

Turning Points in American History: The Gilded, The Gritty, and the Great War
 The National Council for History Education [NCHE]
 FLVS TAH Grant Colloquium October 24- 26, 2011

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Florida Standards



Colloquium Sessions



History Habits



Your Lesson and Activities

- There will be New Habits of Mind coming soon
- Instead of 13- there will be 8 or 9

Monday October 24, 2011

Edison and His Age [Ernest "Ernie" Freeberg]

- How we talk about invention; living now in constant invention [some are small- updates and some are enormous –biomedical insights about disease]
- We are often surprised about new inventions, but we expect new inventions to be there
- We have entered into a period of technology advances "constant invention"
 - o Dawn of the Century [20th Century] poster; light bulb out of woman's head
 - o Goal= where this constant invention came from and how it affected world then and today

Edison's Latest

- NY Times article about electric light [September 19, 1878]

Graph of patent applications [showed accelerated patents from 1840-2005]

- inventions are presented as a side bar ["little section" or inset in textbook]
- treat inventor as lone genius –Edison is an example

- invention process and way changed American life

Thomas Edison's Patent Application for Light Bulb:

- drawing for electric lamp patented in January 27, 1880
- light bulb has become a symbol of a great idea –interesting to find out when this happened
- development of American modern life
 - o light bulb made people and people made the light bulb
 - o John Dos Passos, USA [great trilogy slide]
 - spoke about Edison in a lab and tricks; long hours, chemicals, hunch and trying it out
- Edison was a poor student but a gracious curiosity
 - o 4 years of schooling
 - o started as telegraphic operator – exciting electronically training of the age
 - o sometimes fired for being too curious and made some great improvements and radical changes in telegraph
- Edison fits mold of 'self-made' man
 - o powerful story
- Things that don't see in side bar
 - o terrible businessman- hired folks to do this for him
 - o much of early funding came from Robber Barron [Ghoolun?]
 - o made many mistakes
 - o quirky- loved practical jokes
 - o addicted to tobacco and pie
 - o unique force of nature rather than understand him in context – culture that invented Edison invented Ford and many others out of this culture
- "A whole way of life had been revolutionized by one man's skill, insight and enterprise"
 - o Edison invented the complicated lighting system, not the light bulb
 - o regulating devises
 - o first person to envision central power
 - o light bulb is the tip of the technology invention
 - o global race to solve problems [many folks were working on invention as well]
 - not sole genius, part of transatlantic development of light bulb
 - JP Morgan funded and Edison collaborated for this to work and go; consolidate/buy everyone's technology= foundation of general electric

Menlo Park, 1880 [image]

- empiric method- trying and trying again – his genius
- was interested in science, finding people and getting them all to work together and produce a stream of ideas
- inventor is a piece of a complicated system which produces inventions
- world around Edison invented him; there were capitalists who were willing to take a chance, a school system who produced people with math and science and a press who was getting word out; annual exhibitions were being help for people to show their inventions and gain insight
- Americans were inventive
- Europeans were doing science behind the inventions

- Why did Americans succeed and surpass the rest of the world? Because Americans were producing things everyone wanted to buy; patents were a big part of this
 - o not only men, but women too
 - o like a lottery ticket- all could acquire; possibilities
- In Europe only granted for massive intellectual breakthrough
- Americans loved 'new things'
- Edison wanted to beat everyone
- Connection- we are doing the inventing and Japan is producing – this was what it was like; Europe= science, America =inventions
- social invention – many people contribute
- phonograph – Edison thought it was a great business tool; did not see this as a source of fun/entertainment

Electric Lights (1912) Natalia Goncharova (1881-1962)

Ways light created possibilities for America

- Before electric light "A Day's Close" Roger Ekers- think this is his name
 - o how people across the globe experienced night time before the light
 - o "nighttime imposed a mandatory rest that no longer exists"
 - o "fearful part of human experience"
 - o night belonged to criminals
 - o great advantages to night time- people were more introspective and time as families; they went to bed earlier and better sleep; find lots of evidence that people would wake and start breakfast and such and go back to sleep; journals/letters of people expressing their dreams; suggested people spent much time in that sleep state; deeper physical connection due to night- tactical connection to environment
- The Reading Room [1843]
 - o whale oil
 - o coal
 - o dangerous- polluting and needed to be stored in large tanks that could explode and stored in poor neighborhoods; polluted areas created by leaking of the containers; people died from this and fires
 - people loved the light and heat produced
 - many headaches – due to fumes and burning of gas light
 - left bi-products that coated everything in the room; ruined the rooms and corroded the walls and such
 - people welcomed this and created a urban nightlife
 - new factories can open longer
 - public culture of theater and district for meeting
 - problem of crime – eliminate crime for the wealthy
- Illumination revolution was created before Edison's time
 - o Comic shown "Light Thrown on a Dark Subject"
 - o inventors knew there needed to be a better way than gas; people did not like the gas and were open to welcome ideas
 - o electric light was ARC lights in Europe and perfected by Brush on Broadway "The Great White Way" in 1881
 - great for outdoors and changed the look of the city

- big and small cities are creating the “The Great White Way”
- Edison and his lamp
 - steady lamp- no combustion or appearance
 - not dazzling to eye
 - thousand diamond facets perpetuated
 - cannot be turned up or down
 - consumes no air and does not suck oxygen out
 - turn off easy
 - no matches needed for this light
 - qualities of light we take for granted now
- Laying wires on Wall Street
 - in Manhattan with JP Morgan
 - overcame political difficulties
 - no wire insulation at this time
 - changing light bulbs were a way of death
 - fires were created
- Cornelius Vanderbilt
 - insisted this in home
 - sets fire and wife insists taken out
- Americans were fascinated by electric light
 - loved to show off with fountains, colored lights

Columbian Exposition, Chicago 1893

- Grover Cleveland – gleam and excitement of what modern life will look like
- can tell advancement with the illumination

First customers for electric light

- factories
- businesses and government have money to invest in this
- Journalist *The Daily Constitution*, 1876-1884 September 24, 1880 Proquest
 - description ARC light in factory
- increased productivity enormously- which produced consequences for those who were forced to meet the demands [children and women]
- theater and entertainment people
 - to draw characters at night
- circus that went on tour
 - able to use light
 - fascination with seeing things at night
- Night in Luna Park, Coney Island
- night time ball games
- Christmas lights
- electric light was essential part of this
- retail stores- Macy’s – kept stores open and made their products look more interesting; window dressing folks who spent much time using this

- great new ideas for lights [i.e. Tiffany] for designers to rise
- Times Square
 - o changed the look and feel of big cities
 - o giant billboards
 - o Europeans came to see the illumination of the cities
- mass publicity or mass persuasion
 - o creating consumer culture in 20th century America
 - o architects can create amazing displays that look great at night – amazing aesthetic [trading day for night]

“Burn your name into the public mind” Edison

- some were offended others thought this was great
- “put an undeveloped human being into an environment where there is artificial light and he will improve”
Edison
 - o played a role in 24 hour economic cycle
 - o created consumer world of energy
 - o promoted literacy- as people could have time to read
 - o there was issues- loss of connection to nature as we have an artificial ‘day time’
 - o taking coals into the environment in lieu of the room
- incandescent bulb ‘cannot last’ and a new invention will need to come along

