

Passport to Social Studies: Fall of Rome-Feudal Europe

Objective

Explore the relationships between the feudal system and social order in Europe during the Middle Ages.

Resources/Materials

- *Feudalism Hierarchy* image
- *Social Status* handouts: *Nobles (Vassals)*, *Knights*, *Peasants (Serfs)*
- *Feudalism Social Roles Research* sheet

Activity

- Look at the *Feudalism Hierarchy* image and consider the following questions:
 - What do you see?
 - What information is displayed?
 - Why is a pyramid shape used to represent the relationships between people?
 - What might this shape mean?
 - What does the word hierarchy mean?
 - Who has the most power in this image? Who has the least?
- At the beginning of the Middle Ages, governments were practically nonexistent. Small and large kingdoms were found everywhere. The leaders had no way of organizing their subjects or protecting their borders. Feudalism evolved as a way to bring the leaders and the nobility together. In a European feudalistic society, noblemen pledged their loyalty to the lord or king, who was above them. Each lord, or vassal, promised to serve and fight for the king in return for a reward. In most cases, the rewards were parcels/areas of land. So feudalism was a system of exchanging land for military service. The peasants worked the land as farmers in exchange for keeping a share of what they grew/produced.
- Choose one of the *Social Status* handouts and use the *Feudalism Social Roles Research Sheet* to explore each role.

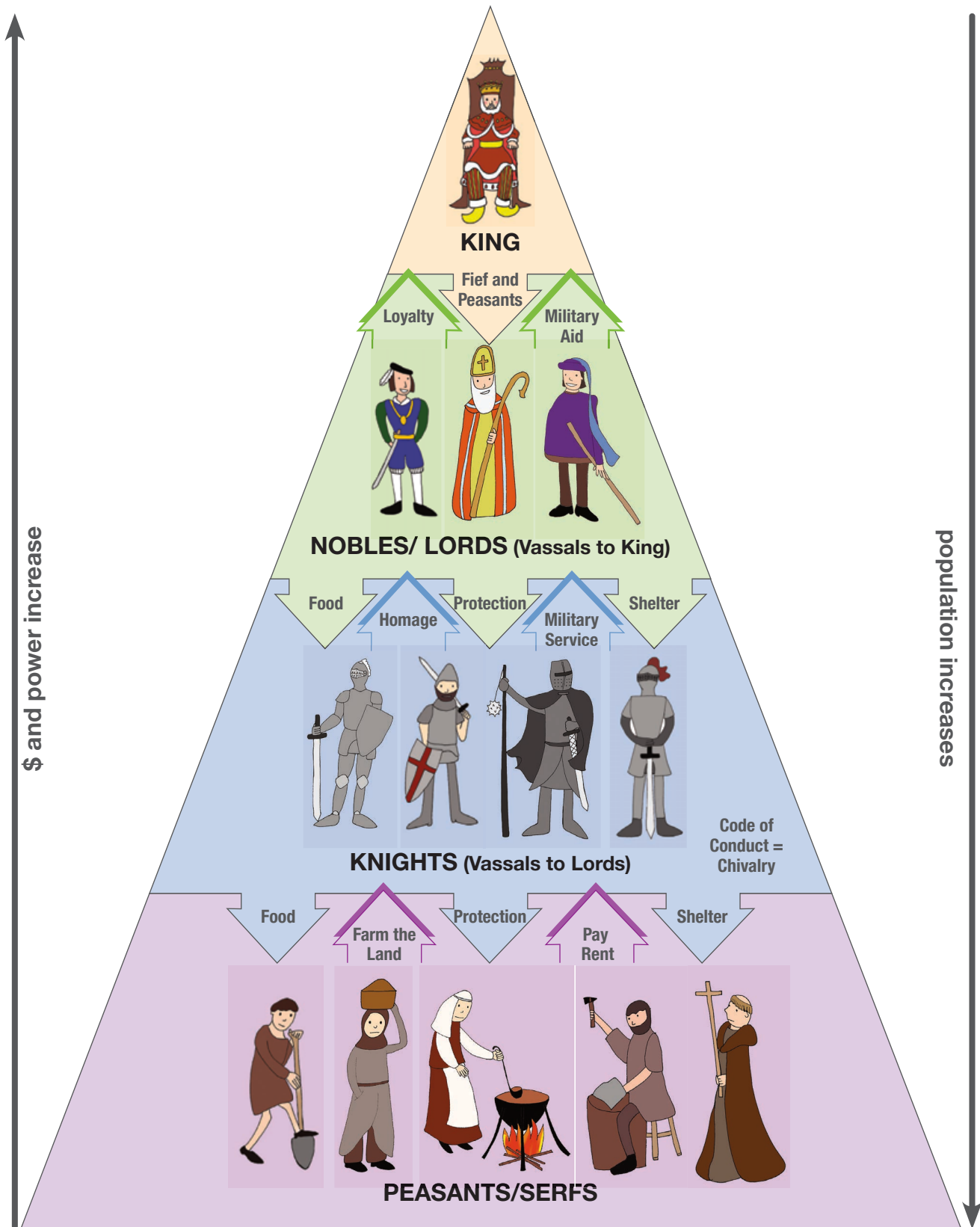
Passport to Social Studies: Fall of Rome-Feudal Europe

- After analyzing each role (Nobles, Knights, and Peasants) consider the question, “how does this system compare to our class structures today in America?”

Additional Resources

- Teaching Tolerance: Perseverance, Power, and Privilege <https://www.tolerance.org/learning-plan/perseverance-power-and-privilege>

Feudalism Hierarchy



Illustrations Courtesy of Melissa Schultzel-Jamieson

Social Status

Nobles (Vassals)

In the Middle Ages, there was a definite structure in society. You were born into a class of people and generally stayed in that class for your entire life. Working hard did not change your status. Your clothing, food, marriage, homes, etc., were determined for you. After the rank of king, the hierarchy was the nobles, the knights, the clergy (religious people), the tradesmen, and the peasants.

During the Roman Empire, the people were ruled by a government that had a civil system. One of the duties of this government was to protect the people. When the empire collapsed, there was a king, but there was no formal organization to keep the people safe. The nobles filled this role. In turn for service to the nobles, either through farming the land or doing duties the nobles prescribed, the peasant people were given protection. The nobles offered this protection through the use of knights, who most often were the sons of the nobles.

Clothing

- Clothes were made of silk, velvet, and damask.
- Bright colors were worn.
- Fur was used for linings or trimming.
- Linen or silk was used for undergarments. In the winter, women wore undergarments of fur to keep warm. Undergarments were covered by a gown. Women also wore high headdresses shaped like hearts, butterflies, etc.
- Men wore trousers covered by long coats called tunics.
- Both men and women wore jewelry. Stone cutting had not yet been invented, so whole gemstones were used. Rings and pins were the most popular items.
- Fancy clothes were a status symbol. Laws were passed that forbade peasants from wearing fancy clothes, which they couldn't afford anyway.

Food

- Nobles ate rich and fancy food prepared by the servants. Many spices were used to make the food tasty.
- People did not have forks, spoons, or even cups. Only a knife was used to cut meat or bread. When nobles wanted a drink, the servants brought them a container that was used by everyone.
- Flat pieces of dry bread called trenchers were used to hold the food and were shared by several people. The more important you were, the fewer the number of people who shared your trencher.

Childhood

- Having babies in the Middle Ages was dangerous for both the mothers and the babies. About 20 percent of women and 5 percent of babies died during childbirth. An additional 10 percent to 12 percent died during the first month. Healthy children were highly valued during this time.

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Nobles (Vassals) *(continued)*

- Most families wanted sons to carry on the family name. Having a daughter meant that a dowry was paid to the groom at marriage, so having female children cost more money. Because having healthy children was so difficult, most parents were happy about any birth.
- If the child survived, he or she was baptized and cared for at home by the mother and by nurses until about age 7.
- There were plenty of toys and games. Medieval children had dolls, spinning tops, rattles, hobby horses, blocks, balls, whistles, and puppets. Little girls had glass jewelry for dress-up, while little boys played with wooden soldiers, whips, toy horses, and wooden swords.
- Royal children learned a few manners, a little reading, writing, and dancing.
- At age 7, boys were sent to another castle to begin learning to become a knight. If they were unsuited for this, they were sent to a monastery to become a monk.
- At age 7, girls were sent to another castle to learn to become a lady. They learned how to manage a household, care for children, weave, sew, play an instrument, dance, and sing.

Marriage

- Marriages were never based on love. They were arranged by the parents and often involved land issues and strategic bonds.
- Girls as young as age 12 were married to anyone who met the requirements of the girl's parents. Grooms could be from 20 years to 50 years old.

- A man was the head of the household and the wife was his property—to be treated in any way he wanted.
- Men were allowed to divorce their wives, but women were not allowed to divorce their husbands.

Homes

- Within the castle was a building called the keep where the nobleman and his family lived.
- The castle consisted of a great hall that served as an office, dining room, and dance hall.
- The upper floors contained bedrooms for the lord and his family.
- Nobles' families had sitting rooms called solars where the family gathered to play games and listen to music.
- There were stables and a large kitchen, both of which were staffed by servants.
- Castles were generally quite smoky. A central fire area with a hole in the roof was standard. Perhaps some carpets, called tapestries, hung on the walls, but the floors were often dirt covered with dried grass and reeds, or were made of stone. Dogs generally were allowed to go anywhere. By today's standards, we would find the cleanliness to be very poor.

Recreation

- Men spent much time with hunting and falconry. Men were hired to capture and train hawks.
- Knights gathered for "jousting" tournaments.
- Women sewed, took care of children, and ran the estate.

