn.com/SPECIALS/cold.war/episodes/06/documents/mccarthy/>(speech on cold war)
- H. <http://www.aclu-wa.org/issues/freespeech/>
- I. <http://www.hollywood10.com/people.html>
- J. <http://www.lib.berkeley.edu/MRC/blacklist.html>
- K. <http://washingtonpost.com/wp-srv/politics/herblock/5decades.htm>
- L. *American History: The Modern Era Since 1865. Political Cartoons*, p.41, 42
- M. local attorney

- N. local newspaper reporter
- O. Local judge
- P. state representative or senator

## V. LESSONS

### Lesson One: It's Not An Option

#### A. *Daily Objectives*

1. Concept Objective
  - a. Understand how power structures in government affect the rights of the individual.
2. Lesson Content
  - a. America in the Cold War, p. 185
  - b. House Unamerican Activities Committee
3. Skill Objectives
  - a. Evaluate and react critically to what has been read (Arkansas Frameworks Language Arts R.1.16)
  - b. Listen and contribute to discussions. (Arkansas Language Arts Frameworks LSV 1.5)

#### B. *Materials*

1. Student Questionnaire (Appendix A)
2. Notebook paper
3. Pen
4. Handout on Alien Registration Act (Appendix B)
5. Handout on Communist Party Philosophy (Appendix C)
6. Overhead projector
7. Transparency of reflection questions for assessment (Appendix D)
8. Transparency marking pens

#### C. *Key Vocabulary*

1. culpable-culpa (L)-blame, p. 180

#### D. *Procedures/Activities*

1. Teacher will explain to students that certain information is necessary for them to share with you. Teacher will explain that this information will identify who they are and will help them to be served better in this class. Students should be reassured that though the information is personal, they do not have the option of refusing to answer.
2. Teacher will distribute student questionnaire. The students should be given minimal directions but should be given a time limit of 15 minutes to complete. Teacher should closely monitor to make sure students do not share or discuss answers.
3. At the end of 15 minutes, students will turn over their completed questionnaires. Teacher will lead class discussion, encouraging students to voice concerns they had about sharing such personal information.
4. Teacher will distribute Appendix B handout. Teacher should explain to class that this law would have applied to them and that failure to comply would have resulted in their being imprisoned or deported. Teacher should allow 5 minutes for discussion of how students believe they would have reacted. Tell students their papers from today will not be collected or answers shared.
5. Teacher will explain to students that the Alien Registration Act was created in part because of the fear in America that Communists would try to overthrow the government. Teacher will remind students of the

historical context that would have supported this fear. Teacher will introduce vocabulary word *culpable* and tell students that often people will blame others, especially when they are fearful, in order to feel less fearful.

6. Teacher will direct student to list, on their own paper, 3-5 beliefs that they think are a part of the stated philosophy of the American Communist Party. Teacher will then distribute Appendix C.
  7. Teacher will direct student attention to overhead transparency of reflection questions (Appendix D). Teacher should read aloud to students and answer any questions. Students should respond, on their own paper, to questions and turn in.
- E. *Assessment/Evaluation*
1. Student response to reflection questions will be scored as complete or incomplete.

### **Lesson Two (Day One): I Have The Right Or Do I?**

- A. *Daily Objectives*
1. Concept Objective
    - a. Understand how power structures in government affect the rights of the individual
  2. Lesson Content
    - a. The Constitution of the United States p. 95, *Core Knowledge Sequence*
      - i. The separation and sharing of powers in American government
      - ii. Checks and balances; limits on government power
      - iii. The Bill of Rights
  3. Skill Objectives
    - a. Distinguish between rights and responsibilities of the individual and the rights and responsibilities of the group. (Arkansas Social Studies Frameworks PAG 1.8)
    - b. Use developmentally appropriate spelling, usage and mechanics in writing. (Arkansas Language Arts Frameworks W2.1)
    - c. Listen and contribute to discussions. (Arkansas Language Arts Frameworks LSV 1.5)
    - d. Analyze and evaluate what is heard. (Arkansas Language Arts Frameworks LSV 1.6)
    - e. Use developmentally appropriate spelling, usage and mechanics in writing. Arkansas Language Arts Frameworks W2.1)
- B. *Materials*
1. Handout of the Bill of Rights (Appendix E)
  2. Notebook paper
  3. Pen or pencil
- C. *Key Vocabulary*
1. none
- D. *Procedures/Activities*
1. Teacher will distribute copy of handout on Bill of Rights to students. In small groups, students will discuss which of the amendments they believe are most important and why. At the end of 10minutes, each group will select one student to report out to whole class results of small