Thinking about inventions [Essential Questions]

- Individual genius or group effort
- Links in a chain
- Creative destruction
- Excitement and fear
- Inventions every day
- The unexpected consequences

Pullman Strike [Laura Westhoff] University of Missouri

Pullman Strike – Pullman and Progressivism

- handouts X 3 [two images and brief editorial]
- Chicago Herald
 - o Uncle Sam is ‘crippled’
 - o this is about who is ‘right’
 - o how does Pullman characterized what is wrong
 - o rich getting rich and poor getting poor
 - o ‘stepping’ on labor
 - o The ARU leader/boss is the ‘king’
 - o Uncle Sam is catering to union leader
 - o Top hat represents social elite
 - Question arise- are we still there today? Major football strikes

Pullman Strike

- marks transition between invention and implications that economic reorganization railroads brought

George Pullman as Innovator

- born in 1831 in Upstate NY
- moved to Chicago [city was fairly new when he arrives]
- sewage issues; created idea to pave over [6-8 feet streets raised due to sewage]
- dad helped with Erie Canal
- “darling” of Chicago – move buildings up and over
- course of time in Chicago= comes to develop the Pullman sleeping car
 - o revolutionizes travel
- When Lincoln was assassinated, Pullman use this for publicity and secures rights to carry Lincoln’s body across the country; much attention to Pullman cars
 - o innovation with transportation was built was on people’s desire to travel
 - o largely to move goods; transport resources; great opportunity to develop sleeping cars
 - in photo- can see upholstery, electric lights, fashionable and comfortable to travel by train
 - o uses patents and buying them of other inventors and pools those in process of building his business
 - o thinks much about how this car be efficient [lower cost and in quick timely manner]
 - o late 1880-early 1900 – Winsler to do analysis on worker’s process; how can I make labor in my factory more efficient
 - backdrop of Gilded Age
 - if worker, your work changes
 - source of conflicts between labor and management
 - Pullman is in thick of this
 - rationalize the management process
 - railroads =labor unrest/crisis for railroad mangers
 - out of this come General Manager Association
 - o work together on labor policies and responding to policies
 - o Pullman looks for ways to help- and this emergence of association may help remedy; however –does lead to conflict
 - pay by piece rate and labor put into craft

Pullman as Progressive?

- Is he a progressive? “Pullman Town”
- problems Pullman saw in Chicago [horrendous city where horses are primary source of transportation= aromas]
 - o if horse dies – what issues
 - o tenement issues – little green space; immoral
 - o living conditions of worker as part of problem labor unions are attempting to deal with
 - o builds “Pullman Town”
 - recently [15 years or so] has opened into historic site ; vision of Pullman and challenges of 19 century
 - create orderly, helpful, clean areas- people will be harmonious, happy and things will work well
 - mid 1880s- created model town; next to his factory with hopes it would provide order and healthy areas; deal with infrastructure and helpful space

- he is a good businessman and builds idea as business; people pay rent on homes; take advantage of library and such; but cannot own their homes which is significant later in history with the strike
- those that did not live in his town were not as favored for promotion and when laid off, those were first to be laid off ; unwritten rule to have to work in Pullman Town
- showed slide of the 'Model Home' [which looked impressive and there was discussion about the look and how many families lived in each]

Model for Labor Relations

- Pullman Town emerges and in 1880s, after it opens, it is widely glorified [2 views]
 - Massachusetts Bureau of Labor Stats 1884
 - going from bad to good
 - Richard Ely, 1885 [social scientist]
 - feudalistic; un-American
 - workers knowledge of the craft is neglected
 - "workers brain is under the managers cap"
- religion- depended upon who was paying the minister's salary [which side]

Harper's Weekly political cartoon

- Pullman's vision went really wrong [it was the vision for a perfect solution]
- Harper's Weekly 7/14/1894 "Strike" [King DEBS- on bottom]
 - 1893- US experiences financial meltdown; depression [worst until the 1929]; due to World's Fair, much of the impact was not felt in this area [Pullman Town]
 - the town was a tourist attraction/excitement [like the one about electricity]
 - "this is how we can do Indus capitalism without issues for workers"
 - Chicago avoids the depression due to Fair and labor conversations and meetings/gatherings of workers outside the fair in Aug 1893 [3 -4 days when reformers come to talk about meltdown and complain about financiers and how they are parasites] First "Wall Street" group [comparison of today]
 - flip side- don't have innovation without the shift
 - there is no easy to look at moment; but different perspectives on shift and what they mean

Broad Ideas of Strike

- 25 years of volatile issues "Great Upheaval" 1883-1886
- 1886- Haymarket Riot in Chicago
- year or 2 before Pullman Strike, the Homestead Strike
- bitter strike in LA [African and Caucasians]
- Pullman strike is big problem and comes about in Winter 1893-1894 as Pullman begins to feel effects of depression
 - does not want to lay people off
 - begins to cut wages to 25-33%; suddenly paycheck was cut to 1/3 = big problems as rent does not change
 - in press he reports there is no connection, but Pullman runs the town
 - if live in town, buy in stores [can be in debt to the stores as don't have money to pay]

- depression is caught up and they complain in 1894- increased organized efforts and join with ARU
 - workers want to sit and arbitrate /talk about problems
 - in lieu of talking with workers/those who represent the workers- met on Friday- let go on Monday
 - overall picture= long time coming
 - first month of strike- lots of sympathy for the strikers
 - civic federation – arbitrators and Pullman says “no”; treat workers as individuals and we have nothing to arbitrate [“my business”]
 - What is at stake?
 - Pullman’s mind- he has contract with each worker; lies in individual’s ability to meet goals and can walk away if you want to and you are ‘equal’
 - Can you quit and get another job; would you be fugitive if left?
 - “wage slave”; Laura has not seen examples
 - often times Pullman Towns were in areas that did not have much and people had no other choice
 - tenet farmers areas; it is a depression and where could they go
- question remains on what is ethical and morally correct

Aftermath

- corporate business organization and injunction
 - issued by federal government
 - boycott of trains with Pullman cars
 - General Managers Association – pool of managers and attorneys ask for injunction
- shift in union strategy
 - number of hours worked
 - calling upon people who can provide information on better working conditions and pay
- report of the Strike Commission
 - public attention that is focused on Pullman- creates a new player in labor and business and this is the public

Laura referred back to the cartoon handouts

- public has interest in policy
- represented by Uncle Sam [getting necessities [food, coal, etc]
- well being of people may need some protections in the outbreak of workers and leaders and who will represent their interests
- no protection for the public and strike exposes the State Apparatus to be a player in arbitrating and negotiating
- “this is what we have today” – on the cartoon of “This may happen someday”
 - Urban Act passed by Congress as beginning of idea codified in rules and laws with federal government the well-being of the public

Wrestling the idea of laissez faire- sense of government and the responsibility of protecting the people

- teachers have lost tenure and right to unionize – picture of oppression [is this problem or does it depend on viewpoint]

Historical context= Progressive Area/ Guilded Area resonate as they put on the table with what we continue to experience

Online Resources [Richard]