Social Status

Knights

In the Middle Ages, there was a definite structure in society. You were born into a class of people and generally stayed in that class for your entire life. Working hard did not change your status. Your clothing, food, marriage, homes, etc., were determined for you. After the rank of king, the hierarchy was the nobles, the knights, the clergy (religious people), the tradesmen, and the peasants.

The easiest way to become a knight was to be the son of a noble. At about age 7, the sons were taken to a different castle to be trained as a page. They spent their time becoming strong, riding horses, and mastering the use of weapons. They learned how to read, write, and speak Latin and French. They also learned about dancing and the rules of chivalry (the set of rules for honorable behavior).

At about age 16, the page became a squire whose duties were to work for a knight. He dressed the knight, served his meal, tended his horse, and cleaned his weapons. Squires also practiced wearing heavy armor and using weapons. At about age 20, if the squire was worthy, he was made a knight in a “dubbing” ceremony. In the ceremony, the knight-to-be knelt before the lord of the manor. He was touched on each shoulder with a sword and proclaimed a knight.

Clothing

- Under their armor, the knights wore padding to ease the pain of wearing such heavy metal.
- In the early years, knights wore chain mail. These were metal chains linked together. It took about five years to make body armor out of mail. The covering for their chests and arms weighed between 20 and 30 pounds and sometimes had up to 200,000 rings. In the later years, knights wore full metal armor.
- The helmets that knights wore had eyeholes (usually slits in the metal) and breathing holes so the knights could get sufficient air.
- Shields were made of wood or metal and generally had the knight's family seal shown on it to help identify him.

- The sword was the major weapon of the knight and weighed about 2½ to 3 pounds. It was worn on his left side and fastened around his waist.
- The other weapons that a knight used were a knife (worn on the right side) and a lance (a long spear used while on horseback). Metal axes, battle hammers, and maces (a long metal or wooden pole with a heavy end used for clubbing an opponent) were introduced when armor became too strong to penetrate with a sword.
- Knights often appeared in tournaments or jousts. They sat on a horse and carried a lance with a blunt end. They went face-to-face with another knight to try and knock him off his horse. This was done as practice for real warfare.

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Knights *(continued)*

Homes

- Knights often traveled the world; however, because they were noblemen, they had a castle that they considered home.
- The castle was a private fortress protected by the knights.
- The nobles' families lived within the part of the castle called the keep. The upper floors were for the bedrooms of the lord and his family.
- The lower floors were where the visiting knights stayed, generally in a very large room.
- Castles were generally quite smoky. A central fire area with a hole in the roof was standard. Perhaps some carpets, called tapestries, hung on the walls, but the floors were often dirt covered with dried grass and reeds, or were made of stone. Dogs generally were allowed to go anywhere. By today's standards, we would find the cleanliness to be very poor.

Chivalry

- Late in the Middle Ages, knights began to follow the practice of chivalry. The ideal knight was chivalrous when he possessed these virtues and qualities:
 - Live to serve his king and his country
 - Avoid lying, cheating, or torture
 - Believe in justice for all
 - Respect women
 - Avenge wrongs

Courtesy of Western Reserve Public Media, Kent, Ohio

Social Status

Peasants/Serfs

In the Middle Ages, there was a definite structure in society. You were born into a class of people and generally stayed in that class for your entire life. Working hard did not change your status. Your clothing, food, marriage, homes, etc., were determined for you. After the rank of king, the hierarchy was the nobles, the knights, the clergy (religious people), the tradesmen, and the peasants.

For peasants, life was hard. They worked long hours every day just to ensure that their family had a roof over their head and food to eat. If your parents were peasants, you probably would be a peasant as well. Most of the peasants were farmers, but some were tradesmen, such as millers or tavern owners. The farmers leased their land and also paid taxes to the lord and to the king. Most farmers were not free, but rather were serfs. They were required to stay with the land and had to work several days a week for the lord of the manor. There were some free peasants, but most did not leave their lord.

Clothing

- Because they were poor, their clothing was usually rough wool or linen. The women wove the fabric and made the clothes. Peasants generally had only one set of clothing and it almost never was washed.
- Men wore tunics and long stockings.
- Women wore long dresses and stockings made of wool.
- Some peasants wore underwear made of linen, which was washed “regularly.”
- The most common colors for peasant clothing were brown, red, or gray.
- Both men and women wore clogs made of thick leather.
- In cold weather, both men and women wore cloaks made of sheepskin or wool. They also wore wool hats and mittens.
- Children basically dressed in the same style as the adults.

Food

- Peasants generally lived off the land. Their diet basically consisted of bread, porridge, vegetables, and some meat.
- The main crops were corn, wheat, and beans.
- Near their homes, peasants had little gardens that contained lettuce, carrots, radishes, tomatoes, beets, and other vegetables. They also might have fruit and nut trees.
- If the peasant was wealthy enough to have cows or goats, the family would have cheese and milk.
- Many peasants died when the weather was too wet or too dry. If their crops didn’t grow, they didn’t have food to eat.

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Peasants/Serfs *(continued)*

Homes

- Peasants lived in towns on the lord's manor.
- Houses were constructed of stone or of branches covered with mud and straw.
- The roofs were thatched.
- There were generally two rooms in the home.
- The rooms had dirt floors and a few furnishings in the common room, such as stools, tables, chairs, and chests.
- The second room contained the beds for the whole family.
- Often in the winter, the animals also lived in the common room.
- An open fireplace was in the common room.
- There were small windows without glass.
- Candles were used to light the inside of the house.

Childhood

- Often, children were named after a close relative or a saint.
- In a peasant household, everyone was needed to work in the fields. Often children as young as age 2 were left alone. Many accidents happened.
- Peasant children were poor and did not have many toys.
- Children did not go to school or have tutors, so few knew how to read.

Marriage

- Virtually all marriages were arranged by the parents.
- Peasants generally married people from their own village.
- Men were the head of the household and the wife was his property—to be treated in any way he wanted.
- Men were allowed to divorce their wives, but women were not allowed to divorce their husbands.
- Adultery and divorce were less common among the peasants.

Religion

- Religion was very important to the peasants.
- They believed that faith could take them to a world that was certainly easier than the one in which they lived.
- Peasants generally observed the Sabbath and celebrated church holidays.

Feudalism Social Roles Research

Name: _____ Date: _____

Social Status: _____

Directions: As you research what life was like for people of this social status, see if you can find the answers to the following questions:

1. What does their home look like? (How big is it, what does it look like on the inside/outside, etc.?)
2. Who owns the home?
3. What kinds of clothes do they wear? Are they comfortable?
4. Who has power over them? Why?
5. What are their children expected to do every day?
6. What is the worst thing about their lives?
7. What is the best thing about their lives?
8. What do they fear the most?
9. What other interesting things did you learn about the lives of people of this social status?

Passport to Social Studies: Geography of Ancient Greece 2 Day

Objective

Explore maps to think about geographic opportunities and obstacles that shaped Golden Ages Greece.

Resources/Materials

- *Physical Map of Greece* *handout*
- *Geography of Greece* *handout*
- *Farming in Ancient Greece* *handout*
- *Cause and Effect Graphic Organizer: How Did Geography Affect Ancient Greece?*

Activity

- Look at the Physical Map of Greece. Study the map carefully and make observations about the physical features of Greece.
- List of physical features.
- Read the two handouts *Geography of Greece* and *Farming in Ancient Greece*.
- Annotate the readings using the notes and definitions section.
- Complete the *Cause and Effect Graphic Organizer: How Did Geography Affect Ancient Greece*.
- Consider the question, “How did geography affect the way people made a living in ancient Greece?”

Additional Resources

- National Geographic: Ancient Greece https://www.nationalgeographic.org/topics/resource-library-ancient-greece/?q=&page=1&per_page=25
- Nat Geo Kids: 10 Facts About Ancient Greece <https://www.natgeokids.com/za/discover/history/greece/10-facts-about-the-ancient-greeks/>

Physical Map of Greece



Geography of Greece

From: “Aegean Adaptability: Geography and the Ancient Greeks” by Cheryl Wiens	Notes and Definitions
<p>At the same time that the Shang dynasty was ruling much of the Huang He River Valley and the Egyptian pharaohs were building the New Kingdom along the Nile, another civilization was beginning, along the northeastern shores of the Mediterranean Sea. The civilization was that of the ancient Greeks.</p> <p>In Greece, there was no great river carrying layers of fertile silt to create rich farmland. Instead of finding themselves in an environment provided by a river valley, ancient Greeks found themselves on a peninsula, a piece of land almost entirely surrounded by the sea, with a rocky landscape that offered few natural resources.</p> <p>Ancient Greece was located on the southern European mainland. The modern-day country of Greece includes not only the mainland portion, but also hundreds of islands. The biggest of these islands is Crete, south of the mainland. Northeast of Crete is another large island called Rhodes.</p> <p>Mountains and hills cover nearly three-fourths of Greece. Western Greece is the most mountainous, and travel by land is very difficult. The land is not very fertile, either, but farmers herd goats and sheep on the rugged hillsides.</p> <p>Eastern Greece has land that is more suitable for farming. Some of these farmlands are on the peninsula of Attica. Attica also has excellent natural harbors, or sheltered places, for ships. Peloponnesus, a large peninsula southwest of Attica, is a mountainous region outlined by a thin area of fertile soil. Here can be found several rivers, but unlike those in Egypt or Mesopotamia, these rivers dry up in the summer.</p> <p>The climate of Greece also presented a challenge for early farmers. Summers were hot and dry, and winters were wet and windy. Ancient Greeks raised crops and animals well suited to the environment. Wheat and barley were grown, and olives and grapes were harvested. The many hills and mountains provided shrubs to feed the herds of sheep, goats, and cattle.</p> <p>Because farming didn't produce huge surpluses and travel across the terrain was difficult, the Greeks came to depend on the sea. People living near the Mediterranean, Aegean, and Ionian Seas became fishermen, sailors, and merchants. Because of Greece's location in the eastern Mediterranean, it was a perfect location for trade. Greek sailors were highly skilled, and traveled as far as ancient Egypt to trade their products. Greek merchants competed with traders from other Mediterranean cultures. One of the cultures was the Phoenicians. Traders from all over were eager to exchange their goods for Greece's olive oil, wool, and wine. Those who traded with the Greeks especially prized their olive oil. It added flavor to food, along with its usefulness as a lamp fuel and body lotion.</p>	

