
INTRODUCTION

NOTES TO EDUCATORS

The Educator’s Resource Guide to *Fighting for Democracy* was designed to provide educators with activities that can be done with students before, during, and after visiting the exhibition. Some classes will experience the exhibition on site at the National Center; others may access the *Fighting for Democracy* online exhibition at www.ncdemocracy.org/ffdonline. Teachers may also engage their students with the exhibition’s content using the accompanying reproducibles in Lesson 5 of this guide.

The exhibition and Educator’s Resource Guide work in tandem to invite students to explore the choices people made in a particular moment in time, choices with broader historical and contemporary implications. This is history told up close, based on personal stories of people whose voices are not always heard. This is a history incorporating multiple perspectives and a diversity of experiences, raising questions about the construction of history itself—who and what is included, and what stories are and aren’t being told and what history means for us as individuals, as a community, and as a democratic nation. This is, in other words, a telling of history that raises questions and complicates thinking rather than provides clear-cut, definitive answers.

This Educator’s Resource Guide is developed to help students deepen their exploration of three essential questions raised by the exhibition:

- What is the promise of American democracy?
- Who is the “we” in “We, the People”?
- How do we, the people, further American democracy?

The Guide is organized in three parts. Lessons in PART 1 may be completed prior to experiencing *Fighting for Democracy*. They invite students to consider the nature of American democracy, how it has evolved over time, and the role of diversity in its evolution. Lessons in PART 2 accompany the *Fighting for Democracy* exhibition; they encourage students to reflect on personal identity and group membership and exclusion while students investigate how individuals featured chose to “fight for democracy.” Lessons in PART 3 provide opportunities for students to connect their learning about others to their lives today, and suggest ways they can translate learning into action.

While the lessons are structured to build upon each other, educators are encouraged to be creative in selecting and modifying activities to suit their curricular goals and their students’ needs. The National Center believes that for youth to participate effectively in democracy, they need to develop competence in at least four major skills: critical thinking, research, collaboration, and participation. An interactive and student-centered classroom affords them the opportunity to do so. To help identify and engender this kind of learning, icons representing the four skills—



—will appear throughout the lessons to illustrate which skills students will be practicing in each activity.

To further enhance the *Fighting for Democracy* experience, or as an alternative to using the resources in this guide, teachers may want to have their classes visit the *Fighting for Democracy* online exhibition. There, students can record their personal reflections and post them on the National Center’s community forum. Links to the *Fighting for Democracy* online exhibition will be cited at various points throughout this Educator’s Resource Guide with this icon

WWW.FFDONLINE.EDU

The lessons within this guide were designed to engage students in activities that will help them meet a variety of national standards. Accordingly, National Standards for Social Studies Teachers and Standards for the English Language Arts are indicated at the beginning of each lesson.

Beyond meeting national standards, however, the fundamental purpose of this Educator’s Resource Guide is to better equip students with the skills and thoughtfulness necessary to contribute actively to the dynamic and evolving story of American democracy.

LIST OF REPRODUCIBLES BY LESSONS

IDEAS FOR BUILDING A CLASSROOM COMMUNITY	8
Communication Guidelines	9
LESSON 1 EXPLORING DEMOCRACY	12
1.1 Idea Page	15
1.2 Concept Cluster	16
1.3 Quotations about Democracy	17
1.4 Triple Entry Journal—Reflecting on Quotations about Democracy	18
1.5 Core Values of American Constitutional Democracy	19
LESSON 2 “WE, THE PEOPLE”: BECOMING A MORE PERFECT UNION	21
2.1 Cloze Form Activity—Key Documents of Democracy	24
2.2 Completed Cloze Form Activity—Key Documents of Democracy	25
2.3 Historical Milestones of American Democracy, 1776-1948	26
2.4 “Let America Be America Again” by Langston Hughes	30
LESSON 3 MAKING HISTORICAL MEANING USING PHOTOGRAPHIC IMAGES	33
3.1 Isaac Woodard Photograph	35
3.2 Graphic Organizer for Analyzing a Single Image	36
3.3 Graphic Organizer for Analyzing Multiple Images	37
3.4 Four <i>Fighting for Democracy</i> Photographs	
3.4a Carl’s Family Photo, 1909	38
3.4b Anti-Japanese Photo, Pre-World War II	39
3.4c Nurses in Action Story, World War II	40
3.4d Cesar Chavez Demonstration Photo, 1980	41
LESSON 4 REFLECTING ON IDENTITY AND HISTORY	44
4.1 Reflecting on Personal Identity	47
4.2 Statements of Exclusion	48
4.3 Reflecting on Statements of Exclusion	49
LESSON 5 FIGHTING FOR DEMOCRACY: EXAMINING STORIES OF WORLD WAR II AMERICA	51
5.1 Introduction to the Characters	54
5.2 World War II Historical Context for Character Study	56
5.3 Historical Detectives Activity	59
5.4 Exhibition Epilogue	121
5.5 Research Project Ideas	123
5.6 Character Resource and Background Card Template	124
LESSON 6 CREATING A TOOLKIT FOR DEMOCRACY	148
6.1 Directions and Criteria for Creating a Toolkit for Democracy	150
LESSON 7 PARTICIPATING IN THE AMERICAN DEMOCRATIC PROCESS	151
7.1 Steps in Executing a Service Learning Project	155
7.2 You Shape Democracy	156
7.3 Service Learning Resources	158

IDEAS FOR BUILDING CLASSROOM COMMUNITY

IDEAS FOR BUILDING CLASSROOM COMMUNITY

Fighting for Democracy: An Educator's Resource Guide asks students to consider the complex idea of “democracy,” how others in the past have taken actions to help the United States realize the promise of its democratic ideals, and how they themselves can contribute to the shaping of democracy.