<https://sites.google.com/site/richardbyrnepd/site/rsu-35-challenge-activities/google-advanced-search-challenges>

Online Resources

- Google – did not invent internet, just did it better
- put together some digital stories – every person
- “kind of like making sausage” – messy in process but neat in the end

Skills Assessment

- completed Google Doc on needs assessment

YouTube download

- can be a copyright issue

Google

- estimates 30-40% information searched by Google

Top-level domain

- .org
- .edu
- .com
- etc

“Go Daddy” for a domain ownership

Sub-domain

- .fl.us.edu [part of a domain]
- .us domain – can be useful for information generated within the state

Searching

- search for topic- then search in advance search function [for the state]
- search within a site or domain [‘.ca’ which is Canada for example]
- helps narrow topics
- can search topics from different perspectives
 - o American Revolution site: cn [China]

- Freedom of Speech site: cn
- Civil War search
 - adv search= civil war [.k12.fl.us] only comes from FL
 - [.k12.sc.us]- South Carolina
- search by file type
 - Google
 - civil war
 - adv search:
 - in file type-record “Google Earth”
 - in file type- can search for PPT files
 - and can request from the state school [.k12.fl.us] choose state

Create Your Own Search Engines

- narrow down where results will come from
- need Google account
- <http://www.google.com/cse/>

- create a blog – copy and paste to the blog the html/java code and creates a search box
- From example:


```
<div id="cse" style="width: 100%;>Loading</div><script src="//www.google.com/jsapi" type="text/javascript"></script><script type="text/javascript"> google.load('search', '1', {language : 'en', style : google.loader.themes.SHINY}); google.setOnLoadCallback(function() {var customSearchControl = new google.search.CustomSearchControl('00451427287777986415:qcpvi8yejga');customSearchControl.setResultsetSize(google.search.Search.FILTERED_CSE_RESULTSET);customSearchControl.draw('cse');}, true);</script>
```

Creating a stand alone search engine

- go to

Or, [manage your existing search engines](#).

-
- choose the search engine
- send the link [perhaps create a tiny url to shorten it
- my sample: <http://www.google.com/cse/home?cx=00451427287777986415:qcpvi8yejga> [make it tiny for ease]
 - o ideas- to send in Bb email/Outlook, Educator email

<http://Images.google.com>

- Lewis and Clark search example
- use public domain images [good practice]
 - o adv search and only images labeled for re-use and get new search results
- if found pic and wants one similar – upload the image and find similar pics to your image

Creative Commons and Public Domain

- use media they have the right to reuse
- Playing with Media
- “Harry Potter Can Fly”
 - o homegrown images, public domain, creative commons [levels within], fair use

Social Bookmarking Service

- solves problem of bookmarks you have saved and now are with another computer
- online app eliminates the problem
- “delicious” [del.icio.us] or Google bookmarks, is another
- can benefit other people and bookmark tags gets bigger and better and relevant materials [don’t have to share them all, can pick and choose with Google bookmarks]
- take a role of chaos and makes it organized
- “Social bookmarking in Plain English” – YouTube video

Google Bookmarks <http://google.com/bookmarks>

- Create New List
- Name it and add to it
 - o can do manually
 - o or can use the Google bookmarklet [on tool menu] and add to it
 - o use notes to bookmark
 - o “my lists” find the page and can share this with others by choosing ‘share’

Google bookmarklet

- left side ‘add bookmark option’
- click and drag Google Bookmark to toolbar- Google Chrome

Other indexes for history teachers.

[Library of Congress](#)

[National Archives](#)

[National Jukebox](#)

[Creative Commons Search](#)

[Avalon Project](#)

[Rumsey Historical Maps Collection](#)

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The Power of Images [Ernie]

The Power of Images, Part One

Handout given- "Excerpt from Walt Whitman, Democratic Vistas, 1871

Better understand American History with the use of art

- American art understands 19th century- post Civil War period
 - o value of using paintings
 - o paintings are side bar
 - o suggest ways to use paintings to get into it

Painting

- teaching cultural literacy
- iconic; cannot understand history without them
- students like to look at paintings as a simple technology, but powerful
- now recognize as it is imp to study history
 - o how to read
 - o color palette and understanding genre – as art perspective
 - o as history perspective- what looked and felt life in given time and place
 - o powerful sense of culture and values
 - o primary source- think critically about sources; subjective and developed by people with a vision
 - o need to know who created, bought, observed and reactions
 - o need to think about what painters don't include; remind what is there and what is left out of story

Gilded Age and Progressive Era

- painting "Breaking Home Ties" in 1890- move from country to city
 - o young man with nervous look- about to leave and go to city
 - not just from country to city, but great European migration
- Paintings can talk about enormous changes in economy and scale of econ productions
 - o propelling a shaft for steam ship painting
- Period of leisure and consumption
 - o objects people were able to maintain- consume [visit museums]
- America's rise of power

- internationally
- colonized the Philippines
- WWI
- Art was status objects; rarified only with people with means [\\$]
- Henry James, 1876- quoted about the great works of art during this period; all come from Europe
- Image of First Met Museum [full of Euro paintings and made available to public in America]
- Image of Biltmore Estate in NC [private mansions] drawing on ideas from Europe “America Renaissance” is what artists called this Americans buying renaissance from Europe
- JP Morgan’s library

How should be read this/creation of castles and grand buildings as America is becoming economic power?

- attempt to buy something in Europe that American cannot produce themselves
- new ‘robber barons’
- many of buildings are still treasured today; those not tore down are great benefactors
- attempt to create a country symbolic of what we are after Civil War [shared culture] when we desperately needed it
- When Europeans came over they proclaimed ‘we had no culture’
- Americans like JP Morgan were pushing against this idea; pedagogical idea- to bring culture to Americans and they are wider
- Importance of Columbian Exposition, 1893- painting by Daniel Burnham “Architect for World’s Columbian Exposition”
 - create a sense of how America should invest its ideas
 - American ideas looked to Europe as inspiration
 - Sergeant- great American painter [European painter trained in America]
 - counterpoint- trace it back to Antebellum period Emerson reported we needed distinct American art form separate from European model

What are alternatives?

- first attempt = Hudson River School– Frederick Church and Thomas Cole
 - artists influenced by Emerson’s idea
 - democratic art should appeal to everybody – human soul and nature
 - picture of scene in Europe is not relatable to Americans
 - landscape painters showed agricultural landscape and other side the nature effect [ruins]; one or two human beings in the art work

Democratic Painting

- “War News from Mexico”- importance of telegraph; wide participation; gives you full diversity; slaves in lower corner; class status around hotel
- pictures of carefree, frontier people and America

After Civil War

- moving from rural to intense urban
- rapid industrialization

- Thomas Cole picture of Niagara Falls in 1830 – left the hotel out of painting
 - o major tourist attraction is not shown
- call to create American life form

Charles Ulrich – Castle Garden – some sense of emotion of what it is like to arrive

“The Strike”- German immigrant; American born painter; considered shocking for ominous sense that something bad is about to happen [Pullman]

Many paintings like “Husking Bee” and Homer has powerful paintings about anglers

Fredrick Remington- Native Americans- frontier was closed but fascination was with Cowboys/Indian stories