Farming in Ancient Greece

	Notes and Definitions
<p>Agriculture was the foundation of the Ancient Greek economy with nearly 80% of Greeks involved in different parts of agriculture (the science of farming, including cultivation of the soil for the growing of crops and the raising of animals to provide food, wool, and other products). A Greek city-state's wealth was based on its ability to produce surplus crops which allowed them to export goods in exchange for things the community needed but did not have. Cereals, olives, and grapes for wine grew really well in the Mediterranean climate and were the three most produced foods.</p> <p>Farming was very difficult because only a small percentage of the land was arable (suitable for growing crops). Greek diet was based on cereals like wheat, rice, and barley. Because barley was easier to grow and more productive than the other cereal grains, it accounted for about 90% of cereal production. Barley was often made into porridge or ground into flour to make bread. In time, the demand for cereals was far greater than what could be produced because the land was limited.</p> <p>On the other hand, the Greek land was well suited for olive trees, which provided olive oil. However, olive trees take more than twenty years for the tree to provide fruit, and it only fruits every other year. Grapes also grew well in the rocky soil, but required a lot of care.</p> <p>Most farms were small with farmers growing enough food to support their families. Vegetable gardens (cabbage, onion, garlic, lentils, chick pea, beans), herb gardens and fruit orchards were grown.</p>	

Cause and Effect Graphic Organizer: How Did Geography Affect Ancient Greece?

Name: _____ Date: _____

Cause	Effect
Three-fourths of Greece is mountains and hills.	
Land travel was difficult.	
The climate is hot, with dry summers and wet winters.	
Farming did not produce surpluses.	
Several seas surrounded Greece.	

Reflection Question:

How did geography affect the way people made a living in ancient Greece?

Passport to Social Studies: Life of a Roman Soldier

Name of Activity

Learn about what the life of a Roman soldier was like by examining secondary sources.

Resources/Materials

- *Roman Legion Soldier Image*
- *A Roman Soldier* article
- *Roman Soldier Graphic Organizer*

Activity

- Look at the *Roman Legion Image*. Study the image and carefully and make observations of the following:
 - What do you notice? What do you see? (e.g., armor, clothing)
 - What do you notice that you didn't expect? (e.g., stance of the soldier)
- The Roman army was made up of soldiers, called legionaries. The legionaries were divided into 30 legions, each comprised of 4,000 to 6,000 soldiers. A legate commanded the legion. Each legion was divided into 10 cohorts, which were further divided into 6 smaller groups called centuries. Each century contained about 80 soldiers and was led by a centurion who carried a short rod, or vine-staff as a symbol of his position. Answer the following question below about this blurb of text:
 - What does this information tell us about Roman armies?
- Read the *Roman Soldier* article and complete the *Roman Soldier Graphic organizer*.
- Respond to the following question, "How do you think the life of soldier from ancient Rome compares to the life of soldiers today?"

Additional Resources

- PBS: The Roman Empire <https://www.pbs.org/empires/romans/empire/soldiers.html>

Image Two—Roman Legion Soldier



A Roman Soldier

The Roman army changed under the supervision of the Roman general and consul named Gaius Marius. It became a professional fighting organization with the power to dominate Europe and parts of Asia and Africa. Originally, like the part-time Greek army, Roman soldiers served in the army during a summer campaign, then returned to their farms and fields. Marius gave men from the underclass, the poorest men in Rome, the opportunity to choose a military career and gave land to the army veterans. He changed the nature and composition of the Roman legion.

Types Of Soldiers

The Roman army consisted of legionaries, who were Roman citizens, and auxiliaries, who were not. Legionaries were the best soldiers and the best paid. The legionaries were divided into 30 legions, each comprised of 4,000 to 6,000 soldiers. A legate commanded the legion. Each legion was divided into 10 cohorts, which were further divided into 6 smaller groups called centuries. Each century contained about 80 soldiers and was led by a centurion who carried a short rod, or vine-staff, as a symbol of his position. This organization established order and a clear chain of command. Auxiliaries were paid a third of a legionary's salary. The auxiliaries guarded forts and frontiers and fought in battles, often in the dangerous frontline. An auxiliary could become a Roman citizen after 25 years of service and receive a sum of money. In addition, some soldiers specialized in the use of bows and arrows or slingshots; some developed expert swimming skills so that they could, like modern day Navy Seals, surprise the enemy. Artillery soldiers specialized in the use of catapults, called **onagers** in Latin, machines that fling rocks or balls of burning tar. The wind-up crossbow, called **ballistas** in Latin, was another one of their weapons. A soldier's weapons included a short stabbing sword, two throwing spears, a dagger, and a heavy shield. Usually the Roman army used infantry, men fighting on foot, supported by cavalry, soldiers riding on horses. The cavalry fought on the sides of the infantry and would pursue fleeing enemies. In addition, each legion had one soldier designated to be its standard-bearer. The standard, often in the form of a golden eagle mounted atop a pole, identified the legion and was an extremely important symbol in the Roman army. The standard-bearer was highly respected and received twice the salary of a typical legionary.

Discipline

Romans enlisted strong, brave soldiers. A soldier who was judged to be a coward or who was thought to undermine his team in battle was stoned to death. The centurion would use his vine-staff to beat any disobedient soldier. In the worst cases of disobedience, when soldiers or standard-bearers fled from battle, a cohort would be punished by executing every tenth man.

Training

Rome built its empire on a strong, fit army. A soldier's training included running, marching, and practice fighting. A soldier could march 20 miles (30 km) a day wearing armor. He could swim or cross rivers in boats, build bridges, and breach the walls of forts. Each carried his weapons, shield, some food, and camping equipment including spare clothes, a cooking pot, and an axe or a spade.

Rewards

Rank determined the rewards that a soldier could earn, except for the "civic crown" of oak leaves, which was awarded to any soldier who saved the life of a citizen. Legionary soldiers and officers below the rank of centurion could receive monetary bonuses, which were rewards and spoils after a conquest. A legionary soldier was allowed to marry after honorable discharge. He received a pension and sometimes a grant of land. The centurion that was the first man over the walls of a city under siege was entitled to a plain gold crown. Other kinds of deeds would earn other forms of crowns.

Leisure

Soldiers, unlike ordinary people who were too busy working, had time for recreation. Archaeologists have discovered board games with counters and dice. The Romans also enjoyed hunting for sport. Bloody fights between gladiators or between people and animals served as entertainment for the soldiers and the general population. These spectacles were staged for the public in large arenas called amphitheaters. These events were highly anticipated and much appreciated forms of entertainment.

Roman Soldier Graphic Organizer

Organization

Four empty rectangular boxes arranged horizontally, connected by a horizontal line above them, for organizing information about the Roman soldier's organization.

Discipline

Four empty rectangular boxes arranged horizontally, connected by a horizontal line above them, for organizing information about the Roman soldier's discipline.

Training

Four empty rectangular boxes arranged horizontally, connected by a horizontal line above them, for organizing information about the Roman soldier's training.

Rewards

Four empty rectangular boxes arranged horizontally, connected by a horizontal line above them, for organizing information about the Roman soldier's rewards.

Leisure

Four empty rectangular boxes arranged horizontally, connected by a horizontal line above them, for organizing information about the Roman soldier's leisure.

Passport: What Makes a Golden Age?

Objective

Analyze primary and secondary sources to determine what defines a Golden Age.

Resources/Materials

- *The Course of Empire: Consummation of Empire*, Thomas Cole:
<http://www.explorethomascole.org/tour/items/67>
- *Analyze Artwork* worksheet
- *What Makes a Golden Age?* chart
- *Metamorphoses/Tetradrachm*
- *Work and Days/Funeral Oration*

Activity

- Make a list of all of the things you associate with the color gold. Think about what inferences you can make about what gold represents.
- Read the following explanation of a Golden Age:
 - Historians use the phrase Golden Age to describe certain periods in history when a civilization was very productive and successful. The people living during these times did not use this phrase and did not think they were living in a particularly special or golden period. It is during these Golden Age periods that civilizations made many contributions to society that were copied and studied by subsequent civilizations.
- Analyze the painting [The Course of Empire](#) by Thomas Cole using the *Analyze Artwork* worksheet.
- Read *Metamorphoses/Tetradrachm* and *Work and Days/Funeral Oration*.
- Complete the top half of the *What Makes a Golden Age?* chart using your analysis of the painting and the quotes.
- Consider what the artwork and quotes reveal about what makes a Golden Age and complete the bottom half of the *What Makes a Golden Age?* chart.

Extension

- Review the chart below illustrating aspects of a Golden Age. Write a paragraph describing a period of time that could be described as a Golden Age.

Government	Economics	Cultural Achievements
- Stable administration	- Stable currency	- New technology

<ul style="list-style-type: none">- Consistent legal system- Well-trained military forces	<ul style="list-style-type: none">- Surplus of food- Professional job specialization- Stable and regular trade routes	<ul style="list-style-type: none">- New ideas- New inventions- New artistic and literary flourishing
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Additional Resources

- Thomas Cole: <http://www.explorethomascole.org/tour/items/67/series/>
- Excerpt from Ovid's Metamorphoses: <http://www4.ncsu.edu/unity/users/m/morillo/public/GAinfo.htm>
- Excerpts from Hesiod's Works and Days: https://en.wikipedia.org/wiki/Works_and_Days
- Thomas Cole's The Course of Empire series:
 - <https://www.nyhistory.org/exhibit/course-empire-consummation-empire-0>

Analyze Artwork

Meet the artwork.