- group discussion. This student will, in turn, identify the amendment selected by the small group and reasons for the selection.
2. Teacher will then explain to students that this unit will especially focus on the first and fifth amendments. Teacher will direct students back to their small groups and ask them to discuss how these amendments are connected and circumstances in which they are especially important. At the end of 10 minutes, each group will again report to whole class after selecting group spokesperson.
  3. Teacher will lead whole group discussion about how the first and fifth amendments might be important to the work of a journalist. Teacher will then explain that three guests will attend the next class and discuss with the students how they, in their work, are affected by, protected by, and/or challenged by the first and fifth amendments to the Constitution. Teacher will identify the guest by name and occupation. They will include a local judge, a local attorney, and a local newspaper reporter.
  4. Students will write at least 10 questions that they could ask the guests after the initial presentation in the next class period. Teacher will monitor the writing, assist and answer questions. If students do not complete the question writing, they should be assigned this task as homework. Students will not turn in questions if complete but will keep and return with them to class next day.
  5. Teacher will ask for volunteer to thank guests the next day at end of the presentation.
- E. *Assessment/Evaluation*
1. Student report from small group
  2. Teacher monitoring of student question-writing
  3. Completed student questions for guest speakers

### **Lesson Two (Day Two): I Have The Right or Do I?**

- A. *Daily Objectives*
1. Concept Objective
    - a. Understand how power structures in government affect the rights of the individual
  2. Lesson Content
    - a. The Constitution of the United States p. 95, *Core Knowledge Sequence*
      - i. The separation and sharing of powers in American government
      - ii. Checks and balances; limits on government power
      - iii. The Bill of Rights
  3. Skill Objectives
    - a. Recognize and develop a concept of one's role as a participant in a larger community. (Arkansas Social Studies Frameworks PAG 1.1)
    - b. Explore how language, media, literature, and the arts reflect life in a democratic society. (Arkansas Social Studies Frameworks PAG 1.9)
    - c. Listen and contribute to discussions. (Arkansas Language Arts Frameworks LSV 1.5)
    - d. Analyze and evaluate what is heard. (Arkansas Language Arts Frameworks LSV 1.6)

- B. *Materials*
1. Completed student questions from previous day's work
  2. Notebook paper
  3. Pen
  4. Overhead projector
  5. Transparency of reflection questions for assessment (Appendix F)
  6. Transparency marking pens
- C. *Key Vocabulary*
1. none
- D. *Procedures/Activities*
1. Teacher will introduce by name and occupation the guest speakers that include a local judge, lawyer, and newspaper reporter. (Teacher should have arranged for the guests prior to the beginning of this unit. Teacher should have explained the general ideas of this unit and what information the students will have covered by this point to facilitate presentation.)
  2. In turn, each speaker will address the issue of how their work is affected by the first and fifth amendments. Each speaker will be given ten minutes each. At the end of this 30-minute time period, students will ask their questions from prepared list. Teacher should direct question asking so as to include as many different students as possible and to maintain attention by all students. Appropriate speakers will answer questions. Each speaker will have additional time at end of question-answer period to add comments if necessary or requested.
  3. Student volunteer will thank guests on behalf of class.
  4. Teacher will direct student attention to overhead transparency reflection questions (Appendix F). Students will copy questions to answer as homework if not completed during class. When students turn in these completed reflection questions, they should be attached to the questions students created prior to presentation.
- E. *Assessment/Evaluation*
1. Teacher monitoring of student questions during discussion
  2. Reflection questions from guest speaker presentation

**Lesson Three (Day One): Is It Who You Know or What You Know That Counts?**

- A. *Daily Objectives*
1. Concept Objective
    - a. Understand how power structures in government affect the rights of the individual
  2. Lesson Content
    - a. The Constitution of the United States p. 95 *Core Knowledge Sequence*
      - i. The separation and sharing of powers in American government
      - ii. Checks and balances; limits on government power
      - iii. The Bill of Rights
  3. Skill Objectives
    - a. Understand the organization, function, and operation of local, state, and national government and simulate methods of influencing policy in a democratic government.(Arkansas Social Studies Frameworks PAG 2.5)

- b. Analyze related and implied main ideas and supportive details. (Arkansas Language Arts Frameworks R1.2)

B. *Materials*

1. Notebook paper
2. Pen or pencil
3. Overhead projector
4. Transparency marking pens

C. *Key Vocabulary*

1. none

D. *Procedures/Activities*

1. Teacher will lead discussion and review with students about how committees in the state and national congress are created. Teacher will list different some kinds of committees that are more generally known to the public. Teacher will question students about what they know about committee formation and jobs generally associated with committee work. Teacher will also solicit from students ideas about why and how committees in general are created and how they might impact the work of the organization.
2. Teacher will ask students to, as whole class activity, to list some of the qualifications of a "good" committee member. Students can think in terms of a general committee or a legislative committee for the purposes of this discussion. Ideas will be listed on overhead transparency.
3. Teacher will direct students' attention to this discussion question: What are some advantages and some disadvantages of having the same people serving as members of a committee for an unlimited time? Students will discuss in small groups their ideas on this discussion question and each student will write at least 3 advantages and 3 disadvantages. Students will select a reporter to share with whole group. Students can have the same or different answers recorded, but reporter's information should reflect the work of all of the students as much as possible. Students should be given 10 minutes for discussion within small group, and each group should be given no more than 2 minutes to report to the whole class.
4. Explain to the class that a state representative has been invited to come to your class the next day and will discuss her experiences and opinions about the work of legislative committees. Students should write up to 5 questions, based on their work in class today that they want to have clarified by the state representative. Students should be directed to be prepared to ask these questions if they have not been addressed when the speaker completes his/her presentation. Students should keep these lists and questions for next assignment.
5. Teacher will ask for volunteer to thank guests the next day at end of the presentation.