- Buffalo Bill wild west time
- West was brought by rail, images of west spread
- Native Americans are depicted with respect/ important to record
- “Fight for the Waterhole” painting- way they capture male anxiety; increasing middle class lifestyle; fisherman; when men were men [true grit]
- lived in West briefly, but mostly lived in NY
 - o captured sense of comrade

Gender in this time-period

- capture what middle class life was like “The Breakfast” [1911] at captured bored middle class women
 - o maid
 - o consumption
 - o claustrophobic /depressive
 - o she looks deep in thought/ checking her pulse
 - o newspaper is in man’s hands – man has outside knowledge
 - o couple not communicating [today would be cell phone/iPad]
 - o domesticity

Race is a central issue

- Oliver Scott’s Minstrels “refined negro”
 - o very offensive – people who look like animals in the monkey family
- Great painter Tanner- “Banjo Lesson”
 - o treating African American music with respect
 - o more Biblical and not much more on race paintings

Winslow Homer

- was a white artist who took issue of race seriously
- The Gulf Stream 1899-
 - o in the country 1898- Plessy and Jim Crow; Spanish American War
 - image in metaphorical image of rock and hard place; country that was excluding African Americans
 - invoke conversation as it is controversial

Paintings of Democratic Art/reflects democracy

- Big story- explosion of city life/ chaos
- Ashcan Painters- deep admirers of Whitman
 - o began as newspaper illustrators
 - o court reporters
 - o vision of city
 - o according to Robert Henry- movement stood for American idea

Many artists were interested with impressionists [French]

- use color and unusual perspective

Ashcan Painters

- George Bellows “Cliff Dwellers” – energy of crowds and diversity [what life was like in ghetto]
- “The Lone Tenement” stuck under Brooklyn Bridge
 - o construction of downtown Manhattan by Bellows as well
 - o capturing the mundane/every day activities
 - o capturing nightlife and wanted to capture what it looks like [new electric light]
 - o focus on women
 - o young women are able to get jobs [factory, stenographers, etc]- enjoyed freedom and modest amount of spending money
 - o working girls who can dress up and go out without the supervision of family
 - o “Woman’s Pages”
 - o interested in men’s ideas- saloons were used for gathering [pub like]
 - o “Mc Surley’s Bar” “good ale, raw onions and no ladies”
 - o Boxing painting- rise of sports
 - o paintings avoid politics and are instead interested in using art to convey social times

Opening of Armory Show in NY

- brought over painters from Europe “avant garde”
- art for art’s sake
- transition – Chinese restaurant [bit scandalous]; one woman with 3 men [assume prostitution]

New Deal breadline

Edward Hopper – abstract art

- images that are lonely

Tuesday October 25, 2011

Politics of the Gilded Age [Ernie]

Names of presidents during this time – remembered for whiskers and big bellies

- Arthur

- Cleveland
- Garfield
- Hayes
- Harrison
- use presidents as a mark of what is happening but not during this time period

Why federal government did not do what people felt it should have done?

- entire economy was being shut down west of Chicago
- strikers are battling out
- we need to understand policies at the time – we assume it was corrupt
- “Bosses of the Senate” political cartoon was shown
 - o Wilson described it as an era of no leaders and no principles
 - o who can get control and take bribes in big business
- did not deal with problems; they were contributing [in the pocket]
- talked about currency and tariff
- grappling with wrong solution to the problem
- state and city government is the focus
- efforts of populists and reformers and Tweed
- rise of capitalism; arrival of immigrants and cities are dealing with these problems
 - o city politicians were involved
 - o historians are questioning this and urban area politicians did help [minimal safety net for return for votes]
- level on national politics
 - o during Civil War, S. Democrats were out of power [was divided during war];
 - o Republicans= called for strong active role; pushed high tariffs, railroad and link economy; Homestead Act; university system; much wider vision of the country
- Gilded Age- 1870-1890- build nation strength
- Democrats [party of active government] bounced back and in 1874- democrats took the house and came close to winning White House; Congress during Gilded Age= stalemate [Democrats- stop expansion of government]
- Both shared – federal government should be minimal; Congress should develop policy and president is an administrator
 - o this is why we don’t remember these presidents [listed above]
- Image of Harrison being elected [electric light] image/painting
 - o streets are full of people passionate about elections
 - o voter participation is higher than ever it was
 - o government was closely divided; S=democrat; N=repUBLICAN [OH was crucial state during this time period ‘have to win OH’]
 - o African Americans and women are not allowed to vote
 - o broad differences [there were close divisions and made government frustrated; all about stalemate; republicans were vetoed by democrats and vice versa]
 - republicans- supporting temperance; immigration restrictions [morals]; African Americans
 - democrats- against pro-business; pro-Civil Rights; Catholic and Jewish immigrants

What are issues we ought to pull out and work on?

- race

- republicans give up on radical republicans/ withdraw from south and move on
- democrats fight back
- keep blacks from polls in South and North is outraged [as 15th amendment and Civil War] and it is not prevailing in the south
- Cartoon of S. boot stomping on the Emancipation and amendments and constitution
- 1876- need to reunite
- Confederates are making clear that they are not apologetic for civil war and enrages northerners [Waving the Bloody Shirt]
- Republican Platform in 1876- slide shown on this
 - shame on you “united south”; sectional conflict
 - still traitors
 - Civil War is alive and well
 - threat and tone is uneasy
- Democratic Platform 1876
 - you are corrupt and your government has led to corruptions
 - centralization or corrupt centralism – against rise of central government
 - Grant exerting power and scandals
 - distancing themselves that the Union is put together and let’s move on
- Election Hayes [Republican] vs. Tilden [Democratic]
- map of division – 3 southern states that tip republican side
 - electoral standoff
 - “end” of reconstruction
 - “Corrupt Bargain”
 - Hayes was willing to pull troops as he believed in reconciliation [erase solid south]
- Henry Cabot Lodge “force bill” 1890
 - abolitionist
 - statement about writing the 15th amendment; we agreed as setting aside race as divider
 - Democratic senators filibuster this bill
 - Platform from 1892 [handout given late Monday afternoon and reviewed it this morning]

- government corruption

- Grant administration [terrible depression]
- Key issue= civil service reform
 - since Jackson- this was way government did business and hold power
- “kickbacks”
- civil service reform
 - Grant administration began
 - breakthrough [shown art work with people waiting in line to be president and cartoon of Arthur on stage and shown very large]
 - Chester Arthur- tariffs and port- all money passed through his hands and gave out tons of jobs in NY
 - fired and nominated as VP when Garfield was president
 - when Garfield was shot, Arthur becomes president [patronage in the assassin and corruption then becomes apparent]

