

Civics for All: Kid Lawyer

Objective

Write an advice column after analyzing a Supreme Court case about free speech.

Resources/Materials

- *Tinker v. Des Moines (1969)*
- *Letter to Kid Lawyer (p. 141)*
- *Advice Column Organizer*

Activity

- Read *Tinker v. Des Moines (1969)* and look at the and answer the following:
 - What happened to the students involved in this case?
 - What rights were involved in this case? What do those rights mean?
 - What was the outcome of the case?
 - What effect does the outcome of this case have on the rights of students in school?
- Read the *Letter to Kid Lawyer* and complete the *Advice Column Organizer*.

Additional Resources

- ACLU: A Supreme Court Fight For Students' Free Speech Rights
https://www.youtube.com/watch?time_continue=10&v=go63SCNT6OQ&feature=emb_logo

Tinker v. Des Moines (1969)

Facts: In the 1960s the United States was at war with Vietnam. In response to the war, John Tinker (15 years-old), Mary Beth Tinker (13 years-old), and Chris Eckhardt (16 years-old) wore black armbands to school in protest. At school, they were told to take off the armbands and were suspended. They and their families **sued**, claiming that their right to **freedom of speech** was not respected.

Outcome: The Supreme Court agreed that students and teachers have the right to freedom of speech in school as long as their speech doesn't deny the rights of others or disrupt classwork or school activities. The Court decided that school officials could not **cancel** student speech unless it disrupted learning and the court found that wearing a black armband was not disrupting the learning process. Students have the right to speak out, distribute flyers and petitions, and wear clothing that expresses their opinions, as long as it does not disrupt learning or the school environment. If students miss class or school to express free speech, schools can punish students for missing class because students are expected to attend school. However, a school cannot discipline students more harshly because of missing school to express their opinions.

sued: having taken legal action against

freedom of speech: the right to express your political opinions and thoughts and not be punished as a result

cancel: to stop, hide, or prevent something that is considered unacceptable.

Citation: Tinker v. Des Moines Independent Community School District, Oyez. Accessed February 7, 2019.
<https://www.oyez.org/cases/1968/21?sort=ideology>

Letters to Kid Lawyer

Dear Kid Lawyer,

I need your help. I am a fifth grader who has to bring my parents in for a conference with the principal. I am really worried because I have never been in trouble in school before and I don't think I did anything bad.

It all started last week. My big brother, Jonathan, was going to a protest about state testing with my mom. I never went to a protest before but I really wanted to see one. So I asked my mom really nicely and she said that I could go. My big brother and I stayed up late making posters and the next day I missed half of the school day to go to the protest. When I got to school, I was wearing a T-shirt that said "We Hate Tests!" Some of the other kids in my class asked why I was not in school that morning and I told them about going to the protest. After talking for a while, my teacher seemed upset and sent me to the principal's office.

My principal told me that I could not miss school and disrupt class and gave me a letter for my parents to set up a meeting. I am really worried, Kid Lawyer.

Please help!

Sincerely,

M.

Advice Column Organizer

Directions: Work with your group to identify relevant details and infer what advice you can offer to the student who wrote to Kid Lawyer.

Facts:

What happened to the students involved in this case?

What rights were involved?

Which court cases might connect? (Circle the cases that connect)

Tinker v. Des Moines (1969) – Free Speech

Goss v. Lopez (1974) – Due Process of Law

Plyler v. Doe (1982) – Equal Protection

Explanation:

What relevant details from the court cases apply to your Kid Lawyer letter?

What advice will you offer this student based on their rights?

continued on next page

Put it all together! Write a letter back to the student who wrote to Kid Lawyer and offer them advice on their problem.

Dear _____,

Sincerely,

Civics for All: Political Participation

Objective

Analyze images of people participating in the political process to learn more about how members of a community participate.

Resources/Materials

- *Thinking About Images Template*
- *Image 1: Voting*
- *Image 2: Letter Writing*
- *Image 3: Town Hall Meeting*
- *Image 4: Debate*
- *Image 5: Canvassing*
- *Image 6: Protest*
- *Image 7: Calling a Representative*

Activity

- Politicians are representatives that we elect or choose to make decisions that affect our daily lives. We want them to make decisions that we agree with. One way that we can help politicians know the decisions that we want them to make is by being an active participant in politics. Just like it is difficult to pick out a gift for someone if you do not have information about them, it is difficult for politicians to make decisions for their constituents if they do not have information about them. Today we are going to look at the way people participate in politics and explore the question, “What does it mean to be an active participant in politics?”
- Review the *Thinking About Images Template* and complete it for the images in this activity.
- Reflect on the following questions,
 - Based on your analysis of the images today, what does it mean to be an active participant in politics?
 - Can kids be active participants in politics? How so? Why or why not?
 - What are some ways that you can actively participate in politics?

Image 1: Voting

Voting is one way we participate in government by choosing which politicians represent us in government. Politicians make decisions that affect our families, our neighborhood, New York City, and the entire state.