E. *Assessment/Evaluation*

1. Teacher monitoring of creation of student questions for guest speaker and of advantage /disadvantage lists
2. Student small group reporting will serve as group assessment

**Lesson Three (Day Two): Is It Who You Know or What You Know That Counts?**

A. *Daily Objectives*

1. Concept Objective

- a. Understand how power structures in government affect the rights of the individual
- 2. Lesson Content
  - a. The Constitution of the United States p. 95 *Core Knowledge Sequence*
    - i. The separation and sharing of powers in American government
    - ii. Checks and balances; limits on government power
    - iii. The Bill of Rights
- 3. Skill Objectives
  - a. Listen and contribute to discussions. (Arkansas Language Arts Frameworks LSV 1.5)
  - b. Analyze and evaluate what is heard. (Arkansas Language Arts Frameworks LSV 1.6)
  - c. Summarize and paraphrase what others have said. (Arkansas Language Arts Frameworks LSV 1.7)
- B. *Materials*
  - 1. Notebook paper
  - 2. Pen or pencil
  - 3. Overhead projector
  - 4. Transparency marking pens
  - 5. Transparency of reflection questions for assessment (Appendix G)
- C. *Key Vocabulary*
  - 1. none
- D. *Procedures/Activities*
  - 1. Teacher will introduce by name and occupation the guest speaker who is a current member of the Arkansas State Legislature. (Teacher should have arranged for the guest prior to the beginning of this unit. Teacher should have explained the general ideas of this unit and what information the students will have covered by this point to facilitate presentation.)
  - 2. The speaker will address the issue of how legislative committee membership is achieved, how easy it is to gain membership on specific committees, which committees are more "powerful" than others and why. The speaker will offer experiences and opinions about how she believes this system does or does not benefit and protect citizens of the state. She will be given twenty minutes for presentation. At the end of this 20-minute time period, students will ask any questions from prepared list or that may arise during presentation. Teacher should direct question asking so as to include as many different students as possible and to maintain attention by all students.
  - 3. Student volunteer will thank guest on behalf of class.
  - 4. Teacher will direct student attention to overhead transparency reflection questions (Appendix G). Students will copy questions to answer as homework if not completed during class. When students turn in these completed reflection questions, they should be attached to the questions students created prior to presentation and advantage/disadvantage list.
- E. *Assessment/Evaluation*
  - 1. Teacher monitoring of student questions during discussion
  - 2. Reflection questions from guest speaker presentation

#### **Lesson Four: Who Are These People?**

- A. *Daily Objectives*
1. Concept Objective
    - a. Understand how power structures in government affect the rights of the individual
  2. Lesson Content
    - a. America in the Cold War, p. 185
      - i. McCarthyism; House Unamerican Activities Committee, "witch hunts"
      - ii. Hollywood Blacklist
      - iii. Spy cases: Alger Hiss; Julius and Ethel Rosenberg
  3. Skill Objectives
    - a. Expand content-specific and personal vocabularies in writing. (Arkansas Language Arts Frameworks W2.4)
    - b. Analyze and evaluate what is heard. (Arkansas Language Arts Frameworks LSV 1.6)
    - c. Summarize and paraphrase what others have said. (Arkansas Language Arts Frameworks LSV 1.7)
- B. *Materials*
1. Notebook paper
  2. Pen or pencil
- C. *Key Vocabulary*
1. bonafide--bona fides--good faith, p. 161
  2. copious-copia (L)--plenty, p. 180
- D. *Procedures/Activities*
1. Teacher will share information about the House Unamerican Activities Committee, including the original chairman, how the chairmanship changed and when, the different focuses of scrutiny by the committee, the general responses of people to being called before the committee for questioning. Students should be encouraged to take notes during teacher lecture.
  2. Teacher will lead discussion with class about why the arts community may have been targeted. Teacher will also ask students to reflect on and contribute to a discussion about how much evidence is necessary to convince another person. For example, does it depend on the situation, the crime, the background or reputation of a person when you are considering whether there is enough evidence to convince a jury of a person's innocence or guilt? How important is it that people don't share "secrets" with other countries? How should suspected spies be treated? How important is national loyalty?
  3. Teacher will introduce vocabulary word, copious, and explain that in the time of McCarthyism, the senators thought there was plenty of evidence to require ordinary citizens to inform on their friends and family. Teacher will introduce vocabulary word, bonafide, and ask students to think about in the days of research ahead whether or not anyone they read about acted in good faith.
- E. *Assessment/Evaluation*
1. Teacher will monitor students throughout lecture and check throughout class for student questions.
  2. Students will write 50-75 word paragraph summary of meaning of both vocabulary words, including at least one personal example of each word.