- Arthur gets into office and becomes a reformer- pushes the civil service reform act and ends patronage
 - number protected expanded with each president; hired for talent not for loyalty- changing idea for respect for government
 - government by competent, not by loyal
 - side effects of civil service act= Arthur became super unpopular and goes out of office as not re-elected
- Gilded age reform solves one problem and creates others
- rise of economy and big business
 - often cited picture of standard oil [octopus] image
 - criticize federal government for not taking charge due to laissez faire
 - individual liberty is laissez faire- act as independent in marketplace; without interference from federal government
 - central role of government- classic liberalism= protect property [taking from one to another]
 - courts limits 8 hour law and protecting child labor and women
 - economy =Panic of 1873 and 1890s- economic expansion and contractions
 - some was done as government was not involved
 - Grover Cleveland
 - lessons of paternalism =unlearned
 - people should patriotically cheerfully support government but not other way around
 - government did interfere to protect property- [image of *The First Troops in Homestead July 12, 1892*]
 - Great strikes and Homestead Strikes and Pullman strikes
 - 1892 platform- large corporation as monopolies =problem, but no effective way to deal until later in Progressive Era
 - central tariff- raise money/budget; tariff =tax on imported goods [way to get started but once established= should lower tariff but republicans forgot about that; democrats disagreed]
 - making American goods too expensive and this was problematic
 - Republican Platform, 1892 on tariff [see handout –back of first page, under the title, 2nd paragraph]
 - Begins with “We affirm...”
 - made in America- want American people to have jobs and keep jobs here; if we can’t produce it, buy from US
 - Democratic Party Platform 1892, on tariff
 - 4th paragraph on stapled handout- page 1 “We denounce”
 - Populist Platform, 1892 [see handout page 2 near bottom]
 - frustration with direction of economy
 - demoralized; economic pain; people who are feeling it the most are the people’s party and spread to many people in the country
 - the slide was read from the backside of page 2, paragraph 2 “We have witnessed”
 - fighting over sham battle of the tariff; distinctions/reflections of what people think about Gilded Age politics
 - populists are making effort to do something different
 - “Resolved”
 - 3rd party moving conversation in a different way; no political power
 - 2 views [showing hot air balloon basket of lunacy] and then cartoon of which box will the voter put his ballot

- Ernie pointed out the part about Transportation in the handout
 - owned by government was discussion
- see them as raising questions

Jane Adams and Hull House [Laura]

Woman's activism in this period

- ideas don't shift on their own
- political thought is joining together of number of different groups that push forward ideas of progressivism
 - picketing; letter writing
- women are arguing for "municipal housekeeping"
- percentage of women- tough numbers – woman's Christian – had millions
 - mid 1880s- related problem of alcohol to problems with families [Christian]
 - general woman's club= millions
 - 'fairly' woman
 - *Triangle* connects industrial tragedy, politics and woman activism connect [book talk coming]
- Image: "Woman at Breakfast"
 - she is hanging out without much going on
 - talked about another type of woman
 - upper middle class/more privileged- carving our sphere of action and major social questions
 - boredom may come from the disconnect between the educated women and then coming home and experiencing the oppression of women

Jane Adams:

- Who is she?
 - born in N. Central Illinois- her bio is similar to many progressives – moved from East to Cedar Grove, IL
 - dad is pillar of community; owns a mill [central piece of economy]
 - dad is a banker
 - dad is founder of republican party in IL and becomes senator
 - middle class and educated [dad believed in education of women]
 - when she finished high school, dad supported her going to college
 - at time books written about education for female sex being a detriment [make them infertile]
 - idea is relative new for the time
 - moment of people with means can send daughters to college
 - this facilitates the idea of problems wrong with society
 - step-mom takes her to Europe [Twaney Hall?] to see important artifacts of civilization; in course of that [2 trips abroad] she is searching for her life's work and what it may be
 - brings manners and sense of responsibility and uplift
 - during this time, Jane is being pushed to marry her step-bro; other option is missionary work; way to contribute to well being of society
 - limitations of options
- How does she exemplify a class of women in American life?
 - Document A [handout]
 - From Jane Adams [social settlement]

- appearance that we care
- she was groomed for a life and then denied rights
- women who were educated =problem of many people of this era
- she is left with problem of what she should do with her life [how spend her time]
- her story is showing the clash between family and society views
- Book Clubs – focus on literacy and culture and women would prepare papers to the club; presentation/group effort become a way to gain experience in public; go in direction of discussing social problems
 - Jane settles in Chicago and see the Clubs here
 - should we take on social problems- question [very radical during this time period]
 - building of political consciousness in the clubs
 - she has epiphany to find home in poor Chicago areas and bring culture and turns to Chicago Woman's Club for support
 - they discuss proposal and endorse her and support her
 - takes money and buys stately house [she and Ellen Star- college friend] and open Hull House
 - woman's club members majority are married; part of shift of woman are doing
 - Adams and Star remain unmarried [many remain unmarried and focus on reform]
 - open house and wait and wait for visitors and Adams realizes things are not as she thought they would be; she wants to develop relationships- she will have to reach out; they invited neighbors and develop an Italian
 - Club to invite their Italian neighbors; social time for woman [girl's night in]
- what are motives
 - philanthropy
 - do gooders
 - is it about Americanization
 - Hull House become English schools for immigrants
 - is it imposing American language among immigrant neighbors
 - is it alternative to saloons and danger in cities
 - the interpretation of her motivation and effect of her work have taken a beating; coercive side some may suggest
 - Laura- this is genuine and emblem /symbolizes the way progressive reformers transition from philanthropic to active role
- Document B
 - Jane sees reality of what she is doing
 - not bringing culture; they don't need culture; need sanitization and advocate
 - she realizes early that she stepped into a big mess of problems; they need concrete things
 - what stands in way of making changes; what does she identify as the problem- lack of initiation; no enforcement; exploitation; 'get it done'; people are barriers as they acquire knowledge- they move on
 - Chicago's big fire, the codes and urban environment- the city becomes more spatially segregated

- keep in mind – what the government’s role; shift between social problems [poverty and vice as individuals failing] versus result of environment in which they live
- framework to understand poverty/vice as a systemic problem that comes from city not taking responsibility [i.e.- to build sidewalk- this is for the people]
- municipal government, by progressive era accounts, need to take greater responsibility
- early initiatives = creating of woman’s club – to visit /live
- 1892- vote to get involved and clean up alley near Hull House
 - showed picture of woman in dress to clean alley
 - dig down 18 inches of trash= wood pavement underneath – the municipal government was not doing their job
 - sanitation workers were not doing jobs; not checking on compliance [horse problem]
 - woman take political tools available to them- letter writing and public campaigns, lobbying, letters to editors to do something – writing and writing to men voters; complain about people not doing job
 - Powers appoints her as garbage inspector- making sure sanitation companies who are being paid; she holds job for several years and pushes them to do more and have sense of social problems and lack of municipal government
- Document C
 - stark terms- see the sentiments what these women are doing
 - moving from domestic womanhood that are men’s responsibilities
 - new political activities creates a contentious position for movement into political activism and consciousness
 - certain sacrifices she made to live in here
 - the document is indicative of time; women don’t belong
 - women have to take on the idea that women are not political beings; role lies in domestic sphere
 - image [at noon] of much smoke/coal plant
 - public health issues – another factor in getting into activism [smoke=cannot breathe coupled with corsets]
- What are social sentiments and how do they create a space for activism and political action?
 - some woman who were in Hull House
 - Florence Kelly- married European; social politics [abusive hubby and comes to Hull House] and works with protecting in domestic situations – very attuned to role of state in protecting public health and labor rights
 - Kelly appointment to IL Labor Statistics Committee- sweat shops were very small and dehumanizing ‘spring up where there is room to be had’
 - Kelly lays out argument that state needs to regulate this industry
 - combination of Hull House, campaign, letter writing, and privileged women who are lobbying for factory legislation law – creates 8 hour day; child labor [under age of 14]; minimal expectations for sweat shops; regulated and watched
 - in end, law passes and Kelly is appointed to gather stats, maps of Hull House [demographics] and women of Hull House through network, others arise like this
 - “Hull House Maps and Papers” – available online [she showed an image]; careful collection of data
 - help those who govern and way politics may work to support issues