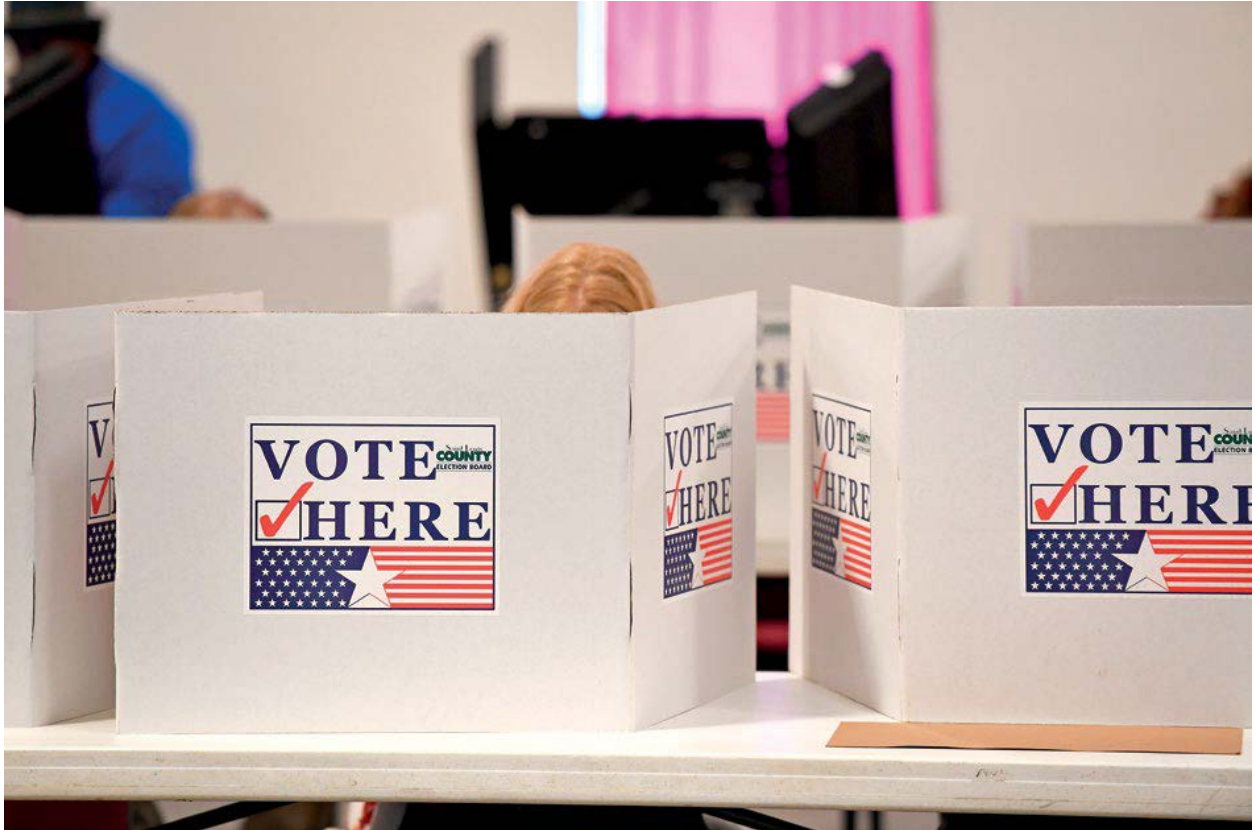
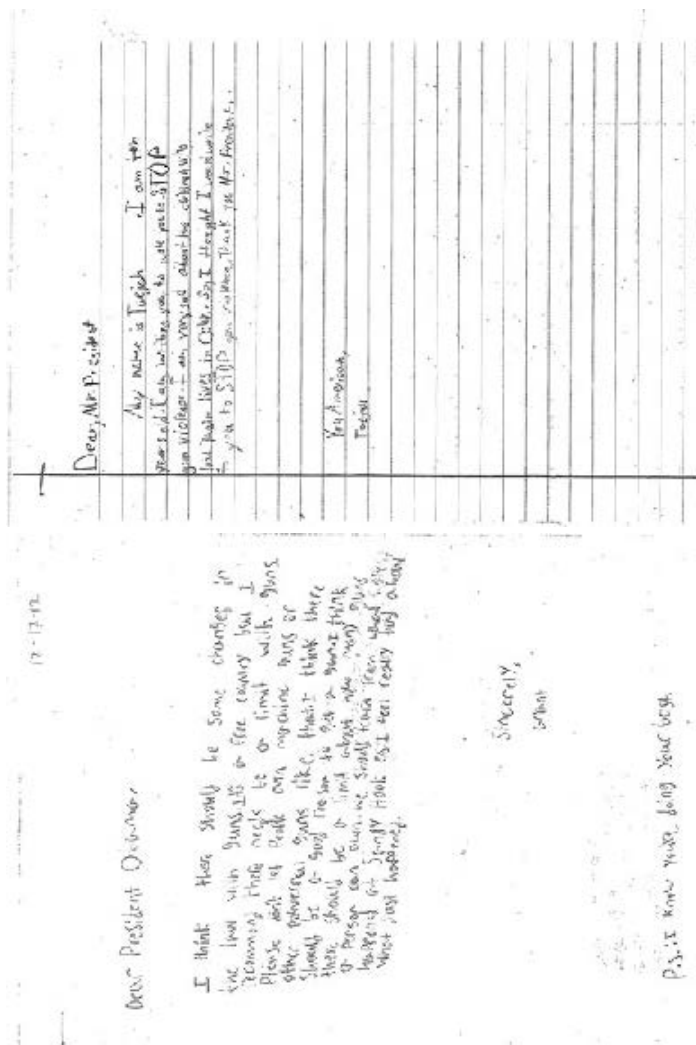


Image 2: Letter Writing

People sometimes write letters to politicians thanking them for doing a good job or telling them about issues and concerns that a person has.



Citation: "Letters provided by the White House from children (Julia, 11, of Washington; Grant, 8, of Maryland, and Tajah, 10, of Georgia) ask President Barack Obama to change gun laws," AP Photo/White House.

Image 3: Town Hall Meeting

A town hall meeting is a time when people in a community gather in one place to ask questions of politicians, tell them about concerns or issues that they have, or discuss the rules and decisions that politicians are making.