## Lesson Five (Day One): Which Side Are You On?

### A. *Daily Objectives*

1. Concept Objective
  - a. Understand how power structures in government affect the rights of the individual
2. Lesson Content
  - a. America in the Cold War, p. 185
    - i. McCarthyism; House Unamerican Activities Committee, "witch hunts"
    - ii. Hollywood Blacklist
    - iii. Spy cases: Alger Hiss; Julius and Ethel Rosenberg
3. Skill Objectives
  - a. Examine the contribution of the arts, literature, media, technology, and languages in fostering cooperation and in perpetrating conflict. (Arkansas Frameworks PAG 1.4)
  - b. Explore how language, media, literature, and the arts reflect life in a democratic society. (Arkansas Social Studies Frameworks PAG 1.9)
  - c. Analyze related and implied main ideas and supportive details. (Arkansas Language Arts Frameworks R1.2)
  - d. Evaluate and react critically to what has been read. (Arkansas Language Arts Frameworks R1.16)
  - e. Listen and contribute to discussions. (Arkansas Language Arts Frameworks LSV 1.5)

### B. *Materials*

1. Handout--Appendix H (two pages on events, organizations, etc.)
2. Handout--Appendix I (two pages of editorial cartoons)
3. Notebook paper
4. Pen or Pencil

### C. *Key Vocabulary*

1. *persona non grata*--an unacceptable or unwelcome person p. 161
2. *quid pro quo*--something given or received in exchange for something else p. 161
3. *incognito*--cognitor (L)--know p. 180

### D. *Procedures/Activities*

1. Teacher will introduce all three vocabulary words, *persona non grata*, *quid pro quo*, and *incognito*, and explain to students in terms of testimony requested by the HUAC. Teacher will tell students that a blacklist was created to identify those people who refused to give the HUAC information they requested. Persons on this blacklist were considered *persona non grata* and serious results could be expected in both their personal and professional lives. If the persons testified and informed on friends and families about their possible communist connections, they could count on not being harassed personally or professionally. Teacher will ask for other examples of *quid pro quo*. Teacher will explain *incognito* by reminding students that many people simply tried to avoid the HUAC.
2. Teacher will distribute Appendix H, pointing out the different categories. Students will select one person or organization from each of the different categories on Appendix H. After selection, students will identify selections to teacher and will select a partner who has chosen the same or

many of the same selections for the purpose of sharing computer space and access during research.

3. Teacher will distribute Appendix I and tell students that one of the groups of newspaper workers who complained publicly about McCarthy's actions were editorial cartoonists, who sometimes prefer to be called editorial commentators because they use pictures in the same way that editorial writers use words. Teacher will point out to students that the two cartoonists whose work is depicted in this handout are still working as cartoonists, the *St. Louis Post-Dispatch* and the *Washington Post*. Teacher will explain to students that Herbert Block, whose artist name is Herblock, actually coined the term McCarthyism in the cartoon that appears on the second page of the Appendix. Teacher should tell students that Bill Mauldin won a Pulitzer prize for his editorial commentaries on war.
  4. Teacher will lead discussion of the editorial cartoons, helping students to identify specific factual elements that are shown or implied (as in the "doctored" photos), the symbolic elements (as in the elephant symbol for Republicans), the activities implied (as in the buckets of tar in the McCarthyism cartoon), and the elements of structure (as in the names on people, caricatures, etc.)
  5. Students will select one of the cartoons that they believe to be the strongest example of taking a stand against McCarthyism and write a 100 word explanation of and response to the cartoon. Students should address the ways in which the cartoonist showed his disapproval of McCarthyism as well as discuss how they believe the people would react to the cartoon when it was printed.
- E. *Assessment/Evaluation*
1. Selection of person, organization, event
  2. Completion of writing assignment on editorial cartoon

### **Lesson Five (Day Two): Which Side Are You On?**

- A. *Daily Objectives*
1. Concept Objective
    - a. Understand how power structures in government affect the rights of the individual
  2. Lesson Content
    - a. America in the Cold War, p. 185
      - i. McCarthyism; House Unamerican Activities Committee, "witch hunts"
      - ii. Hollywood Blacklist
      - iii. Spy cases: Alger Hiss; Julius and Ethel Rosenberg
  3. Skill Objectives
    - a. Collect, organize, and present data from a wide variety of informational and technological resources, e.g., CD-ROM and interviews. (Arkansas Language Arts Frameworks W1.5)
- B. *Materials*
1. Handout --Appendix H
  2. Notebook paper
  3. Pen or pencil
  4. Computers with student access
  5. Web site addresses for research--Appendix J

- C. *Key Vocabulary*
  - 1. persona non grata--an unacceptable or unwelcome person p. 161
  - 2. quid pro quo--something given or received in exchange for something else p. 161
  - 3. incognito--cognitor (L)--know p. 180
- D. *Procedures/Activities*
  - 1. Teacher will distribute copy of two web site addresses for research to students to be shared in pairs during research. Teacher will review computer use rules and guidelines that are appropriate for particular classroom or lab space to be utilized.
  - 2. Students will use computers to search web sites from Appendix J, take notes on selected persons, categories, and events. Students will be reminded by teacher to record dates of events, full, correct spellings, of names, and results for informers and blacklisted members. Students will also be reminded that the research is not intended to be thorough as much as it is intended to give students a more complete picture of all of the components from Appendix H. Students will be told that they will respond in essay form and contribute to a whole class timeline exercise as a result of their research.
- E. *Assessment/Evaluation*
  - 1. Teacher will monitor students on computer site use and note-taking activities.