Quickly scan the artwork. What do you notice first?

Type (check all that apply):

- ☐ Painting ☐ Drawing/Sketch ☐ Engraving/Lithograph ☐ Mural ☐ Sculpture
☐ Mixed Media ☐ Scene/Event ☐ Portrait ☐ Landscape ☐ Abstract ☐ Other

What is the title?

Observe its parts.

List the people, objects and activities you see.

PEOPLE	OBJECTS	ACTIVITIES

Write one sentence summarizing this artwork.

Try to make sense of it.

What do the colors, people, objects or activities represent?

Who made this?

When was it created?

Does it depict a different time? When?

What was happening at the time in history it was created?

What is the message? List evidence from the artwork or your knowledge about the artist that led you to your conclusion.

Use it as historical evidence.

What did you find out from this artwork that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



What Makes a Golden Age?

Name: _____ Date: _____

Directions: Carefully study one painting and one text to complete the chart.

Source	What is a Golden Age?
Text	
Image	

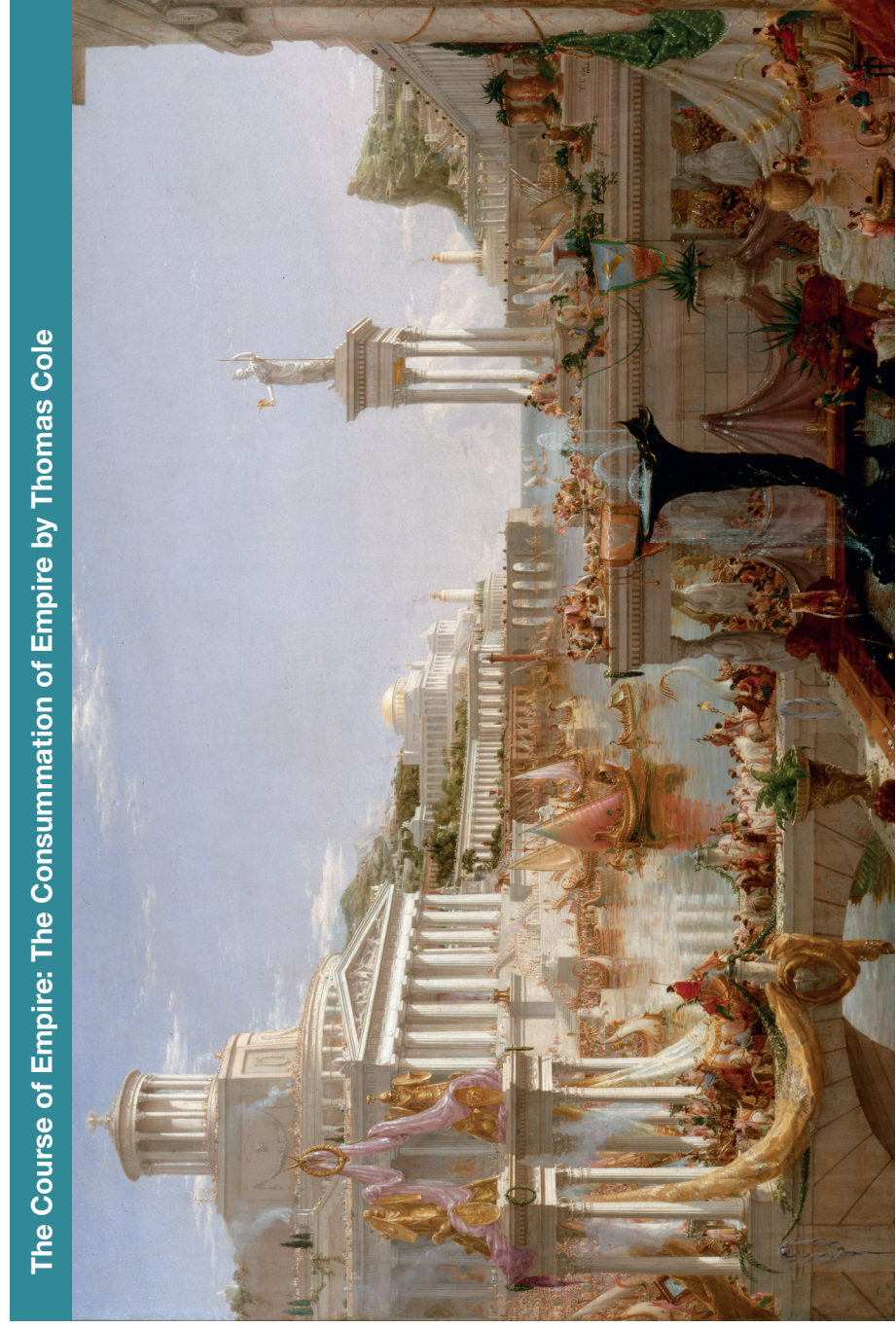
Review the notes collected on the chart above. Based on this information, define the phrase *Golden Age*.

The Course of Empire: The Consummation of Empire

by Thomas Cole

Name: _____ Date: _____

Context: Thomas Cole was an American painter of the Hudson River School. This painting does not represent Athens as it was, but rather, it represents Athens as later periods in history viewed it.



Courtesy of the New-York Historical Society

Metamorphoses/Tetradrachm

Name: _____ Date: _____

The Golden Age from Ovid's *Metamorphoses* (published in 8 C.E.)

The age was formed of gold; in those first days
No law or force was needed; men did right
Freely; without duress they kept their word.
No punishment or fear of it; no threats
Inscribed on brazen tablets; no crowds crawled
Beseeching mercy from a lofty judge;
For without law or judge all men were safe. ...
Nor swords nor shields existed.
The nations dozed through ages of soft time,
Safe without armies; while the earth herself,
Untouched by spade or plowshare, freely gave,
As of her own volition, all men needed: ...
Streams flowed profuse, now milk, now nectar, and
The living oak poured streams of golden honey.

duress: force or threats to make someone do something

brazen: bold

beseeking: begging

volition: power to make choices

Athenian Tetradrachm (c. 450 B.C.E.)

Context: The Athenian tetradrachm was used throughout the Greek world. Most of the silver for the coins came from mines near Athens. The coins were stamped with the head of the goddess Athena on one side and the owl of Athena, the symbol of the Athenian city-state, on the other side.



Coin Obverse



Coin Reverse

Works and Days/Funeral Oration

Name: _____ Date: _____

Hesiod's *Works and Days*

Context: A poem written by Hesiod around 700 B.C.E.

[Men] lived like gods without sorrow of heart, remote and free from toil and grief: miserable age rested not on them; but with legs and arms never failing they made merry with feasting beyond the reach of all devils. When they died, it was as though they were overcome with sleep, and they had all good things; for the fruitful earth unforced bear them fruit abundantly and without stint. They dwelt in ease and peace.

Pericles' *Funeral Oration*

Context: This famous speech, recorded by Thucydides (c. 460/455–c. 399 B.C.E.), was given by the Athenian leader Pericles after the first battles of the Peloponnesian War. Funerals after such battles were public rituals, and Pericles used the occasion to make a classic statement about the value of democracy.

Further, we provide plenty of means for the mind to refresh itself from business. We celebrate games and sacrifices all the year round, and the elegance of our private establishments forms a daily source of pleasure and helps to banish the spleen; while the magnitude of our city draws the produce of the world into our harbor, so that to the Athenian the fruits of other countries are as familiar a luxury as those of his own.

spleen: bad temper or things that cause a bad mood

Passport to Social Studies: The Silk Road, Diary of a Merchant Traveler

Objective

Read an article about the Silk Road to write a diary entry from the perspective of a merchant traveler from China, Central Asia, India, or Europe

Resources/Materials

- *Commodity Exchange article*

Activity

- Read the *Commodity Exchange* article, noting the four regions mentioned (Europe, Central Asia, India, and China).
- Answer the questions included in the margins of the article.
- Put the definition of **cultural diffusion** in your own words:
 - The spread of cultural elements from one area or group of people to others by contact.
- Goods were not the only things exchanged along the Silk Road—so were ideas and innovations.
- Write a diary entry from the perspective of the merchant traveler from the region of your choice. As you write your entry, try to answer the following questions:
 - Where are you traveling from?
 - Where are you traveling to?
 - What mode of transportation are you using?
 - Who did you encounter on your journey?
 - What did you learn from these encounters?
 - What challenges did you face on your journey?
 - What items did you bring to your destination?
 - What items are you looking to trade/purchase at your destination?