Image 4: Debate

A debate is a time when several politicians gather to talk about their beliefs, the types of decisions they want to make, and how they will help the community. During a debate, politicians attempt to persuade people that they are the best person for the job.



Citation: dpa picture alliance archive, "United States President Barack Obama and former Massachusetts Governor Mitt Romney as they begin the first Presidential Debate of the 2012 General Election at the University of Denver in Denver, Colorado, October 3, 2012," Alamy Stock Photo, <https://www.alamy.com/>

Image 5: Canvassing

Politicians and people who support them will canvas when they are trying to be elected to represent a community. Canvassing is when politicians go to a neighborhood and go from home to home to introduce themselves to people and talk to tell them about what the politician believes and ask about what issues and concerns people have.



Image 6: Protest

A protest is when many people in a community gather to express that they are unhappy about a rule that exists, a decision a politician made, or to make people aware of an issue or concern that community has.



Image 7: Calling a Representative

Just like people write letters or attend town halls, sometimes people will call politicians to thank them for doing a good job, tell them about issues and concerns they have, or ask about a decision the politician has made.



Hidden Voices: World City (2 day lesson)

Name of Activity

Create a timeline for the history of New York City 1898-Present

Resources/Materials

- *World City*

Activity

Day 1

- Create a timeline of important events in your life.
- Read *World City* think about the following questions as you read events that :
 - What was the most important events that happened in each time period?
 - How do the events that occurred in this time period support the idea that New York City is a world city?
 - Are these events important to you, why? Why not?
- After you read *World City*, for each section record two important events that occurred during the time period in the margins of the reading.

Day 2

- Create a timeline of New York City history from 1898 to the present based on the reading *World City*.
- Add illustrations or pictures cut out of a newspaper or magazine to represent each event on your timeline.

Extension

- Watch *The Big Apple: A Short History* <https://www.youtube.com/watch?v=vqYNNOsqqqc>.
- Add events to your timeline. Create a timeline of New York City history from 1898 to the present based on the reading *World City*. Research one of the events that you identified in your timeline. Deliver a brief presentation about the event you selected to an adult that you know.

Additional Resources

- I Love NY, New York History Timeline <https://www.iloveny.com/things-to-do/history/timeline/>

World City

Adapted from the New York at Its Core exhibition at the Museum of the City of New York.

Secondary Source:

The World's Port Becomes a Progressive City (1898–1914)

As the 20th century began, the expanded five-borough city reached new heights of urban density and diversity. By 1914 more than half of the entire nation's imports and 40 percent of its exports were passing through New York's seaport. Office towers reached into the sky: the 20-story Flatiron Building (1902), the 47-story Singer Building (1908), the 60-story Woolworth Building (1913), and many others. Along with record-level immigration, these transformations helped make New York the signature metropolis of the modern age—a global city of formidable energy and intense ambitions.

The city's rapid growth brought new scrutiny to old but increasing urban problems—crowding in filthy tenement districts, low wages and dangerous working conditions, financial volatility, racial discrimination, and unequal concentrations of economic and political power. Joining the reform ranks that defined America's "Progressive Era," an alliance of union members, journalists, social workers, academics, and middle-class women rallied for a new kind of government activism to rein in private interests for the sake of the public good. Together they established New York's reputation as a city that protected its workers, regulated its housing, and promoted public health through legislation, and whose activists sought to control the power of "Big Money" bankers and financiers.

The outbreak of World War I in 1914 was a watershed, as New Yorkers supplied arms, goods, and credit to the Allied combatants. By the war's end, New York surpassed London to become the world's busiest seaport and leading lender, whose influence stretched to the farthest reaches of the globe.

Out and Up (1914–1929)

In the 1910s, the physical development of the five-borough city accelerated. Reformers, entrepreneurs, and politicians joined forces to spread the subway to four of the five boroughs, opening new neighborhoods to the growing population. Together with new East River crossings—the Williamsburg (1903), Manhattan (1909), and Queensboro

Important Events:

Record 2 important events from this time period

Record 2 important events from this time period

World City

(1909) Bridges—the subways dramatically diminished the crowding in lower Manhattan by enabling people to move to less congested areas across Brooklyn, Queens, and the Bronx.

As the other boroughs built out, Manhattan built up. In the 1920s, the city’s soaring skyline became a symbol of its new supremacy as an international metropolis. By 1925 New York had replaced London as the world’s most populous city, leading port, and financial center, and was aspiring to challenge Paris as a global arts and style capital. More than one-third of the city’s population—over two million Historical Context 98 Hidden Voices | World City people—had been born abroad. In addition, a new wave of African Americans arrived from the South during and after World War I. They made Harlem the nation’s largest and most famous urban black community.

Black and white New Yorkers, newcomers and old-timers, mingled their cultural traditions with fresh ideas to create art forms that reshaped national tastes. Together they established the city as a beacon of the edgy, the sophisticated, and the sensational. New York had become the capital of the “Jazz Age.”

The Depression and the New Deal (1929–1941)

Wall Street’s stock market crash in 1929 abruptly ended New York’s era of prosperity and exuberance. In the nation’s business center, capitalism itself seemed to teeter on the brink of collapse. Necessity and despair drove New Yorkers to improvise. Newly homeless people built shantytowns, and the unemployed sold apples on street corners.

In 1933 New Yorkers elected Fiorello La Guardia, who made New York the showcase for a new kind of urban liberalism, with massively expanded government spending and services. The Republican mayor forged a relationship with his fellow New Yorker, Democratic President Franklin D. Roosevelt, whose New Deal programs drew heavily on New York’s progressive traditions. Armed with funds from Washington, La Guardia and his parks commissioner Robert Moses put New Yorkers to work building public housing, parks, bridges, swimming pools, health clinics, concert halls, and a public university that would provide tuition-free education and upward mobility to generations of New Yorkers.