**Lesson Five (Day Three): Which Side Are You On?**

- A. *Daily Objectives*
  - 1. Concept Objective
    - a. Understand how power structures in government affect the rights of the individual
  - 2. Lesson Content
    - a. America in the Cold War, p. 185
      - i. McCarthyism; House Unamerican Activities Committee, "witch hunts"
      - ii. Hollywood Blacklist
      - iii. Spy cases: Alger Hiss; Julius and Ethel Rosenberg
  - 3. Skill Objectives
    - a. Examine the contribution of the arts, literature, media, technology, and languages in fostering cooperation and in perpetrating conflict. (Arkansas Frameworks PAG 1.4)
    - b. Use developmentally appropriate spelling, usage and mechanics in writing. (Arkansas Language Arts Frameworks W2.1)
    - c. Analyze related and implied main ideas and supportive details. (Arkansas Language Arts Frameworks R1.2)
    - d. Expand content-specific and personal vocabularies in reading. (Arkansas Language Arts Frameworks R. 1.14)
    - e. Evaluate and react critically to what has been read. (Arkansas Language Arts Frameworks R1.16)
    - f. Expand content-specific and personal vocabularies in writing. (Arkansas Language Arts Frameworks W2.4)
- B. *Materials*
  - 1. Notes from computer research
  - 2. Notebook paper

3. Pen or pencil
  4. Legal size paper, any color
  5. Tape to display paper
  6. Rubric--Appendix K
- C. *Key Vocabulary*
1. persona non grata--an unacceptable or unwelcome person p. 161
  2. quid pro quo--something given or received in exchange for something else p. 161
  3. incognito--cognitor (L)--know p. 180
- D. *Procedures/Activities*
1. Students will organize notes from computer research to identify those events associated with a particular date and will list them in chronological order on their own paper. Students will then share in small groups to clarify data and perhaps add to list. Students will select, in small group, the five most important events associated with a date and will write each event and date on provided paper. These completed papers will be combined to create a timeline for display in the classroom whenever all students have contributed. If a student turns in a paper with information they already have, the student should return to the small group and replace the fact sheet if possible. The teacher will post the events when the assignment is complete.
  2. Students will also review the information on the people researched and select any two to compare. Students will write comparative essay in which each person will be identified as to occupation, how they were involved in the communist party, how they responded to being called before the HUAC, and the results of their actions. Students will also address, in their essay, their personal reaction to the choices each person made.
- E. *Assessment/Evaluation*
1. Contribution to class timeline
  2. Written comparison of two persons from research--rubric to score

### **Lesson Six (Day One): Truth or Scare?**

- A. *Daily Objectives*
1. Concept Objective
    - a. Understand how power structures in government affect the rights of the individual
  2. Lesson Content
    - a. America in the Cold War, p. 185
      - i. McCarthyism; House Unamerican Activities Committee, "witch hunts"
      - ii. Hollywood Blacklist
      - iii. Spy cases: Alger Hiss; Julius and Ethel Rosenberg
  3. Skill Objectives
    - a. Analyze related and implied main ideas and supportive details. (Arkansas Language Arts Frameworks R1.2)
    - b. Expand content-specific and personal vocabularies in reading. (Arkansas Language Arts Frameworks R. 1.14)
    - c. Evaluate and react critically to what has been read. (Arkansas Language Arts Frameworks R1.16)

- d Expand content-specific and personal vocabularies in writing. (Arkansas Language Arts Frameworks W2.4)
- e. Recognize propaganda, bias, and censorship. (Arkansas Language Arts Frameworks LSV 1.10)
- f. Listen and contribute to discussions. (Arkansas Language Arts Frameworks LSV 1.5)
- g. Analyze and evaluate what is heard. (Arkansas Language Arts Frameworks LSV 1.6)

B. *Materials*

- 1. Copy of *A History of Us, All the People Book 10*
- 2. Copy of Speech--Appendix L
- 3. Notebook paper
- 4. Pen or pencil
- 5. Overhead projector
- 6. Transparency and transparency marking pens

C. *Key Vocabulary*

- 1. credible--credo (L)--believe, p. 180

D. *Procedures/Activities*

- 1. Teacher will distribute copies of *A History of Us, All the People Book 10* and direct students to read silently chapter entitled "Tail Gunner Joe". Teacher will only ask students to read quickly to determine author's attitude toward subject.
- 2. Teacher will distribute copies of speech McCarthy presented to the Women's Club of Wheeling, West Virginia in 1950 and ask students to read silently the speech and to try to determine the exact target of McCarthy's anger.
- 3. When students have had a chance to read both selections, teacher will introduce vocabulary word *credible* and explain that each of these selections is credible--to those who believe the same way as the author. Teacher will then introduce idea of propaganda, defined as the words and/or actions of a person or organization designed to encourage others to take a particular action or to believe in a particular way. Teacher will remind students that propaganda is used to sell products and ideas. Teacher will ask students to suggest ways propaganda can benefit a person or group financially and ways propaganda to encourage good health and behavior. Teacher can record these on overhead projector if many responses are suggested.
- 4. Teacher will ask students to look again at the two reading selections. This time, students should look for and list examples, on their own paper, of words and phrases that are specifically designed to accomplish the goals of propaganda.
- 5. In small groups, students should discuss their examples and discuss with other members of their group this question: Remembering the research information you have gathered, which of these two reading selections do you believe is more credible? This question should be written on the overhead projector and left visible during the small group discussion. Students will turn in response to this reflection question written on overhead projector: How did the discussion in the small group affect your opinion about which selection was more credible?