Passport to Social Studies: The Silk Road, Diary of a Merchant Traveler

Additional Resources

- History Channel: The Silk Road <https://www.history.com/topics/ancient-middle-east/silk-road>
- Crash Course World History: The Silk Road and Ancient Trade
<https://www.youtube.com/watch?v=vfe-eNq-Qyg>

Commodity Exchange

Name: _____ Date: _____

<p>As the name indicates, silk was the primary commodity carried and traded on the Silk Road. The Chinese first uncovered the value and usefulness of silkworms around 6,000 years ago, leading to a silk making tradition. Silk was an important product that built this influential trade, as it was a unique, luxury item that created a high demand. It also was light weight, compact, and expensive, making it ideal for long distance transport.</p> <p>In the early days of the Silk Road, Chinese merchants traded silk for expensive horses, lucerne grass seeds to feed their horses, and grapes. Although ancient civilizations been cultivating grapevines and making wines for many years, for the Chinese, who were isolated from these civilizations, grapes and wine were highly desirable commodities. Chinese envoys were delighted to discover that wine could be made from rice and from berries, previously unknown to them. Later, string beans, onions, cucumbers, carrots, pomegranates, and figs joined the list of commodities to be traded.</p> <p>Textiles, including woolen goods, carpets, curtains, blankets and rugs, began to move from Central Asia and the eastern Mediterranean to China. Wool and flax processing and carpet manufacturing also impressed the Chinese. Central Asia also exported camels, military equipment, gold and silver, semi-precious stones and glass items to China, who was a willing and enthusiastic buyer of these goods. Also, skins, wools, cotton fabrics, gold, embroidery, exotic fruits like watermelons, melons, and peaches, fat-tailed sheep, hunting dogs, leopards, and lions traveled to China for trade and purchase.</p> <p><i>continued on next page</i></p>	<table><tr><th>Notes and Definitions</th></tr><tr><td><p>commodity: a material being sold or purchased</p><p>What advantages did silk have over other commodities that may have been traded on the Silk Road?</p><p>cultivating: raising or growing on a farm or under other controlled conditions</p><p>Which area is being described as the “ancient world” in paragraph two?</p><p>What were some of the commodities that were brought to China and how did the arrival of these commodities change or affect China?</p></td></tr></table>	Notes and Definitions	<p>commodity: a material being sold or purchased</p> <p>What advantages did silk have over other commodities that may have been traded on the Silk Road?</p> <p>cultivating: raising or growing on a farm or under other controlled conditions</p> <p>Which area is being described as the “ancient world” in paragraph two?</p> <p>What were some of the commodities that were brought to China and how did the arrival of these commodities change or affect China?</p>
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The Chinese exported many other goods on the Silk Road in addition to silk. The Chinese possessed the secret for making the thinnest porcelain and Europeans were willing to pay high prices for the snow-white items with beautiful patterns. Other Chinese commodities included bronze ornaments, Chinese paper, umbrellas, products made from Chinese lacquer, medicines, perfumes, gold, tea, rice, coral, amber, ivory, rhino horns, turtle shells, spices, ceramic and iron items, cinnamon, ginger, weapons, and mirrors.

The trade routes expanded further, to places where new products were both available and desired. India produced fabrics, spices, semi-precious stones, dyes, and ivory. Iran traded its silver products. Rome bought spices, fragrances, jewels, ivory, and sugar and sold European pictures and luxury goods, like watches. Eastern Europe joined the trading network, importing rice, cotton, and woolen and silk fabrics from Central Asia and exporting skins, furs, animals, bark, cattle, and slaves to **Khoresm**.

Notes and Definitions

What were some of the commodities exported from Asia to Europe?

What factors might affect the price of commodities that were transported using the Silk Road trade system?

Khoresm: a large oasis region in Central Asia

The Twelve Tables

Objective

Analyze the Twelve Tables to understand how they influenced daily life in ancient Rome

Resources/Materials

- *The Twelve Tables* handout

Activity

- The Twelve Tables were an early set of laws that guaranteed rights to the people of Rome. These rights and laws formed the basis of the Roman Republic. The tables were pieces of stone with writing carved into them. Once a law was made public then it was everyone's responsibility to know and obey them.
- Read *The Twelve Tables* handout to determine what these laws reveal about the Roman Republic.
- Choose one law that you think is the most fair or important and one law that you think is the least fair or least important.
 - What inferences can you make from these laws?
 - What questions do you have about these laws?
- Imagine that you are a child living in Ancient Rome and write a postcard to a New York City student living today. In the postcard explain why one of the laws contributed to Rome's Golden Age.

Extension

- As yourself write a postcard back to a child living in Ancient Rome. Include a list of questions you have about The Twelve Tables.

The Twelve Tables

Name: _____ Date: _____

Table I Procedure for courts and trials

- I.1** If he (plaintiff) summons him (defendant) into court, he shall go. If he does not go, (plaintiff) shall call witnesses. Then only he shall take him by force. If he refuses or fees, he (plaintiff) shall lay hands on him. If disease or age is an impediment, he shall grant him a team (of oxen). He shall not spread with cushions the covered carriage if he does not wish to.

Table II Procedure for courts and trials, continued

- II.3** Whoever is in need of evidence, he shall go on every third day to call out loud before the doorway of the witness.

Table III Debt

- III.1** When a debt has been acknowledged or a judgment has been pronounced in court, 30 days must be the legitimate grace period. Thereafter, arrest of the debtor (person or group that owes money) may be made by the laying on of hands. Bring him into court. If he does not satisfy the judgment (or no one in court offers himself as surety on his behalf) the creditor (person or group that loaned money) may take the debtor with him. He may bind him either in stocks or fetters (chains around a person's feet), with a weight of no less than 15 lbs. (or more if he desires). (After 60 days in custody, the case is returned to the court, and if the debt is not then paid, the debtor can be sold abroad as a slave, or put to death.)

Table IV Rights of fathers (paterfamilias) over the family

- IV.1** A dreadfully deformed child shall be killed.
- IV.2** If a father surrenders his son for sale three times, the son shall be free.

Table V Legal guardianship (taking care of another person or another person's property) and inheritance (money, property, etc., that is received from someone when that person dies) laws

- V.1** Our ancestors saw fit that "females, by reason of levity (a lack of seriousness) of disposition, shall remain in guardianship, even when they have attained their majority."
- V.7** A spendthrift (person who spends money carelessly) is forbidden to exercise administration over his own goods.
- V.8** The inheritance of a Roman citizen-freedman is made over to his patron, if the freedman has died intestate and has no natural successor.

Table VI Acquisition (getting something) and possession

- VI.1** When a party shall make bond or conveyance, what he has named by word-of-mouth that shall hold good.
- VI.2** Marriage by 'usage': If a man and woman live together continuously for a year, they are considered to be married; the woman legally is treated as the man's daughter.

Table VIII Torts (action that wrongly causes harm to someone but that is not a crime and that is dealt with in a court)
VIII.1 If any person has sung or composed against another person a Song (carmen) such as was causing slander or insult... he shall be clubbed to death.
VIII.2 If a person has maimed (crippled) another's limb, let there be retaliation (revenge) in kind, unless he agrees to make compensation with him.
VIII.21 If a patron shall defraud his client, he must be solemnly forfeited (killed).
VIII.23 Whoever is convicted of speaking false witness shall be flung from the Tarpeian Rock (steep cliff in Rome).
VIII.26 No person shall hold meetings in the city at night.
Table IX Public law
IX.3 The penalty shall be capital punishment for a judge legally appointed who has been found guilty of receiving a bribe for giving a decision.
IX.5 Treason: he who shall have roused (made angry) up a public enemy or handed over a citizen to a public enemy must suffer capital punishment.
IX.6 Putting to death... of any man who has not been convicted, whosoever he might be, is forbidden.
Table X Sacred (religious)
X.1 None is to bury or burn a corpse in the city.
X.3 The women shall not tear their faces nor wail on account of the funeral.
X.4 Women must not tear cheeks or hold chorus of 'Alas!' on account of a funeral.
X.6A Anointing (putting oil on someone during a ceremony) by slaves is abolished, and every kind of drinking bout... There shall be no...long garlands, no incense boxes.
Table XI Supplement (extra)
XI.1 Marriage shall not take place between a patrician and a plebeian.
Table XII Supplement continued
XII.5 Whatever the People has last ordained shall be held as binding by law.

**Adapted from Fordham University, Ancient History Sourcebook, © Paul Halsall, June 1998*

Hidden Voices: Elsie Richardson – 2 Day

Objective

Learn about how people have organized to help their neighborhoods in New York City through the story of Elsie Richardson.

Resources/Materials

- *Investing in Bed-Stuy*
- *Home Owners' Loan Corporation, Map of Brooklyn*
- *Analyze a Map*
- *Action Activists* excerpt

Activity

Day 1

- Read *Investing in Bed-Stuy* and consider the following questions as you read:
 - How was Elsie Richardson able to become active in her community as a young person?
 - How did Elsie Richardson help her community?
 - As a resident of Bedford-Stuyvesant, did Elsie Richardson have an obligation to help her community? Do all residents of a neighborhood have an obligation to help their community?
 - How did discrimination affect the development of Elsie Richardson's neighborhood?
 - How did local legislation affect the residents of Bedford-Stuyvesant?
- Write a response to the questions above using evidence from the text to support your answers.

Day 2

- Review your notes from the day 1 activity.
- Analyze the *Home Owners' Loan Corporation, Map of Brooklyn* using the *Analyze a Map* worksheet.
- Read the *Action Activists* excerpt and consider the following questions:
 - What is happening in the excerpt of this comic book?
 - What connection exists between red-lining and what is featured in the excerpt of *Action Activists*?
 - What were the impacts of red-lining and segregation on the communities they targeted?

Hidden Voices: Elsie Richardson – 2 Day

- How did people organize to resist these impacts?

Extension

- Develop your own comic strip about a figure who organized to make change in their community.

Additional Resources

- Bedford Stuyvesant Restoration Corporation <http://restorationplaza.org/>
- The Nation: the long-term and widespread impact of Richardson's activism <https://www.thenation.com/article/remembering-elsie-richardson/>
- Action Activists <https://www.weteachnyc.org/resources/resource/action-activists/>

Investing in Bed-Stuy

By: Museum of the City of New York

In the 1960s Elsie Richardson (1922–2012), the daughter of immigrants from the Caribbean island of Nevis, fought to reinvigorate Bedford-Stuyvesant. Richardson’s visionary organizing in the central Brooklyn neighborhood set a model for community development corporations nationwide, geared at reversing disinvestment in inner-city neighborhoods. In her youth, she was in the militant Garvey movement in Harlem. As a teen in 1941 she joined the New York City bus boycotts led by Adam Clayton Powell Jr. As a newlywed she became active in tenant organizing and block associations in Brooklyn. A mother of three, she earned her BA while working full time and later earned her MA at the New School for Social Research.