**Record 2 important
events from this time
period**

World City

Capital of the World (1941 – 1960)

World War II—and the federal government’s wartime spending—finally restored New York’s Depression-stalled economy. The city reached full employment as New Yorkers flocked into war plants. These jobs also drew growing numbers of African Americans and Puerto Ricans seeking work and a better life.

After the war, newly powerful unions protected the security of many of the city’s blue-collar workers, promoting an expansion of New York’s social benefits and securing a middle-class life for many people across the five boroughs. The postwar era’s ambitions also took physical form. A sprawling highway system made New York the center of a metropolitan region reaching into three states. The transformation was profound, erasing much of the 19th-century city, uprooting entire neighborhoods.

Riding the wave of newfound prosperity, and with Europe’s capital cities exhausted, postwar New York became, in the words of writer E.B. White, “the capital of the world.” Gleaming new modernist glass towers in midtown housed corporate headquarters as well as the offices and studios of the nation’s leading radio stations, television networks, advertising agencies, and magazines. From Broadway stages to Rockefeller Center’s broadcasting studios, money and influence fueled and followed the city’s dominance of the nation’s entertainment, news, fashion, and information industries.

Divided City (1960–1980)

Despite its postwar ascendance, by the 1960s New York was feeling the effects of a nationwide economic shift. Manufacturers, finding the cost of doing business in the city too high, had started moving to suburbs or other states with more space, lower taxes, cheaper energy, fewer regulations, and weaker unions. With century-old factories, warehouses, and piers shuttered and emptied, the city’s very identity seemed open to question.

Preservationists asked whether the whole thrust of postwar development, with its massive new office and apartment complexes, had sacrificed the city’s soul.

Record 2 important events from this time period

Record 2 important events from this time period

World City

As New York lost its factories and port businesses, the supply of well-paying, blue-collar jobs dwindled. Many minority New Yorkers faced growing poverty, sharpened by racism that limited where they lived and worked. Between 1960 and 1972, the city's public assistance rolls more than tripled. Meanwhile, many middle-class New Yorkers moved to the suburbs, leaving racially changing neighborhoods behind. Uprisings and protests galvanized many New Yorkers: opposition to the Vietnam War, calls for civil rights, black, Latino, and student power, and women's and gay liberation. These new tensions challenged the coalition that had sustained the city's liberal politics since the New Deal.

By the 1970s, New York City's population—and tax base—shrank significantly for the first time in its history as the postwar trend of white middle-class migration to the suburbs accelerated. Mayors John V. Lindsay and Abraham Beame turned to the problematic strategy of short-term borrowing to keep the city afloat. By 1975 New York City faced fiscal catastrophe, as it teetered on the edge of bankruptcy. Many neighborhoods were overrun by poverty, arson, and drugs. As budget cuts reduced public services, the city seemed to be on a downward spiral. Its survival became a test of the very idea of the livable modern city.

New York Comes Back (1980–2001)

By 1981 New York's financial house was returning to order, as Mayor Edward I. Koch's fiscal restraint and budget cuts encouraged investors to lend to the city again. Along with national and global financial trends, Koch's pro-business strategies helped spark a remarkable turnaround. This was especially notable in the growth industries of finance, insurance, and real estate, as jobs in banking increased from 97,000 in 1969 to 171,000 in 1986. By 1995 financial companies and related services made up 15 percent of the city's workforce and almost 30 percent of its gross economic output.

With concentrated flows of computerized information, credit, and investment money, New York became a global city in new ways, linked to other "world cities" like London, Tokyo, and Hong Kong. New wealth made Wall Street moguls powerful and glamorous, but it also accentuated increasingly stark social divides. In many ways, New York remained a middle-class city. Yet as manufacturing (and its unionized jobs) continued to decline in importance, many New Yorkers felt priced out of the new

**Record 2 important
events from this time
period**

World City

economy, with their incomes failing to keep up with the rising cost of living in the city. And, as many of New York's poorest faced homelessness or addiction, the sense of two New Yorks—one of “haves” and one of “have-nots”—resonated in ways not felt since Jacob Riis's day a century earlier.

The energies of immigrants from around the world added to New York's turnaround in the last two decades of the 20th century. Whereas earlier in the century most immigrants came from Europe, these newest New Yorkers also came from a wide range of countries across Latin America, the Caribbean, Asia, and Africa. They helped transform neighborhoods, injecting fresh ambition and cultural variety into the fabric of the city, and restoring the population density that had diminished in the preceding decades. By the century's end, New York was one of the world's most ethnically diverse cities, with 36 percent of its population born overseas and no one group dominating.

At the same time, nothing symbolized the revival of New York more than its physical transformation. By the 1990s, New York was cleaner and safer than it had been in decades and crime fell dramatically, with the murder rate down by more than 65 percent in the 1990s alone.

However, the transformation of New York into the safest large city in the nation came with tensions of its own.

On September 11, 2001, the city's sense of invulnerability shattered. Terrorists piloted two airliners into the Twin Towers of the World Trade Center killing 2,753 people, including over 400 first responders: firefighters, police, and paramedics. As New Yorkers grieved, they reconsidered the meanings of urban safety and wondered how the city's spirit—and economy—would recover.

Debating the City (2001–2012)

Despite the terrible setback of September 11, 2001, New York City experienced dramatic growth in the new millennium. Bicycle lanes and pedestrian plazas transformed the streets; new parks, housing, and businesses reclaimed the waterfront; and property values (and the cost of living) soared in neighborhoods that some had written off just a generation

**Record 2 important
events from this time
period**

World City

earlier, causing some to wonder whether the city might become a victim of its own success.