E. *Assessment/Evaluation*

- 1. Discussion about use of propaganda

2. Written list of use of propaganda
3. Written response to small group discussion

## VI. CULMINATING ACTIVITY

- A. Students will read "What would you do?" (Appendix M). Students will use the information and question set up in this exercise to write a letter to a friend. The teacher will give these directions: This letter should explain why the HUAC has requested your testimony, what led you to your prior activities in the communist party, any regrets you have about those actions, what decision you have made about testifying, what led you to that decision, your feelings about your decision. Your letter should also include references to factual information from your research, all of the vocabulary words from this unit, and include your feelings about McCarthy and his use of propaganda to frighten Americans and accuse them of crimes that were never proven. These directions may be presented orally or in writing. No more than one class period to write and an additional one to edit should be allowed for this activity.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Student Questionnaire
- B. Appendix B: Alien Registration Act
- C. Appendix C: American Communist Party
- D. Appendix D: Reflection Questions
- E. Appendix E: Bill of Rights
- F. Appendix F: Reflection questions
- G. Appendix G: Reflection questions
- H. Appendix H: Events, organizations, etc.
- I. Appendix I: Editorial cartoon examples
- J. Appendix J: Web sites for research
- K. Appendix K: Rubric for comparative essay
- L. Appendix L: McCarthy speech
- M. Appendix M: What would you do?

## VIII. BIBLIOGRAPHY

"Five Decades of Herblock" *Washington Post* "[On-Line]. Available URL:  
<http://washingtonpost.com/wp-srv/politics/herblock/5decades.htm>

Free Speech" *ACLU*. [On-Line]. Available URL: <http://www.aclu-wa.org/issues/freespeech/>

Hakim, Joy. *A History of Us, All the People Book 10*. New York: Oxford University Press. 0-19-512773-0.

"McCarthyism" *Encyclopedia of USA History* [On-Line]. Available URL:  
<http://www.spartacus.schoolnet.co.uk/USAd.htm>

"Political Cartoons," *American History: The Modern Era Since 1865*. New York, New York: Glencoe/McGraw-Hill, 1996. 0--2-822385-3.

Rubin, Alix "How it happened again", *The Red Scare*. [On-Line]. Available URL:  
<http://www.scsd.k12.ny.us/alex/coldwar/coldwar.htm>

"Senator Joseph McCarthy" *Episode 6: Reds*. [On-Line]. Available URL:  
<http://www.cnn.com/SPECIALS/cold.war/episodes/06/documents/mccarthy/>

"The Alger Hiss Story: Search for the Truth" [On-Line]. Available URL:  
<http://homepages.nyu.edu/~th15/home.html>

"The Hollywood Ten""[On-Line]. Available URL:  
<http://www.lib.berkeley.edu/MRC/blacklist.html>

"Those Involved in the 1947 HUAC Hearings"[On-Line]. Available URL:  
<http://www.hollywood10.com/people.html>

"What Is the CPUSA?" [On-Line]. Available URL:  
<http://www.dezines.com/nyscpusa/#CPDEF>

**APPENDIX A**  
**STUDENT QUESTIONNAIRE**

Answer the following questions completely and honestly. Write only on this paper. Write only in ink. Do not discuss any question or answer with anyone. do not skip any questions. do not mark out or attempt to change any answers once you have written them on this paper. You will have 15 minutes to complete this questionnaire.

1. What is your complete name? Do not abbreviate.
2. What is your home address?
3. Do you have a mailing address that is separate from your home address? If so, write your mailing address here.
4. How many people live in your home?
5. Do you live with both your parents? If no, with whom do you live? Explain why you do not live with your parents.
6. Do you attend a church on a regular basis? If yes, write the name of the church. If no, explain why not.
7. How many bedrooms are in the house in which you live?
8. Has anyone in your family ever been accused or convicted of a crime? If yes, explain.
9. Have you ever been in trouble at school? If yes, explain what you did wrong to get into trouble.
10. Do the adults in your family regularly vote in elections? If yes, for which political party (Democrat, Republican, other) do they usually vote? If no, explain why they do not vote regularly.
11. Does your family have a car? What kind of car do they have? Is it paid for?
12. How often do you visit a doctor? What reasons do you have for visiting a doctor on a usual basis?
13. Have you ever talked to a counselor at school or been to a psychologist? Has any member of your family ever been to a psychologist? If yes, why were these visits necessary?
14. Have your parents (or guardian) ever lost their jobs? If yes, explain. If no, have your parents (or guardian) worked at more than one place? If yes, why have they been unable to keep working at the same place?
15. Is alcohol allowed or served at your home?