- collection of data becomes progressive era and the ways we do things today [DDDM]
- showed image of The Links that Bind the Home to the City Hall [municipal housekeeping]
 - appeal to males to support suffrage and appeal to women to see the importance [as there were women who did not think that this was good]
 - targeting middle class women

Digital Storytelling and Technology [Richard]

Digital Storytelling

- anything other than writing an essay
 - making a video = an example [much different than it is today]
- could be podcasting [not limited to iTunes]
- Can do animated cartoons [comic-con] – drag and drop feature
- Equipment- computer and web browser [on side=update as often as possible]
- need digital camera – recording video and images
- need microphone [iRig Mic] which can be used with all “i” technology [iPhone, iPad, etc]
- Playing With Media [book] by Wesley Fryer “Harry Potter Can Fly” – refers to media – see Monday’s note for acronym

Copyright, Creative Commons, and Fair Use

- Wesley Fryer –Copyright for Educators
- American University – Center for Social Media
- Temple University –Media Education lab

The Student Process [compare to essay]

- Steps:
 - Outline, Gather, Construct, Revise, Share
- Add one more with digital storytelling
 - have people reflect on your work
 - Did the audience learn from you?
 - accuracy
 - storyline development
 - audience engagement

Sharing Digital Stories

- put on Web if you want it to be seen
 - blog/website
 - YouTube
 - Next Vista <http://www.nextvista.org/>
 - Podcast Network

Google Art Project

- <http://www.googleartproject.com/>

- zoom into art work and Museums with art

Google Maps: <https://sites.google.com/site/richardbyrne/psite/rsu-35-challenge-activities/google-maps-and-earth-challenge-activities> This is the HOW TO for Google Maps

- social studies = geo-locates stories
- How to create a Storybook with maps
- Sign into Google
 - o go to "my Places"
 - create map
 - title it and then description and then 'unlisted'
- embed videos
 - o drop into place mark and choose ok and done
 - o embedding video:



- KML feature- you can record [camera icon] and can record what is happening on screen

Video

- CYOP [choose your own path]
- have to upload videos to YouTube first and then you can create the video
- service recommend is called

Creaza Education (<http://www.creazaeducation.com>) offers four useful products for teachers and students interested in multimedia production. At the heart of Creaza Education are their movie editing and audio editing tools. Creaza Education's video editor, like that of We Video, is completely web-based. Users can upload media from their computers to their Creaza Education accounts to then mix and edit into a video. The selection of media files offered in the Creaza Education video editor is not as large as that found in We Video, but Creaza Education makes up for that by offering a couple of other handy features. Those features being a built-in soundtrack editor and a built-in storyboarding tool in the form of a mind map generator.

<http://www.creazaeducation.com/> [like iMovie]

- create user name and PW
 - o some stock media files
- YouTube and then to "online convert"- convert video with spam
- have to save video to computer prior to uploading
- drag video into the bar on bottom
 - o add images to it [still images]

- can add transitions [drag and drop after determining where to splice the footage]
- can add music from their library as well
- can add text/graphics as well
- add title



<http://www.wevideo.com/>



- create your own with a UN and PW
- <http://www.wevideo.com/inspire> - this is the How To video... ☺

Popplet

- UN and PW set up
- <http://popplet.com/>



- similar to Prezzi
- http://www.youtube.com/watch?v=DU5q7ms4Lfi&feature=player_embedded What is Popplet YouTube video

The Superhero Squad

- http://superherosquad.marvel.com/create_your_own_comic

The Power of Images, Part Two [Laura] Photography and the Progressive Era

- Some images are troubling in our past
- approach thinking [role of photography] very much a part of our modern world
- roots in presentation – historically and in the world today
- photography= mass technology [what does that mean]

Began with image of image at Edison's home [by Jim]

- In Gilded Age- view master of 19th century [Stereopticon]
 - o creates 3D image – popular souvenirs or gifts
 - o people who don't travel- creates possibility of understanding
- 1880 Kodak creates film – showing lady on top of ladder taking picture
 - o Kodak creates way to create images “Brownie Camera” – you press the button and we do the rest [\$1.00]
 - send film off to be developed
- creates complex sources; imagination; post card are mass produced
- builds mass market for consumption of photography and subject of picture
- progressive photos are used a sense of knowledge of issues in society
- idea – way to educate public and formulate opinions and move people to action
 - o part of social science/ tool of reform [what we see in frame; outside frame- what is context]
 - o who would take picture and why
- Images of slideshow from Jacob Riis “How the Other Half Lives” book to expose urbanization and impact on children
 - o sadness
 - o every day life
 - o exposing conditions
 - o pictures showing an ‘agenda’
 - Riis's style was not to stage- but to show problems
 - has agenda and is part of progressive network to regulate conditions which lead to problems
 - many of pictures are of people sleeping and not standing on their feet
 - o point made that we can look at this from a different perspective that some people are really in a good place and this may be a step-up for them

Lewis Hine [you can find many of pics online]

http://digitalgallery.nypl.org/nypldigital/dgkeysearchresult.cfm?word=col_id%3A175&sScope=images&sLabel=Lewis%20Wickes%20Hine%3A%20Documentary%20Photographs%2C%201905%2E%2E%2E

- contrast him with Riis
 - o progressive former and attends University of Chicago and connected to reform networks
 - o moves to NYC and took school children photos
 - o involved in 2 projects that generate emotion:
 - Ellis Island
 - think about way photography as an image and representation/circumstances contribute to building sense of identity
 - how does viewer relate/ what is story
 - interpretation with immigration and across new urban experience
 - “Climbing Into America” 1905
 - o sense of movement and climbing upward to the new world
 - o not an easy effort
 - Mother/grandmother and 2 children at Ellis Island – wonder what looking at

- quarantined
 - looking ahead
 - left open
 - early 1900 immigration is common
 - remembrance is a theme
 - National Child Labor
- slideshow of Hine's
 - more attention on the individual
 - not shock value
 - more about capturing the person; immigrants
 - his process is different than Riis [no candid shots]
 - pictures from the Child Labor committee 1909 [resists the urge to present the children as one-dimensional]
 - sense of pride in pics
 - sense that they are resilient
 - shows children who are taken care of as evidenced by hair braided
- The way that pictures were available, a sense of identity raises questions of who takes pictures and why do they take picture

Photography and Race

- Images of lynching that peak during this period 1880-mid teens 1915-1918
- lynching was a big spectacle
- showed several lynching photographs

Du Bois – photographer

- no attempt to hide identify
- children are present during lynching
- postcards are created with lynching photos [young couples are watching]
- dismembering of people and burned [souvenir idea]
- the images shown are from Indiana – largely race based but was across the US
- not only African Americans but also Whites were lynched
- photos taken and purchased [postcard] and shown as evidence they were there/claim to fame
- power of images; suggestion is that this is making an identity of 'white'
- raises questions of American democracy
- mob mentality might undermine rationality – nation can exist as we are people of law; these are troubling as it is extreme mob behavior
- argument for lynching= code of honor is white woman was raped; Adams took issue- women don't need protection- we need to be powerful
 - exercising control over African Americans [control of representation in photography] is 20th century and now 21st century
- Du Bois – in 1900 world fair in Paris and collected photos and put on exhibit [African Americas] – African Americans and invited them to sit for pictures
 - era of respectability
 - what was a stereotype

- what type of publication- in 1901- Buffalo, NY; world fairs were important medium of conveying knowledge
 - put it out as alternative view
 - middle class African community
 - market for reaching public= newspapers and then publication for books

Power of images to move us to action, to create an identification or existence [what kinds draw you in/set you back]
 how do you make connections with other people?