Pressing questions remain about the city's future: How should money be spent? Who will benefit from new developments? Among the city's diverse communities, who will control the direction of change? Who will be able to afford to live in the city? These questions became even more urgent after October 2012, when a natural disaster of unprecedented proportions—Hurricane Sandy—exposed the city's vulnerability to the very waters that had once made the port so successful. The issues of the city's future remain, as they have in the past, questions for diverse New Yorkers to ponder, debate, and strive for, as they envision what the city can become.

Passport to Social Studies: The Dominican Republic & Las Mariposas - 4 Day

Objective

Learn about the resistance to dictatorship and military rule by people in the Dominican Republic.

Resources/Materials

- *History of the Dominican Republic*
- *Haitian Invasions and Occupation of Santo Domingo (1801-1844)*
- *Timeline of Forces and Events That Shaped the Dominican Republic.*
- *Allegory of Liberty* image
- *Library of Congress Primary Source Analysis Tool*
- *Background: Rafael Trujillo*
- *Las Mariposas* chart
- *The Mirabal Sisters and their Legacy*

Activity

Day 1

- Read the *History of the Dominican Republic* and *Haitian Invasions and Occupation of Santo Domingo (1801-1844)* and as you read identify significant events and turning points in the history of the Dominican Republic by asking yourself:
 - How many people were affected by the event?
 - Did it cause big changes?
 - How many lives were lost and/or saved?
 - Was the impact of the event short-term or long-term?
- Add each significant event you identify to the *Timeline of Forces and Events That Shaped the Dominican Republic.*
- Write a response to the following question, “Why are the events you chose significant for the Dominican Republic?” Defend your response by including as part of your explanation:

Passport to Social Studies: The Dominican Republic & Las Mariposas - 4 Day

- Specific evidence from the *History of the Dominican Republic* and *Haitian Invasions and Occupation of Santo Domingo (1801-1844)*.
- An explanation of how each event you claim is significant affected many people, caused big changes, lost or saved lives, and had long and or short term impacts.

Day 2

- Review your timeline and the writing you did during day 1.
- Reflect on the question, “what are some ways that people respond to inequality and injustice?” think about what you have learned this year in social studies.
- Over the next two days you will learn about the Mirabal sisters, who played a role in the history of the Dominican Republic.
- Look at the *Allegory of Liberty* image and complete the *Library of Congress Primary Source Analysis Tool* using the guiding questions to help your exploration.
- Read *Background: Rafael Trujillo* and answer the questions on the Las Mariposas Chart.
- Respond to the following questions:
 - What is one important takeaway from what you read today?
 - How does what you learned today fit into the history of the Dominican Republic?

Days 3 & 4

- Look at your responses on *Las Mariposas Chart* and what you wrote in the previous day.
- Read *The Mirabal Sisters and their Legacy* and add onto *Las Mariposas Chart*.
- Write a response to the following questions using text evidence from the lessons you’ve read:
 - What civil rights challenges and opportunities have the people in the Dominican Republic faced?
 - What impact have the Mirabal sisters had on this struggle against dictatorship and military rule?
 - How does the struggle of the Mirabal sisters compare to other struggles for justice and equality that you’ve learned about?
- Revisit your notes on the *Library of Congress Primary Source Analysis Tool* and *Allegory of Liberty* image and add onto them to reflect what you’ve learned about the Mirabal sisters.