Secondary Source

The Richardsons originally moved into public housing in Bedford-Stuyvesant, Brooklyn. In the mid- 1950s they bought a townhouse two blocks from their public housing apartment. Elsie became active in her block association and PTA while working full time, raising three children, and taking night classes.

When the Richardsons moved there, Bed-Stuy was a mixed income neighborhood with affordable homes and apartments. The population included a diverse mix of European immigrants, African Americans, and a growing number of immigrants from the West Indies. The next decade would be transformative for this **vast** neighborhood in central Brooklyn.

As suburbs drew the white population out of the city and the racial composition of Bed-Stuy began to shift, private and public lenders embraced a policy known as “redlining,” deeming the area a poor credit risk. Without access to credit in the form of home loans, the remaining black residents of Bed- Stuy faced challenges to buy or renovate homes and businesses. Swaths of north central Brooklyn were deemed bad credit risks.

Redlining kept neighborhoods like Bed-Stuy **stagnant** and increasingly **segregated**. By the late 1960s the combined effects of housing discrimination and denial of basic city services had turned Bed-Stuy into one of New York City’s poorest neighborhoods. Many families lived in cramped, deteriorated housing.

Glossary

vast: huge

stagnant: inactive

segregated:
separated or
divided by race or
some other
identity category.

Investing in Bed-Stuy

By: Museum of the City of New York

Bed-Stuy was already known as “America’s largest ghetto” when the police shooting of James Powell in Harlem triggered tensions between black residents and law enforcement in Bed-Stuy. Resentment over employment discrimination and lack of basic social services boiled over into rioting in the summer of 1964.

Richardson saw the roots of Bed-Stuy’s **woes** as being political as well as economic. Along with other politically astute Bed-Stuy women, Richardson helped form the Central Brooklyn Coordinating Council (CBCC), an umbrella organization for groups seeking to create political pressure to address discrimination and lack of services in the neighborhood.

By the mid-1960s Richardson was frustrated by her lack of leverage with New York City clubhouse politics. She shifted her strategy, inviting U.S. Senators Robert Kennedy and Jacob Javitz to tour the neighborhood. As **emissaries** for the federal “War on Poverty,” the senators represented an opportunity to address the problems of the “inner city.” Kennedy’s last stop was at the YMCA on Bedford Avenue, where he proposed a study on the troubled neighborhood. In response, Richardson memorably replied: “We’ve been studied to death, what we need is bricks and mortar!” As leader of the CBCC, Richardson had already developed a comprehensive neighborhood renewal plan. The BSRC established its formal headquarters at a former milk bottling plant and completed renovations on the site in 1972. The creation of superblocks provided landscaped open spaces and pedestrian friendly zones. BSRC worked to **catalyze** new business development and support job placement programs in the community. Physical repair and restoration of deteriorating housing stock were major concerns for the BSRC.

Formally established in 1967, the BSRC set out to rebuild the neighborhood and its economy. Richardson explained the BSRC by stating, “Although the basic problem is poverty, we are not a program by which money is pumped into the community and consumed as a

woes: problems

emissaries:
representatives,
ambassadors

catalyze: speed up

Investing in Bed-Stuy

By: Museum of the City of New York

stop-gap measure. We are instead a restoration program by which money is made to build for the future.”

In addition to the physical rehabilitation of Bed-Stuy and its housing stock, the Restoration Corporation also focused on the social life of the neighborhood. In 1972 it opened the 218-seat Billie Holiday Theater within Restoration Plaza. Concerts, fashion shows, and holiday gatherings were key features of the organization’s work in the 1970s.

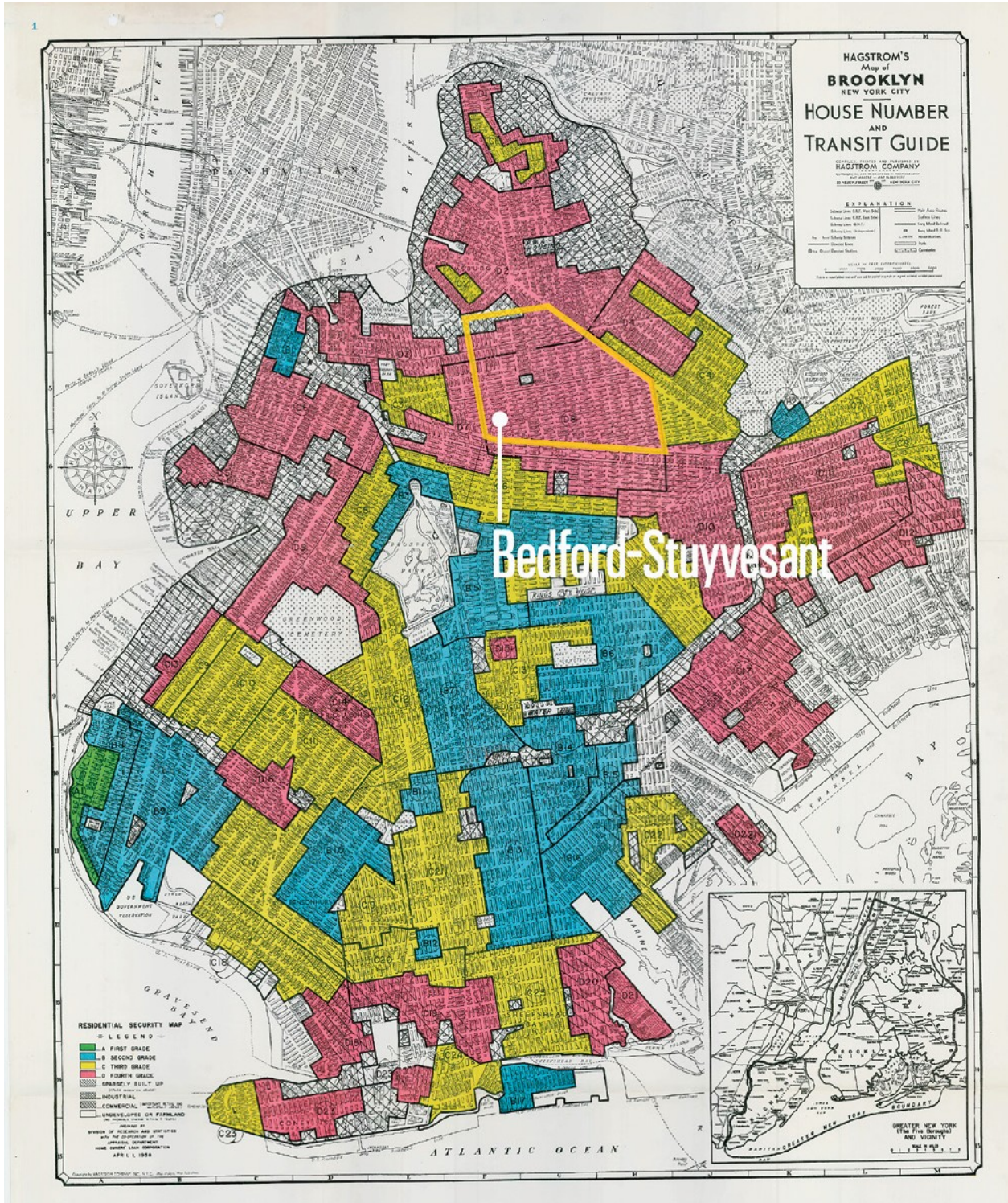
Since 1967, The Bedford Stuyvesant Restoration Corporation has catalyzed enormous economic, cultural, and educational improvements in central Brooklyn. Just a sampling of accomplishments includes: 2,200 units of housing constructed or renovated, 150 homes had their facades repaired, \$500 million in investments brought to Central Brooklyn, \$60 million in mortgage financing provided to 1,500 homeowners. 400 students each year were offered instruction in dance, music, and theater and 20,000 youth and adults received job placements.

Occupying a full city block, Restoration Plaza is one of the key landmarks of Bed-Stuy. Centered around a renovated former milk bottling plant, it serves as the offices of the BSRC and also contains cultural venues, businesses, and banks. The anchor tenant is Super Foodtown: a 25,000 square foot full-service supermarket.

The networks that Richardson helped to create still resonate in Bed-Stuy. The neighborhood welcomed a new influx of immigrants from the Caribbean in the 1980s, who added to the strong community life that continues to enrich central Brooklyn. Since the early 2000s, the leafy streets and spacious brownstones of Bedford-Stuyvesant have attracted a new crop of buyers, as a tidal wave of gentrification has swept over central Brooklyn. In a twist familiar to many New Yorkers, a neighborhood once deemed a “problem” must now contend with high demand and a crisis of affordability, with average monthly rent up 46% between 2009 and 2014.

Home Owners' Loan Corporation, Map of Brooklyn

This map is one of the infamous Home Owners' Loan Corporation maps showing "redlining," or marking in red the neighborhoods with high minority populations deemed undesirable for mortgage lenders. This map has been annotated to highlight the neighborhood of Bedford-Stuyvesant.



Analyze a Map

Meet the map.

What is the title?

Is there a scale and compass?

What is in the legend?