- progressive era= technology mass level [with images and photography]

Wednesday, October 26, 2011

World War I & Eugene Debs[Ernie]

- Power of publicity to move public opinion – we spoke about and the populist movement and rise as important step for more active government [not run world, but serve]
- Fight for free speech
- Ernie teaches class about democratic liberties – war sometimes provides opportunities that places individual liberty in jeopardy ‘War and Truth’

Home front – raising troubling questions with individual liberty

- shown a campaign poster for Eugene Victor Debs [socialist party and serving 10 year sentence in jail due to speaking out against war] 1920
- Debs ran for president 4 times already; America’s great speak makers [of his sort]
- sat in prison [working in hospital] could send out letter every 2 weeks as campaign
- why would government allow him to run and why did so many people vote for him as he was branded as a traitor
 - 1920- conservative and conformity [socially]; pro-business Harding; first Great Red Scare [communists and deportation]
 - as a conservative time yet many vote for Debs – who are the people who voted for him

Debs

- country in throws of industrial revolution
- evidence by strikes
- began career by organizing railroad union and went to jail during the strike
- up to this point, was a labor leader and member of democratic party
 - when organizes against RR, he then thinks the 2 party system is rigged against the working people – therefore we need a 3rd alternative
 - converts to socialism while in jail [legend]
- began political career as populist party but then became socialist
- powerful leader in party as many were immigrants and fit into this charge
- Debs was homegrown [Indiana]; translated socialism as a democratic logical extension as democratic practice; next fight should be a wage topic [more active participation where they are producing wealth]
- people are skeptical if he completed reading the book _____
- “The Unemployed” a picture of people in opera, not working

- socialists= capitalist problem who are corrupting and exploiting labor to a bare subsistence labor and fruits of labor are going to wealthy
- Cooperative Commonwealth- vote in self interest, they would form new government and control means of production
- radicals= violent and capitalists would never give up
 - o socialists rejected it and said in American system American workers have the vote; ballot box and keep the people educated
- “The Red Special” image of train
- traveled the country and gave him opportunity to give speeches in order to rally interest in workers [break loyalties to their current party] and gain support for the socialist party
- Deb Rally in Madison Square Garden, 1912- photo shown
 - o people wanted to see Debs even though there were more people who were socialists
 - o large crowds and this is how party raised money [10 cents for entry]
- Teddy R. did not like this idea and spoke out against him
- 1914- battle breaks out in Europe= WWI

WWI

- most Americans did not want anything to do due to war
- Wilson promised neutrality and America would be peacemaker
- urged Americans to remain neutral and 1916 and Wilson re-elected as he was going to stay out of war; Debs did not run in that election
- socialists did not do well; they all thought Wilson was a good choice [many socialists]
- US enters into WWI [complicated story we talk with students about]
 - o reverses course- many Americans feel deeply betrayed
- isolationists- Atlantic Ocean was given by God and we should stay in this area; stay out of European affairs
 - o large amount of immigrants are not into supporting where they fled from
 - o i.e. Irish, Jewish, German, etc
- socialists are strongly opposed and most organized political party that strongly opposed to going with this war and opposed to the draft [like it or not- have to go in army and go overseas]
- St. Louis Platform of the Socialist Party, April 1917- Upton Sinclair [active member of socialist felt supporting Wilson] but most did not
 - o pledge- public opposition of the war and unyielding opposition
 - o war is between imperial powers who are fighting over control
 - o JP Morgan’s debt; rich man’s war and poor man’s fight; American workers are fighting for the rich folk
 - o up for grabs who will win; we committed ourselves [with smallest army]; nothing like air-force and navy; recruit 4 million and train them and get them out; 100,000 volunteers and needed a huge amount

Wilson

- appointed Creole
- “Beat Back with the Hun with Liberty Bonds” [national archives –cartoon like image]
- make case of what war is like- safe for democracy
- “Destroy This Mad Brute” – Enlist image shown
 - o vigil anti-violence
 - o people who were not patriotic- violence against them as they were not supporters

- campaign to portray the
- Espionage age
 - allowed government to silence critics
 - postmaster did not have to deliver propaganda
 - i.e. “At Last a Perfect Solider” and “Having their Fling”- cartoons were deemed by post-master of being un-patriotic and driven into bankruptcy
 - appeal to reason [newspaper] 7,000 readers was anti-war was not able to be carried in mail
- illegal for people to speak out against the war
 - many were socialist/anarchists
 - some were religious
 - some just talking in public about their opinion
 - made you vulnerable for 10-20 years and an enormous fine

Debs speech 1918

- working class fight and he was arrested for this
- he said he was trying to convince young men to skip draft – it was Debs’ intention
- we are committed to free speech but you cannot use it for conspiracy/can’t use incitement and this is what Debs was doing with this speech
- Debs used the opportunity in jail as another opportunity for making a speech; compared unpopular men of the past who are admired for their unpopular idea; socialists are the same thing – unpopular minority but history is on our side and ultimately will be vindicated
- Debs on Trial
 - obstructing war
 - patriotism
 - argument made no impact on judge and jury and he was convicted
 - elderly in age and ill health; war is winding down as he is going to jail
 - many people are saying this was overreaction and hoping for Supreme Court to report that as well; not happen- the Supreme Court reported, unanimously, that he is convicted
- Holmes on the Schenck Case, 1919
 - no court can protect
 - first amendment in times of war means something different than in times of peace
 - need for public safety and liberty
- image of Debs in prison outfit is shown
 - very people protested
 - but in the end he served 3/10 years as public opinion began to change
 - country had second thoughts – not many people who cared about others in prison, but to see Debs in prison
 - he was humanitarian
 - Amnesty Campaign- labor unions, woman movement, churches, writers, painters and printers to pressure government to let Debs and others out of prison
 - tested what the First Amendment means
 - used a postcard campaign; union organizers circulated protests
- A “monster” amnesty petition on its way the White House- photograph was shown
 - many important people signed

- Kate Richards O'Hare- socialist leader in Midwest and was in prison for speech and rounded up children of political prisoners in front of white house
- best known for us now [not at that time] American Civil Liberties Union – emerged
- For President- convict #9653 – like image on cover of Ernie's book
 - vote for Debs as a means of protesting
 - 1 million Americans voted for Debs
- not all sympathize; KKK is an example; broke up meetings
- NY Times, 12 March 1919- against Debs release – shown on screen