While one aspect of democracy is that of inclusion and voice for every member of society, it is not always so easy to convene dialogues that promote that ideal. Sometimes our classrooms are dominated by a few vocal students, and the ideas and opinions of others go unheard.

To help students take ownership of their learning and to speak with, listen to, and learn from each other, it is valuable to put in place guidelines that will enable students to share and respond sensitively and safely to a diversity of opinions.

You may already have some successful strategies for encouraging student voice and respectful interactions. Below are two more approaches that can help build trust, collaboration, and communication skills.

Establishing Democratic Community Dialogue and Interaction



The National Conference for Community and Justice of Southern California, Inc. (NCCJ)* has identified nine effective Communications Guidelines to help participants engage in productive discussions (<http://www.nccjsocal.org/>). Teachers might display NCCJ's guidelines shown in reproducible A and discuss with students what they think the guidelines mean. An NCCJ explanation of key ideas related to each guideline appears in reproducible B. Teachers could then ask the class if they are willing to adopt these guidelines for communication (and any others that they generate). A poster with the guidelines could be hung up in the class and referred to constantly during future discussions.

Alternately, teachers could ask students to create a poster symbolizing each guideline and then roleplay scenarios for the class demonstrating effective and ineffective forms of communication related to their guideline (e.g., a scene showing “active listening” and failure to listen actively).

Another way to engage students in a democratic process is to help them develop their own classroom rules with the teacher as a facilitator. Students might discuss the following questions:

- a. What needs to happen in the classroom for us to be able to learn well together?
- b. What types of things get in the way of our learning as a community?
- c. What type of rules and expectations are we willing to adopt and follow to ensure a safe and productive learning experience?

The adoption of classroom expectations can be done informally or formally through a voting system. Some educators also like to engage students in setting the consequences in the event students violate the norms. Others like to retain that responsibility for themselves.

Note

* The National Conference for Community and Justice, founded in 1927, is a human relations organization dedicated to eliminating bias, bigotry and racism in America. NCCJ breaks down the distance between people by promoting understanding and respect among all races, religions, and cultures through education, conflict resolution, and advocacy.

COMMUNICATION GUIDELINES

The National Conference for Community and Justice of Southern California



nccj The National Conference
for Community and Justice
of Southern California

“I” STATEMENTS

ACTIVE LISTENING

PATIENCE

RESPECT

RISK TAKING

HONESTY

PERSONAL RESPONSIBILITY

CULTURAL UNDERSTANDING

CONFIDENTIALITY

Note

Printed with permission. Communication Guidelines. © Copyright 1992.

Proprietary property of The National Conference for Community and Justice (NCCJ) of Southern California, Inc. May not be duplicated or disseminated without permission.

The NCCJ of Southern California can be contacted at 444 W. Ocean Blvd., Ste. 940, Long Beach, CA, 90802, (562) 435-8184.

Continued on back

COMMUNICATION GUIDELINES

The National Conference for Community and Justice of Southern California



nccj The National Conference
for Community and Justice
of Southern California

Communication Guidelines

■ "I" Statements

- Talk about my own experience
- Speak for myself
- Replace "us" and "we" with "I" and "me"

■ Active Listening

- Give undivided attention
- Paraphrase and restate in my own words
- Maintain eye contact (culture)

■ Patience

- Wait for others to finish speaking
- Listen before I begin thinking about what to say

■ Respect

- Take other people's opinions, ideas, and feelings seriously
- Address people without name calling
- Avoid blaming and accusing
- Do not use derogatory terms
- Follow directions
- Listen to others

■ Risk Taking

- Express true and real feelings
- Be open to new ideas
- Ask questions

■ Honesty

- Be truthful with your feelings and experiences

■ Personal Responsibility

- Take ownership of your actions and opinions
- Think before you speak and act

■ Cultural Understanding

- Be aware and understanding of differences
- Do not laugh at things that seems different

■ Confidentiality

- Keep shared thoughts, feelings, and experiences private
- Help to establish trust

Note

Printed with permission. Communication Guidelines. © Copyright 1992.
Proprietary property of The National Conference for Community and Justice (NCCJ) of Southern California, Inc. May not be duplicated or disseminated without permission.
The NCCJ of Southern California can be contacted at 444 W. Ocean Blvd., Ste. 940, Long Beach, CA, 90802, (562) 435-8184.