Passport to Social Studies: The Dominican Republic & Las Mariposas - 4 Day

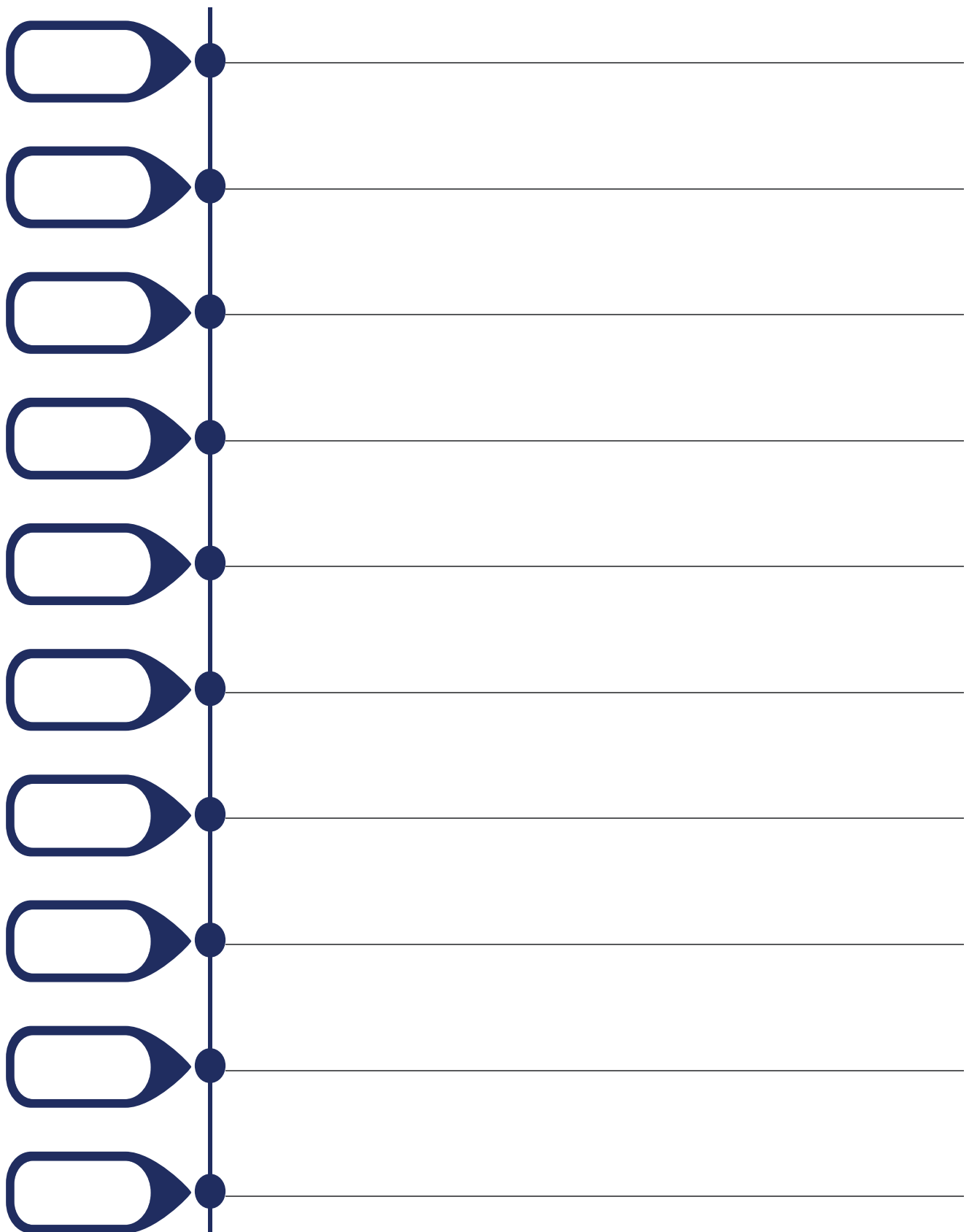
Extension

- Design your own monument (similar to the *Allegory of Liberty*) that represents a historical or current struggle for justice and equality.

Additional Resources

- Sylvia Mendez A Piece of history forgotten
<http://sylviamendezinthemendezvswestminster.com/index.html>

Timeline of Forces and Events That Shaped the Dominican Republic



History of the Dominican Republic

By Ramona Hernandez, Ph.D.



Dominican history is more than 500 years old. It started when the first Europeans (mostly Spaniards) arrived on La Española in 1492 and began to interact with the Native populations, the largest of which were the Taíno people.

Black slaves were brought over from Africa to replace the quickly **dwindling** (getting smaller and smaller) Native populations, who died from diseases brought by Europeans. By 1697, France established a slavery-based, plantation-centered French colony, Saint Domingue. In 1804 this Afro-French-Creole society became the Republic of Haiti, the first independent black nation of the Americas.

The Haitian government invaded Santo Domingo in 1822 and proclaimed the **abolition** (end) of slavery there. By 1844, Dominicans were unhappy with being controlled by Haiti, so they launched a successful independence movement (Guerra de Independencia) against the Haitian occupation. The first constitution of the Dominican Republic declared the civic equality of all citizens, regardless of skin color.

In 1916, the U.S. government sent thousands of U.S. soldiers to take possession of the Dominican Republic. The U.S. military occupation of the Dominican Republic would last until 1924.

Dominican resistance was no match for U.S. military power. The population was **disarmed** (had their weapons taken away) and the resistance violently crushed. In 1929 Rafael Leónidas Trujillo began a one-man and one-party **dictatorial** (run by a dictator) **regime** (a system of government) that would last thirty-one years. Trujillo used **incarceration** (imprisonment) torture, and murder to silence opponents and critics while developing public buildings and manufacturing companies.

Trujillo responded to a disagreement with Haiti in 1937 over borders between the two countries by committing the unspeakable crime of **massacring** (violently killing) thousands of Haitians who lived in the Dominican Republic. By 1960, **desperate** (reckless or dangerous because of an urgent need) to remain in power, Trujillo began to rule by terror: All jails were filled; those **incarcerated** (in jail) experienced unimaginable torture; many were killed and countless others were never found. Finally, on the evening of May 30, 1961, Trujillo was killed by a group of courageous Dominicans who **ambushed** (attacked by surprise) him.

Professor Juan Bosch was elected president on December 20, 1962. He was the first democratically elected president in the Dominican Republic in the 20th century. On April 24, 1965, a civil war erupted among Dominicans divided into two **camp**s (groups): those who wanted President Juan Bosch in control and those who opposed his rule. Joaquín Balaguer won the next election and remained in power from 1966 to 1978, a period which included the **massive** (large) migration of Dominicans to the United States.

During the 1980s, **emphasis** (special importance) was placed on the development of the tourist and **agribusiness** (make money through farming; the business part of farming) industries (raising shrimps, growing flowers, etc.). The Dominican economy has done remarkably well: it has continued to grow, more than all other nations in the Caribbean and many others in the rest of Latin America.

Haitian Invasions and Occupation of Santo Domingo (1801–1844)



Toussaint Louverture

As part of the campaign to maintain Haiti as a newly independent nation and preserve his command, Toussaint L'Ouverture, the general-in-chief, invaded Santo Domingo (now the Dominican Republic) in 1801, capturing the port of Santo Domingo. His stated goal was to end slavery in Santo Domingo; however, L'Ouverture really was seeking **strategic advantages** (a good plan to lead to success) when confronting Napoleon. He did not end slavery and ended his occupation in 1802 when he had to confront a new French military threat on the western side of the island. L'Ouverture was captured and sent to France. Jean-Jacques Desallines became L'Ouverture's **successor** (someone who comes after a leader) in 1805. In 1809, Spain regained control of Santo Domingo. In 1822, Haiti, under the leadership of president Jean-Pierre Boyer, again invaded Santo Domingo with the intention of **unifying** (uniting) the island. A twenty-two year long **occupation** (when one country invades and rules another) begins.