Type (check all that apply):

- | | | | |
|--------------------------------------|---|---|--|
| <input type="checkbox"/> Political | <input type="checkbox"/> Topographic/Physical | <input type="checkbox"/> Aerial/Satellite | <input type="checkbox"/> Relief (Shaded or Raised) |
| <input type="checkbox"/> Exploration | <input type="checkbox"/> Survey | <input type="checkbox"/> Natural Resource | <input type="checkbox"/> Planning |
| <input type="checkbox"/> Land Use | <input type="checkbox"/> Transportation | <input type="checkbox"/> Military | <input type="checkbox"/> Population/Settlement |
| <input type="checkbox"/> Census | <input type="checkbox"/> Other | | |

Observe its parts.

What place or places are shown?

What is labeled?

If there are symbols or colors, what do they stand for?

Who made it?

When is it from?

Try to make sense of it.

What was happening at the time in history this map was made?

Why was it created? List evidence from the map or your knowledge about the mapmaker that led you to your conclusion.

Write one sentence summarizing this map.

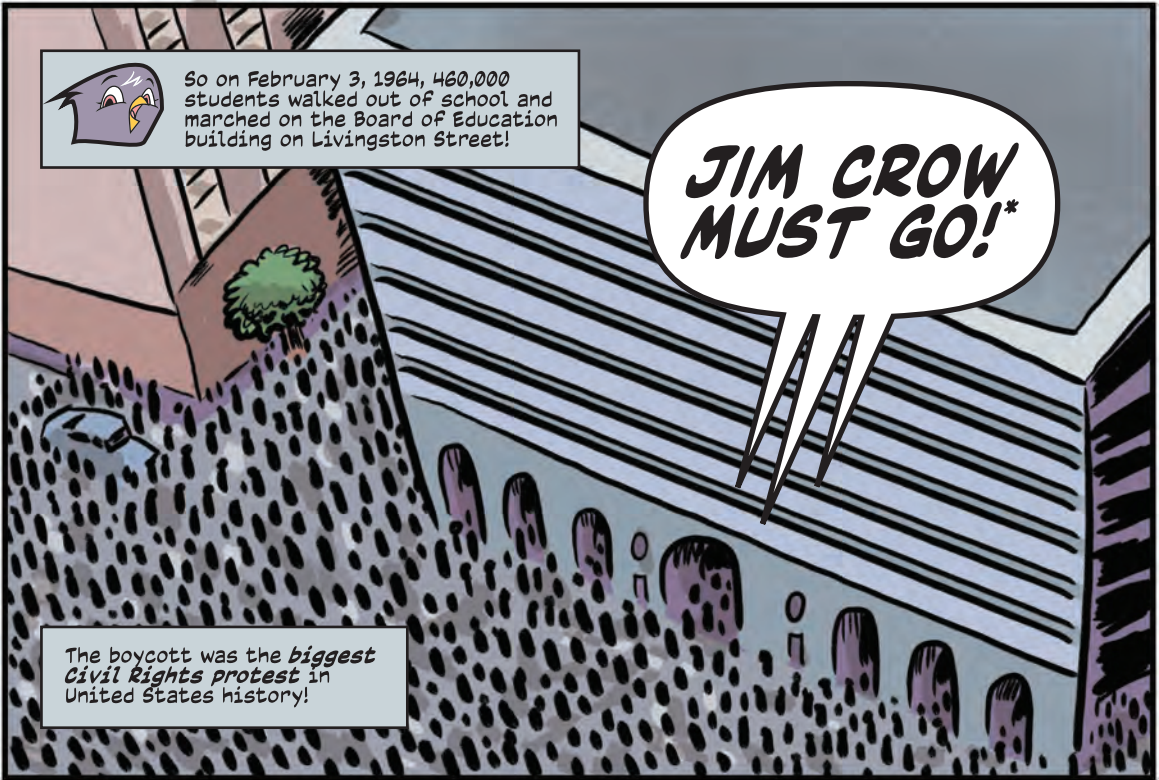
How does it compare to a current map of the same place?

Use it as historical evidence.

What did you find out from this map that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



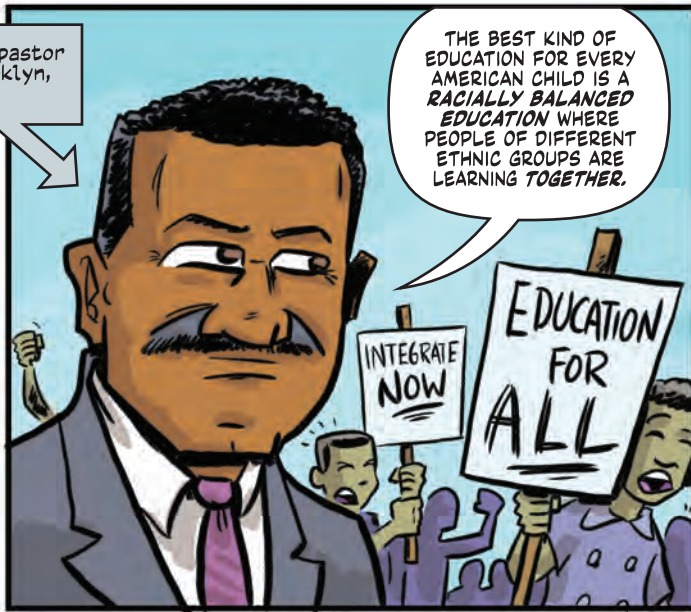


* Jim Crow = The symbol of racial segregation, based on an old racist 19th century stage character

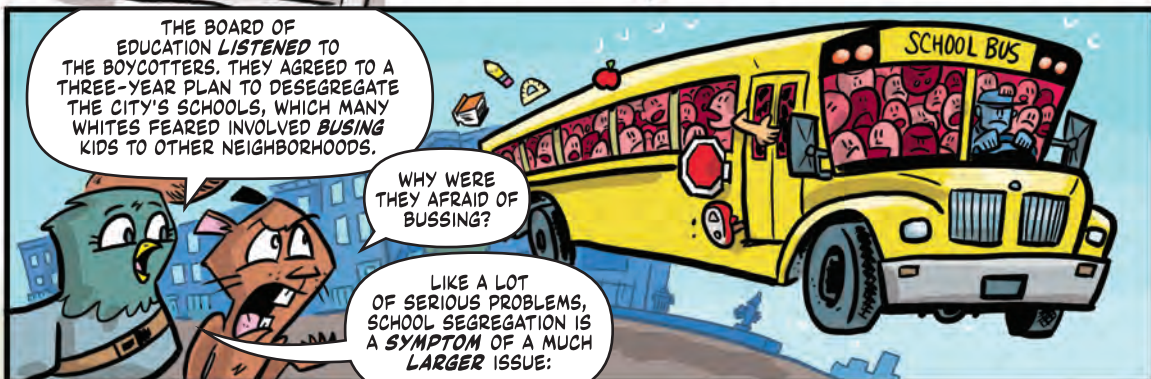




The boycott was organized by a pastor from Bedford-Stuyvesant, Brooklyn, named *Milton Galamison*.



THE BEST KIND OF EDUCATION FOR EVERY AMERICAN CHILD IS A **RACIALLY BALANCED EDUCATION** WHERE PEOPLE OF DIFFERENT ETHNIC GROUPS ARE LEARNING TOGETHER.



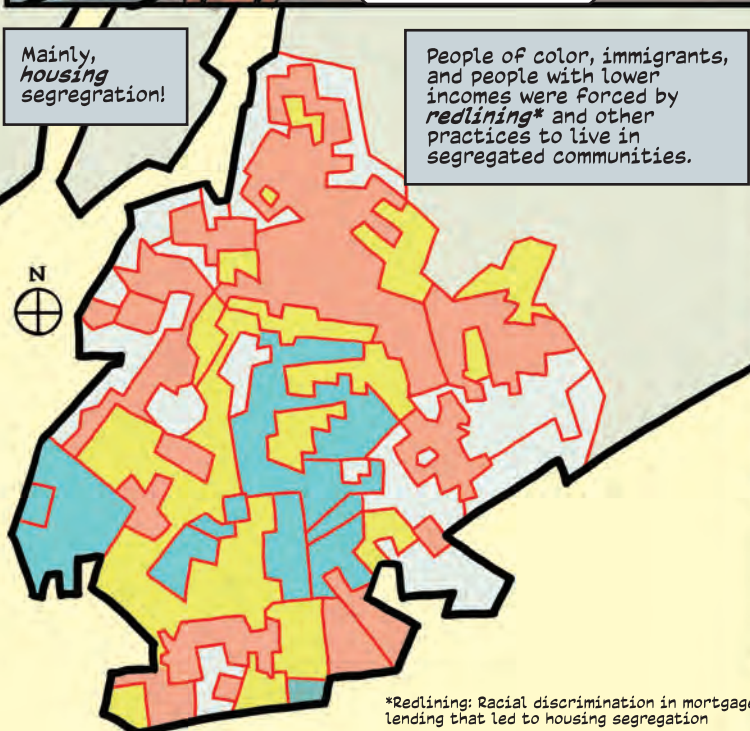
THE BOARD OF EDUCATION **LISTENED** TO THE BOYCOTTERS. THEY AGREED TO A THREE-YEAR PLAN TO DESEGREGATE THE CITY'S SCHOOLS, WHICH MANY WHITES FEARED INVOLVED **BUSING** KIDS TO OTHER NEIGHBORHOODS.

WHY WERE THEY AFRAID OF BUSING?

LIKE A LOT OF SERIOUS PROBLEMS, SCHOOL SEGREGATION IS A **SYMPTOM** OF A MUCH **LARGER** ISSUE:

Mainly, **housing** segregation!

People of color, immigrants, and people with lower incomes were forced by **redlining*** and other practices to live in segregated communities.



MOST KIDS GO TO SCHOOL WHERE THEY **LIVE**. SO TO INTEGRATE SCHOOLS, YOU MIGHT HAVE TO BUS THEM **OUTSIDE** THEIR OWN NEIGHBORHOODS.