## APPENDIX B

### ALIEN REGISTRATION ACT

The Alien Registration Act passed by Congress on 29th June, 1940, made it illegal for anyone in the United States to advocate, abet, or teach the desirability of overthrowing the government. The law also required all alien residents in the United States over 14 years of age to file a comprehensive statement of their personal and occupational status and a record of their political beliefs. Within four months a total of 4,741,971 aliens had been registered.

The main objective of the act was to undermine the American Communist Party and other left-wing political groups in the United States. It was decided that the House of Un-American Activities Committee (HUAC), that had been set up by Congress in 1938 to investigate people suspected of unpatriotic behavior, would be the best vehicle to discover if people were trying to overthrow the government.

<http://www.spartacus.schoolnet.co.uk/USAalien.htm>

## APPENDIX C

### What IS the CPUSA?

The CPUSA (Communist Party USA) is the only political Party organized and run exclusively by working-class people. Through peaceful and democratic actions, we have struggled constantly since 1919 to improve the lives of all so-called "common" people. Unlike most parties, neither millionaires nor corporate tycoons control us. We advocate guaranteed jobs, higher wages, shorter work hours, free college education, free healthcare, and the end of all exploitation by the capitalist class. No wonder the millionaires hate us!

#### THE COMMUNIST PARTY USA STANDS FOR:

Jobs for all at union wages!  
Guaranteed workers' right to organize!  
Ending racism! We demand full equality with affirmative action!  
Ending anti-Semitism and all forms of discrimination!  
Equal rights for women!  
Equal rights for immigrant workers!  
Funding the needs of children and families, not corporate greed!  
Free healthcare for all!  
Free public education from day care through college!  
Adequate, affordable housing!  
Cutting the military budget!  
Taxing the rich and giant corporations!  
Peace and international solidarity!  
A clean, healthy environment!  
Bill of Rights Socialism, USA!

WORKERS - BLACK, BROWN, AND WHITE -  
UNITE AND FIGHT!

For more information about the CPUSA, see our National CPUSA Web Page.

Tired of the same old system?  
Join the Communist Party, USA!  
For more information, send e-mail to: [CPUSA@rednet.org](mailto:CPUSA@rednet.org)  
Better yet, speak to a Party member in your area.

PEOPLE BEFORE PROFITS!

Also, you can join the CPUSA online. Simply click here to Join the Communist Party, USA, and fill out the membership application form. Within a few weeks, someone will contact you with details about Party activities.

<http://www.dezines.com/nyscpusa/#CPDEF>

## APPENDIX D

### REFLECTION QUESTIONS

1. How comfortable were you about sharing personal information on the questionnaire?  
What contributed to your feelings?
2. What do you think makes people fearful about having different political beliefs?
3. How important is it to you that people are not allowed to openly organize to overthrow this government? Why?
4. How can you decide whether or not to make information available to people in newspapers? How do you think you would react if people didn't want you to print certain information?

## APPENDIX E

### Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

### Amendment II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

### Amendment III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

### Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

### Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

### Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defense.

### Amendment VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any Court of the United States, than according to the rules of the common law.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

## APPENDIX F

### REFLECTION QUESTIONS

1. What facts did you learn today that you didn't already know? From whom did you learn them?
2. Which of the guests do you think has to think about or deal with issues around the Bill of Rights more? Why do you think this is?
3. How do you feel about criminals and innocent people having the same rights? Do you think this is fair? Why do you feel the way you do?
4. How can you decide whether or not to make information available to people in newspapers? How do you think you would react if people didn't want you to print certain information?

## APPENDIX G

### REFLECTION QUESTIONS

1. What do you believe that the guest speaker believes is most important for you to know about how legislative committees work? How did she let you know?
2. What is your personal opinion about whether there should be term limits on serving in government? Did your opinion change today? Explain your answer.
3. What obligation do you believe that a legislator has to her or his district who elected her or him? Do you believe that a legislator should try to get special privileges for her or him home district? Explain your answer.

**APPENDIX H**

<http://www.spartacus.schoolnet.co.uk/USAred.htm>

(This web site is a research site used for class activities.)