Santo Domingo economically and socially declined during this period. Agricultural production decreased to the level of basic subsistence, where only basic needs of the population were satisfied. Exports declined. Haitian soldiers confiscated, without any payment, any supplies that they needed. The Haitians tried to limit the Catholic Church's influence by seizing church property, **deporting** (sending them out of the country) foreign clergy, and cutting ties with Rome, the gateway to the Catholic Church. **Devout** (religious) Dominicans deeply **resented** (felt offended and angry) these policies. The only positive change that the Haitian occupation made was the freeing of the small number of slaves.

At different times, Dominicans briefly resisted and took action to fight Haitian rule. Finally, in 1839, under the leadership of Juan Pablo Duarte and La Trinitaria, his secret society, Dominican resistance became **sustained** (on-going). In 1844, Boyer was overthrown in Haiti and his successor Charles Rivière-Hérard was forced to concentrate his attention and forces on Haiti; a clear opportunity was presented. On February 27, 1844, Duarte and the rebels drove Haitian troops from the capital and won independence.

Allegory of Liberty



East side



North side



West side



South side

Courtesy of Dominicanaonline.org

Observe	Reflect	Question
<ul style="list-style-type: none"> • What do you notice first about the image? • Identify any symbols that you see in the mural. • What other figures/objects are in the image? 	<ul style="list-style-type: none"> • What is happening in the image? • Why do you think somebody made this? • What can you learn about the people from the image? • Why might the artist have included these symbols in the mural? 	<ul style="list-style-type: none"> • What historical questions does this leave you with?

Library of Congress Primary Source Analysis Tool



Name of primary source: _____ URL of primary source: _____

Your Name: _____ Date: _____

Observe	Reflect	Question

Further Investigation		

Background: Rafael Trujillo



Dominican Republic stamp

Rafael Trujillo came from a modest background. He rose quickly in the army and built a network of **allies** (friends) and supporters. Having established his **power base** (support network) behind the scenes, Trujillo was ready by 1930 to **assume** (take) control of the country.

A **dazed** (confused) nation stood by as the new dictator announced that he had won the election with 95 percent of the vote. The dictator **proceeded** (went on) to rule the country for 31 years. He held the office of president from 1930 to 1938 and from 1942 to 1952. He kept a very effective secret police force that **monitored** (watched) and **eliminated** (killed), in some instances, opponents both at home and **abroad** (away from home). People who connected themselves to his government benefited both politically and economically.

Generally speaking, the quality of life improved for the average Dominican under Trujillo. Poverty **persisted** (stayed around), but the economy expanded. **Public works projects** (projects sponsored by the government) **enhanced** (improved) the road system and improved **port facilities** (buildings and equipment used for trade at seaports), airports and public buildings were constructed, the public education system grew, and **illiteracy** (not being able to read or write) **declined** (decreased). To Dominicans, who had no experience with such a government, the results under Trujillo were impressive.

Trujillo ruled as a **fascist** (a dictator who doesn't let anyone disagree with him). The level of **repressive** (to keep down) control **exercised** (used) by the **state** (government) makes him similar to **Hitler** in Germany and **Mussolini** in Italy (two people who ruled as fascists). Trujillo had total control over the nation's resources and so his friends' power grew.

In October 1937, Trujillo ordered the **massacre** (violent murder) of Haitians living in the Dominican Republic in revenge for the discovery and **execution** (killing) of his most valued secret agents in that country. The Dominican army slaughtered (murdered) as many as 20,000 largely **unarmed** (not carrying any weapons) men, women, and children. Although this massacre damaged Trujillo's **international image** (the way people in other countries felt about him), it did not result in any direct efforts by the United States or by other countries to force him from power.

An outspoken critic of Trujillo, Venezuela's President Rómulo Betancourt, had been **associated** (connected) with some individual Dominicans who had plotted against the dictator. Trujillo developed an obsessive personal hatred of Betancourt and supported numerous plots of Venezuelan **exiles** (people thrown out of a country) to **overthrow** (stop him from ruling) him. Other countries, showing outrage, voted to end friendly relationships with the Dominican Republic and to make Trujillo pay for trading privileges with them.

People in the United States began to oppose his rule. According to journalist Bernard Diederich, President Eisenhower asked the organization responsible for approving secret operations to consider ones to help remove Trujillo from power. On May 30, 1961, Trujillo was **assassinated** (killed). According to Diederich, the United States Central Intelligence Agency supplied the weapons used by the **assassins** (people who carry out an assassination).

Las Mariposas Chart

Your name: _____ Date: _____

Directions: Answer the following questions. Use text evidence from primary and secondary sources on the Mirabal sisters to support your answers. Remember to cite your sources accurately.

Las Mariposas

How would you describe the Mirabal sisters? Why?	What factors motivated these sisters to risk their lives in the quest for justice?	How does the <i>Allegory of Liberty</i> image contribute to your understanding of the role of the Mirabal sisters?
What effects did the sisters' actions have on women?	How did the Mirabal sisters' actions affect the people and society of the Dominican Republic?	

The Mirabal Sisters and their Legacy

The Mirabal sisters, Minerva, Patria, María Teresa, and Dedé, were opposed to Rafael Trujillo's dictatorship. Three of the sisters, Minerva, Patria, and María Teresa, became influential **political activists** through their role in forming the **underground resistance** movement against Trujillo. Within their resistance group, the sisters were known by their code name, "las mariposas," (the butterflies).