OOH, I CAN SEE HOW SOME PEOPLE MIGHT NOT **LIKE** THAT.

YUP! AS ALWAYS, THERE ARE **TWO SIDES** TO EVERY PROBLEM.

ONCE THE CITY ANNOUNCED ITS DESEGREGATION PLAN, THERE WAS AN IMMEDIATE **BACKLASH**.

*Redlining: Racial discrimination in mortgage lending that led to housing segregation

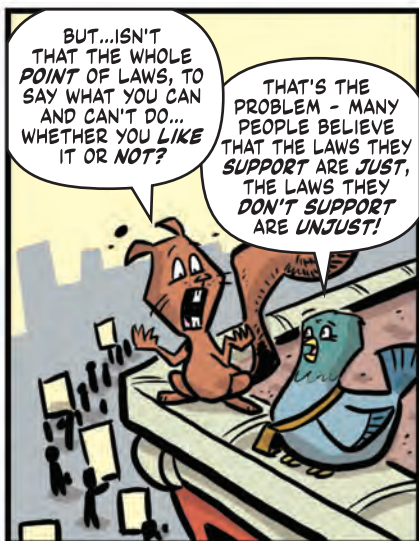


There were many anti-busing protests in northern cities, including in New York City. In March of 1964, about 15,000 people marched on city hall to protest integration.*

Parents claimed that they didn't necessarily mind having schools integrated -- they just didn't want their kids to be sent to some other neighborhood.



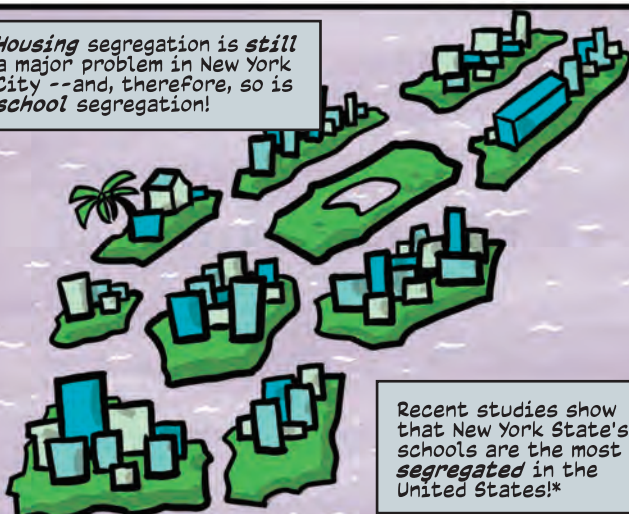
* To learn more about the school boycott and counter-protest, go to: <https://www.wnyc.org/story/school-boycott-1964/>



BUT...ISN'T THAT THE WHOLE POINT OF LAWS, TO SAY WHAT YOU CAN AND CAN'T DO... WHETHER YOU LIKE IT OR NOT?

THAT'S THE PROBLEM - MANY PEOPLE BELIEVE THAT THE LAWS THEY SUPPORT ARE JUST, THE LAWS THEY DON'T SUPPORT ARE UNJUST!

Housing segregation is still a major problem in New York City --and, therefore, so is school segregation!



Recent studies show that New York State's schools are the most segregated in the United States!*

* Source: <https://www.civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/ny-norflot-report-placeholder>

WAIT, WAIT, WAIT- YOU'RE TELLING ME THE BIGGEST CIVIL RIGHTS PROTEST IN U.S. HISTORY HAD NO IMMEDIATE EFFECT?!

AND THAT'S SUPPOSED TO INSPIRE ME TO GET INVOLVED... INSTEAD OF JUST MAKING ME WANT TO GIVE UP?!

IT HAD AN EFFECT-- IT RAISED AWARENESS! IT EMPOWERED YOUNG PEOPLE TO STAND UP AGAINST SOCIAL INJUSTICE!

BUT IN REAL LIFE, THE STRUGGLE CONTINUES EVERY DAY, AND EVEN IF YOU WIN ONE BATTLE, THERE WILL BE MORE TO COME!



Time Capsule

Objective

Write an inspirational letter to your future self describing American ideals and civic virtues you hope to see in the future

Resources/Materials

- *Letter from Ruth Bader Ginsburg Supporting the Equal Rights Amendment*
- *Letter to President Dwight D. Eisenhower Regarding Integration*
- *Vision Brainstorm* worksheet (6-8, C4A, Part I, pg. 196)

Activity

- Read *Letter from Ruth Bader Ginsburg Supporting the Equal Rights Amendment* and as you read, consider the following questions:
 - What are your initial observations about this letter?
 - What is the tone like of the letters?
 - What makes these letters inspirational?
- Read and annotate *Letter to President Dwight D. Eisenhower Regarding Integration* and consider the following questions:
 - What do you notice about the format of the letter?
 - What tone is the author using in the letter?
 - Do you think the author of each letter was clear about their message and purpose? Why, Why not?
- Using the *Vision Brainstorm* worksheet, brainstorm your vision for America , use questions below to guide your thinking:
 - What is your vision for America?
 - What ideals do you want America to hold?
 - What ideals do you want America to adopt?
 - What goals do you have for yourself in regards to being an active participant?
 - How can you help America achieve the vision you have?

Social Studies – Day 10

- Write a letter to your future self explaining your vision for America as well as how you can help the vision to become a reality. Be sure to include information from your *Vision Brainstorm* worksheet and to follow the format of either the *Letter from Ruth Bader Ginsburg Supporting the Equal Rights Amendment* or the *Letter to President Dwight D. Eisenhower Regarding Integration*

Resources

- ***Letter from Law Professor Ruth Bader Ginsburg***; 4/15/1971; Legislative Files of the Committee on the Judiciary for the 92nd Congress; Committee Papers, 1813 - 2011; Records of the U.S. House of Representatives, Record Group 233; National Archives Building, Washington, DC.
- ***Letter to President Dwight D. Eisenhower Regarding Integration***; Bulk Mail Files, 1953 - 1961; Collection DDE-WHCF: White House Central Files (Eisenhower Administration); Dwight D. Eisenhower Library, Abilene, KS.

Additional Resources

- Letter Writing for Kids video
<https://www.youtube.com/watch?v=y2d-0dlimgY>

RUTGERS UNIVERSITY *The State University of New Jersey*

File

[Handwritten signature]

SCHOOL OF LAW • NEWARK
180 University Avenue
Newark, New Jersey 07102
Tel. 201-~~621-7000~~
648-5486

April 15, 1971

The Honorable Don Edwards
House of Representatives
Washington, D. C. 20515

Dear Congressman Edwards:

I wish to urge your support and cooperation in expediting passage of the Equal Rights Amendment (H.J. Res. 208).

In this critical area of human rights it is regrettable that the United States has delayed assertion of a pace-setting role. Reporting on developments in his country, Sweden's Prime Minister stated during his stay in Washington last year:

"Public opinion is nowadays so well informed that if a politician today should declare that women ought to have a different role than men [in economic and social life] he would be regarded to be of the stone age."

He emphasized that equal rights entailed emancipation of the man as much as the woman. Address by Mr. Olof Palme, the Women's National Democratic Club, Washington, D. C., June 8, 1970.

Although the Women's Equality Act of 1971 is a desirable supplement, it is not a substitute for the statement of basic rights represented by the Equal Rights Amendment.

I very much hope that you will do all that you can to assure that in this nation every person will be given equal opportunity to develop his or her individual talents. Application of this fundamental principle to women is long overdue.

Sincerely,

[Handwritten signature: Ruth Bader Ginsburg]

Ruth Bader Ginsburg
Professor of Law

RBG/em

9-
en

10/5

U. S. NAVAL COMMUNICATION STATION

Navy Number 128 (one two eight)
Fleet Post Office
San Francisco, California

10-3 PM

Attention: OFFICE OF THE PRESIDENT

Mr. President:

My name is Charles Alexander. I am a member of the United States Armed Forces. My race is Negro, and I am eighteen years of age.

The purpose of this letter is to find out, first hand, what is being done about the situation now at hand, in the south concerning the intregation problem. This is very important to me because it concerns the welfare of my people, and of the United States. I am but eighteen years of age, and yet I am willing to lay down my life in the defense of a country where my people are not even wanted; I feel very self-conscious about this.

Here in the navy, where both white and others are living together, the problem is still the same, with insults coming from right and left.

When I came into the navy I was eager to do my best and get ahead. I have lived in California all my life and have never been confronted with anything like this before. It is not because I am a Negro that I feel this way, It is because I have a sense of decency and feel that I should do all that is in my power to correct the awful mistakes so many people are making on both sides.

When two people of different races can't live together something has to be done or disaster follows; and I feel that it is reaching the disaster point now.

The Declaration Of Independence states that every man has rights, it doesn't include that his skin must be white to receive them.

Address reply to
Postal Officer,
Navy Post Office
Navy No. 128.

United States Navy
NAVY POST OFFICE
Navy No. 128 (one two eight)
Fleet Post Office
San Francisco, California

Mr. President I can't express clearly enough how I feel about this. People being abused because of the color of their skin is not only unconstitutional and indecent, but is a threat to all humanity and an open invitation for communists and fascists to move in. If a group of people can't find protection and leadership in their own government they look elsewhere for it.

Something like this could very easily lead to another civil war, with the people of the United States fighting among themselves; other countries would lose confidence in the leadership of this country and things could very easily end up in chaos. I know that this is probably not the only letter you've received pertaining to this problem, but as I've stated above, I feel that I should do all in my power to correct before there is any more bloodshed. I sincerely hope that this letter will have some effect upon the actions taken by the government.

Sincerely,

Charles Alexander
Charles Alexander

Vision Brainstorm