Harding comes to office “return America back to pre-war peace”

- amnesty is growing
- “A Prison for your Thoughts” image
- if we don't fight back now, we never will be able to do so
- others- war is over, let's let it go
- “On the Outside” political cartoon [Debs in prison]
- led to passivism movement and public sentiment pushed against WWI
- led Debs out of jail on Christmas
- let bygones be bygones and let people out of prison
- Debs felt people who are in prison [the poor folk] – he was their advocate and worked with them; developed a respect
- Debs is let out of prison; prisoners give ovation and are allowed out of cell; and turns with hat off his head and described this as his best moment in political life
- Harding and Debs spoke and parted as friends but agree to disagree

Debs

- launching self into rebuild socialism, but it cannot be done
- socialism is divided among communism
- hated czar [Bolsheviks are inappropriate]
- socialists continues, but essentially wiped out

Holmes, Dissenting in Abrahams vs. US 1919

- slide shown and Ernie read to us
- Ernie reported this is something to be sure to express to students
- government should only intervene when illegal activity is just about to happen
- changes his mind to Schenck Case [see above for this case]
- reaction to Debs case

Theme:

- power of government interfering with our rights rather than protecting
- American Civil Liberties Union
- checks and balances
- threats to our freedoms
- Today- 911 Civil Liberties comparison – sacrifice liberties for sake of security

- free speech zones; right to speak and people can read our emails – grounds on the debate keeps changing
- after 911- strong support for what government needs to do- just do it
- some are working to keep government honest [checks and balances]
- when constitution was written, there were no fear of terrorism
- Bill of Rights written as the colonists experienced the fear of strong central government [kids today don't know what they are missing]
- social networking- as a teacher rights are limited
- good history and civic education is important element/tool; Zachariah Chaffey- [maybe that was his name?]

[Document Based Question: Muller v. Oregon \[Laura\]](#)

Received Fact Sheet on *Muller v. Oregon*

Muller v. Oregon (1908)

- Muller was fined [launderer] and Oregon upheld
- Does *Muller v. Oregon* contribute to a redefinition of liberty? Does it promote or hinder liberty? For whom?
- Why is the case so controversial in years following?
- court ruled in favor
- idea of freedom from contract
- set up the case the notion that courts need to protect people
- what is limit of states and function of courts in protecting liberty of citizens
- overturned 8 hour provision
 - o class legislation- discriminated on one group and favored another
 - o employers discriminated against and in favor of women
- series of court cases 1898- case affirmed police powers [health and welfare] of citizens
- entering edge- where can move into legal case of the time
 - o help us expand protective powers of the states
 - o NAACP- school desegregation [strategy] national consumers league
- case came to Oregon Court
 - o 10 hour work day
 - o Muller- over 10 hours – the National Consumer League
- entering wedge [10 hour law and in violation] and if we can get SC to rule in favor, Kelly and Brandies use a Brief “Brandeis Brief” about harm to women working in industries
- what is liberty and do women constitute a different class from men

Small groups answering questions:

- Does *Muller v. Oregon* contribute to a redefinition of liberty? Does it promote or hinder liberty? For whom?
- Why is the case so controversial in years following?
 - o we held discussion surrounding this
 - o keeping family – reproductive organs – keeping it safe

- holding back civil liberties; burden of motherhood [multifunctional person]
- protects women so they are not being taken advantage of
- “police powers” of the state
 - protected class [See Document C] – have to protect women
 - Court agrees with Document C and police power leads to “protected class”

Lockner v. NY Case

- Group of bakers
- hours argued and in another with miners
- use this case to carve out protection

Theme

- taking off 21st century glasses and ‘be in the moment’ and think historically
- A number of issues are opened in this period that will be dealt with in courts
- How do women see this? Oppressed or not?
- What happened to language of protection/post-suffrage
- Equal Rights Amendment in 70s; roots were in 1920s; what is at stake here for treating women and men as different classes? What that might mean for women?
 - impact abilities
 - subservient role to men
- Individual vs. Pullman
 - places on table primary issues fought over in progressive area
 - is there a role for the state
- set up precedent

Incorporating Technology [Richard]

Video with band in field Group Called Ok Go “Let It Go, This Too Shall Pass”

- one take and it was complete

Phish and Grateful Dead

- same model of sharing freely

Dr. Seuss

- The Butter Battle Book
- concepts of Cold War
 - reached out to Twitter friends and Network 2.0 and found ideas or Google Plus
 - began conversation of why fighting

“Sketchy Explanation: Starting a PLN” YouTube

- PLN [professional learning network]

Goal:

- share experiences with others

Google +

- tool to use

Posterous Spaces [easy way for students to share online safely]

- tool for students
- what have you learned and what questions do you have moving forward
- anyone can contribute without a login

Classroom 2.0

- for lesson ideas

Twitter [organized chats]

- #hashtags – way to search
- #sschat
- #disted
 - o conversation about teaching social studies
 - o Monday night at 7PM they meet each week
 - more you share, the more returned
- Step 1:
 - o complete profile
 - o participate – post a few messages
- Step 2:
 - o find people and things
 - o follow people
 - o #rmburyne [presenters on Twitter]

<https://sites.google.com/site/richardbyrnepdsite/digital-storytelling>

- create your own game <https://sites.google.com/site/richardbyrnepdsite/create-your-own>
- Purpose Games
 - o search and create your own games
 - o on page- address above- you can create games [all are free except one]

Fed Flix- behavior videos [government/old videos]

- great history resource

Google Books <http://books.google.com/>

<https://sites.google.com/site/richardbyrnepdsite/rsu-35-challenge-activities/google-books-challenges>

[Google Apps Challenge Activities >](#)

Google Books Challenges

For how-to's [click here](#) then open Google Books for Educators at the bottom of the page.

Challenge Activities:

1. Search for a book by topic then refine your search to "free Google ebooks."
2. Use the advanced search menu to refine your search to "full view only" books.
3. Use the advanced search menu to refine a search by date, author, or publisher.
4. Search within a book for a name or phrase.
5. Download a free ebook.
6. Share an ebook via the link provided or by embedding it into a blog post.
7. Create a bookshelf in your Google Books account and add some books to it.
8. Share your bookshelf with someone else.

- 2 versions
- research side is what we looked into during session
 - o search the topic
 - o left hand side – find ebooks [free read/download]
 - o helpful for research for students/teachers
 - o can make a specific search [by century]
 - o then within a book can search [like Kindle] for keywords
 - o free Google ebook- [send link in email]
<http://books.google.com/books?id=JwspAAAAYAAJ&dq=civil%20war&pg=PP1#v=onepage&q&f=false> – link for the Civil War book we searched for in session
 - o highlight and share a portion of the page [embed] or make into a .pdf file of the whole book

Google Apps Challenge Activities – portion of the Google site <https://sites.google.com/site/richardbyrnepd/site/rsu-35-challenge-activities>

Google Sites and Blogger

Tubechop.com

- select times after previewing in YouTube
- start and end "update" and "chop"



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