On November 25, 1960, the Mirabal sisters paid for their activism with their lives. Trujillo's **henchmen** killed Minerva, Patria, and María Teresa, along with Rufino de la Cruz, the man driving their car, while they were returning home from visiting [their husbands], who were [in prison due to their opposition of Trujillo]...Although the dictator had committed many political crimes, the killing of the Mirabal sisters **trespassed** the boundaries of the political realm. It touched a cultural nerve of society: family. These three women, mothers of young children, were also sisters and daughters, aunts and nieces. The crime produced national as well as international outrage. Members of the middle and upper classes, the United States, and other longtime supporters turned against the dictator. He was killed on May 30, 1961.

After their assassination, the sisters dominated popular images of women's resistance to violence and political **oppression**, and **mobilized** women, nationally and internationally, to participate...

During the First Latin American and Caribbean feminist conference that took place in Bogotá [Colombia] in July 1981, the Dominican delegation **proposed** to declare November 25 as a day for reflection and **denunciation** of violence suffered by women in all parts of the world. On May 14, 1987, the International Women's Conference declared November 25 as the International Day against Violence toward Women; and on December 17, 1999, the United Nations approved the petition. Thus, November 25 has acquired a historical and **feminist** dimension, and as expressed by Dedé, the surviving Mirabal sister, the legacy of Minerva, María Teresa, and

Notes/Definitions

political activists: people involved in changing the government's policies
underground resistance: a group that secretly tries to overthrow or defeat a government policies

henchmen: assistant in a plot

trespassed: crossed over

oppression: kept down by unjust use of force or authority

mobilized: motivated to action

proposed: suggested

denunciation: speaking out against

feminist: supporter for women's rights

continued on the next page

Notes/Definitions

Patria does not belong just to the Dominican people but to the world...

Indeed, inspired by the three sisters, many organizations have developed all over the world, particularly in Latin America and the Caribbean. Every November 25, women remember the Mirabal sisters, reflecting and taking actions to stop violence against women...

Worldwide, the sisters are remembered in marches, protests, lectures, theater performances, movies, and in numerous tributes and memorials dedicated to their courageous and heroic actions.

From the essay "Women's Grass-Roots Organizations in the Dominican Republic: Real and Imagined Female Figures" by Valentina Peguero



Courtesy of Dominicanaonline.org

Making Mexico: Maps and Murals - 2 Day

Objective

Analyze the geographic features and history of Mexico

Resources/Materials

- *Mexico's Mountain Map*
- *Art supplies*
- *Comparative Case Study of the Western Hemisphere: Mexico*
- *History of Mexico Mural*

Activity

Day 1

- Look at Mexico's Mountain Map.
 - Notice the mountain ranges that run throughout the country.
 - Observe the mountains as well as the bodies of water that run through Mexico.
- Create a 3D physical map of Mexico using clay or homemade playdough or construction paper.
- Paint or color your maps according to the varying landscapes.
- What conclusion can be made about Mexico just by looking at its geography?

Day 2

- Read *Comparative Case Study of the Western Hemisphere: Mexico*.
- Annotate and take notes looking at ways that Mexico grew as a civilization.
- Observe the *History of Mexico Mural*. Think about the following questions:
 - What connections can you make to the reading?
- Create your own mural that depicts the history of Mexico.

Mexico's Mountain Map



Comparative Case Study of the Western Hemisphere: Mexico

Mexico is a land of bright colors

Mexico is a land of bright colors, of flowers all year long, and of dancing in the streets. It pulses with life and never retreats into still, gray winter. Perhaps that is what drew me to it when I was a student in my early 20s. But in retrospect I think the pull was much deeper than this: I realized I wanted to know more when I began to discover Mexico's extraordinary history. For many years, I learned, it had been by far the most important place in North America. This was a revelation that stunned me, so far did the idea seem from our present reality.

For several millennia, the central basin of Mexico was the epicenter of all of North America. Corn was domesticated there, and once the people paired maize with beans, a way of life based on agriculture rapidly evolved. As was the case everywhere around the world, once people became full-time farmers dedicated to a sedentary lifestyle, inventions began to multiply. Giant pyramids rose pointing toward the sky, aligned with mountains in the far distance and with major solar and lunar events. Down the sides of the pyramids slithered elaborately carved flying serpents, and from the buildings' rooftops waved brightly colored cotton flags, woven with care and delicacy. In some areas poems or histories were carved into the walls. Astronomers worked out a 365-day solar calendar, and along with it, an independent ceremonial calendar, so that every day had two dates associated with it in two ongoing cycles of time.

Some groups conquered other groups and used the calendar to organize the collection of tribute. Great wealth accumulated, and the people we now call the Aztecs were the richest and most powerful of all, living in a great city built on an island in a lake, connected to the shores by a system of causeways and sluices that helped regulate local agriculture. There they maintained a zoo to show off the varied animals from near and far, and a library of scrolls, with glyphs painted on paper made of maguey plant fibers, a material that resembled papyrus.

Mesoamerica's influence spread widely. Corn made its way through long distance trade to the American Southwest and inspired people there to become farmers and to build such breathtaking towns as those of Chaco Canyon, New Mexico. There, archaeologists have shown that the people treasured turquoise jewelry brought from faraway Mexico. Mexican corn also made its way up the Mississippi and led to the settling of Cahokia, a town at the confluence of the Mississippi and the Missouri rivers where as many as 10,000 people once lived. But even such a site pales in comparison to the Aztec metropolis (called Tenochtitlan) where 250,000 people lived together, building not only pyramids but also aqueducts and district schools. It was the tales of Tenochtitlan that inspired the building of places like Cahokia, not the other way around.

The History of Mexico by Diego Rivera

https://commons.wikimedia.org/wiki/File:MURAL_DIEGO_RIVERA.jpg