**APPENDIX I**

<http://www.washingtonpost.com/wp-srv/politics/herblock/5decades.htm>

(especially June 17, 1949, March 29, 1950, and May 7, 1954)

<http://www.spartacus.schoolnet.co.uk/ARTmauldin.htm>

(cartoons on this page of information can be copied; one is about McCarthy)

**APPENDIX J**

<http://www.spartacus.schoolnet.co.uk/USAred.htm>

<http://www.hollywood10.com/people.html>

## APPENDIX K

### RUBRIC FOR COMPARATIVE ESSAY

- 60 points--two people are identified by name and occupation;  
communist party activities are described clearly;  
response to HUAC is clearly described;  
clear description as to whether persons testified or not;  
contains at least 2 details to describe results of actions before HUAC;  
personal response is clearly stated with at least 2 reasons given.
- 40 points--two people are identified by name and occupation;  
communist party activities are mentioned but not clearly described;  
response to HUAC is mentioned but not clearly described;  
clear description as to whether persons testified or not;  
contains general information about results of actions before HUAC;  
personal response is clearly stated with only 1 reason given.
- 20 points--two people are identified by name and occupation;  
communist party activities are suggested but not described;  
response to HUAC is mentioned but not clearly described;  
general description as to whether persons testified or not;  
does not mention results of actions before HUAC;  
personal response is identified but not details to support.
- 10 points--two people are identified by name and occupation;  
communist party activities are suggested but not described;  
response to HUAC is mentioned but not clearly described;  
general description as to whether persons testified or not;  
does not mention results of actions before HUAC;  
does not include personal response

## APPENDIX L

Joseph R. McCarthy--from Speech Delivered to the Women's Club of Wheeling, West Virginia (1950)

Five years after a world war has been one, men's hearts should anticipate a long peace, and men's minds should be free from the heavy weight that comes from war. But this is not such a period-for this is not a period of peace. This is a time of the "cold war." This is a time when all the world is split into two vast, increasingly hostile armed camps. . . .

Today, we are engaged in a final, all-out battle between communistic atheism and Christianity. The modern champions of communism have selected this as the time. And, ladies and gentlemen, the chips are down - they are truly down.

Six years ago...there was within the Soviet orbit 180 million people. Lined up on the antitotalitarian side there were in the world at that time roughly 1,625 million people. Today, only six years later, there are 800 million under the absolute domination of Soviet Russia - an increase of over 400 percent. On our side, the figure has shrunk to around 500 million. In other words, in less than six years the odds have changed from 9 to 1 in our favor to 8 to 5 against us. This indicates the swiftness of the tempo of Communist victories and American defeats in the cold war. As one of our outstanding historical figures once said, "When a great democracy is destroyed, it will not be because of enemies from without, but rather because of enemies from within."

The reason why we find ourselves in a position of impotency is not because our only powerful potential enemy has sent men to invade our shores, but rather because of the traitorous actions of those who have been treated so well by this Nation. It has not been the less fortunate or members of minority groups who have been selling this Nation out, but rather those who have had all the benefits that the wealthiest nation on earth has to offer-the finest homes, the finest college education, and the finest jobs in Government.

This is glaringly true in the State Department. There the bright young men who are born with silver spoons in their mouths are the ones who have been the worst. . . . In my opinion, the State Department, which is one of the most important government departments, is thoroughly infested with Communists.

I have in my hand 57 cases of individuals who would appear to be either card carrying members or certainly loyal to the Communist Party, but who nevertheless are still helping to shape our foreign policy. . . .

As you know, very recently the Secretary of State proclaimed his loyalty to a man guilty of what has always been considered as the most abominable of all crimes-of being a traitor to the people who gave him a position of great trust. The Secretary of State in attempting to justify his continued devotion to the man who sold out the Christian world to the atheistic world, referred to Christ's Sermon on the Mount as a justification and reason therefore, and the reaction of the American people to this would have made the heart of Abraham Lincoln happy.

When this pompous diplomat in striped pants, with a phony British accent, proclaimed to the American people that Christ on the Mount endorsed communism, high treason, and a betrayal of a sacred trust, the blasphemy was so great that it awakened the dormant indignation of the American people.

He has lighted the spark which is resulting in a moral uprising and will end only when the whole sorry mess of twisted, warped thinkers are swept from the national scene so that we may have a new birth of national honesty and decency in government.

From Joseph McCarthy, Remarks, Congressional Record, 81st Congress, 1st sess, 1951, 6556-603.

## APPENDIX M

You are a Hollywood screenwriter.

It is 1947, and you have just been called before the House Un-American Activities Committee to testify about communism in Hollywood.

In the 1930's, you attended a few Communist Party meetings. After learning more about communist ideology and about abuses in the Soviet Union, you long ago abandoned any interest in communism. In fact, you consider yourself firmly anti-communist.

But now the committee wants you to name the names of the people you saw at those Communist Party meetings nearly two decades ago. A few of these people are now your friends. And you have already seen what happens to anyone who is identified as a communist before the committee. They have been publicly humiliated by the committee and blacklisted by the motion picture industry. But if you don't cooperate, you could face the same fate.

What do you do?

YOUR ASSIGNMENT is to write a letter to a friend.

This letter should include the following:

- \*why the HUAC has requested your testimony
- \*what led you to your prior activities in the communist party
- \*any regrets you have about those actions
- \*what decision you have made about testifying
- \*what led you to that decision and your feelings about your decision.

Your letter should also include:

- \*references to factual information from your research
- \*all of the vocabulary words from this unit, correctly used (credible, copious, bonafide, quid pro quo, persona non grata, culpable, incognito)
- \*your feelings about McCarthy and his use of propaganda to frighten Americans and accuse them of crimes that were never proven.

You may choose to whom your letter is directed. Your letter must be neatly written, grammatically correct, with words spelled correctly.