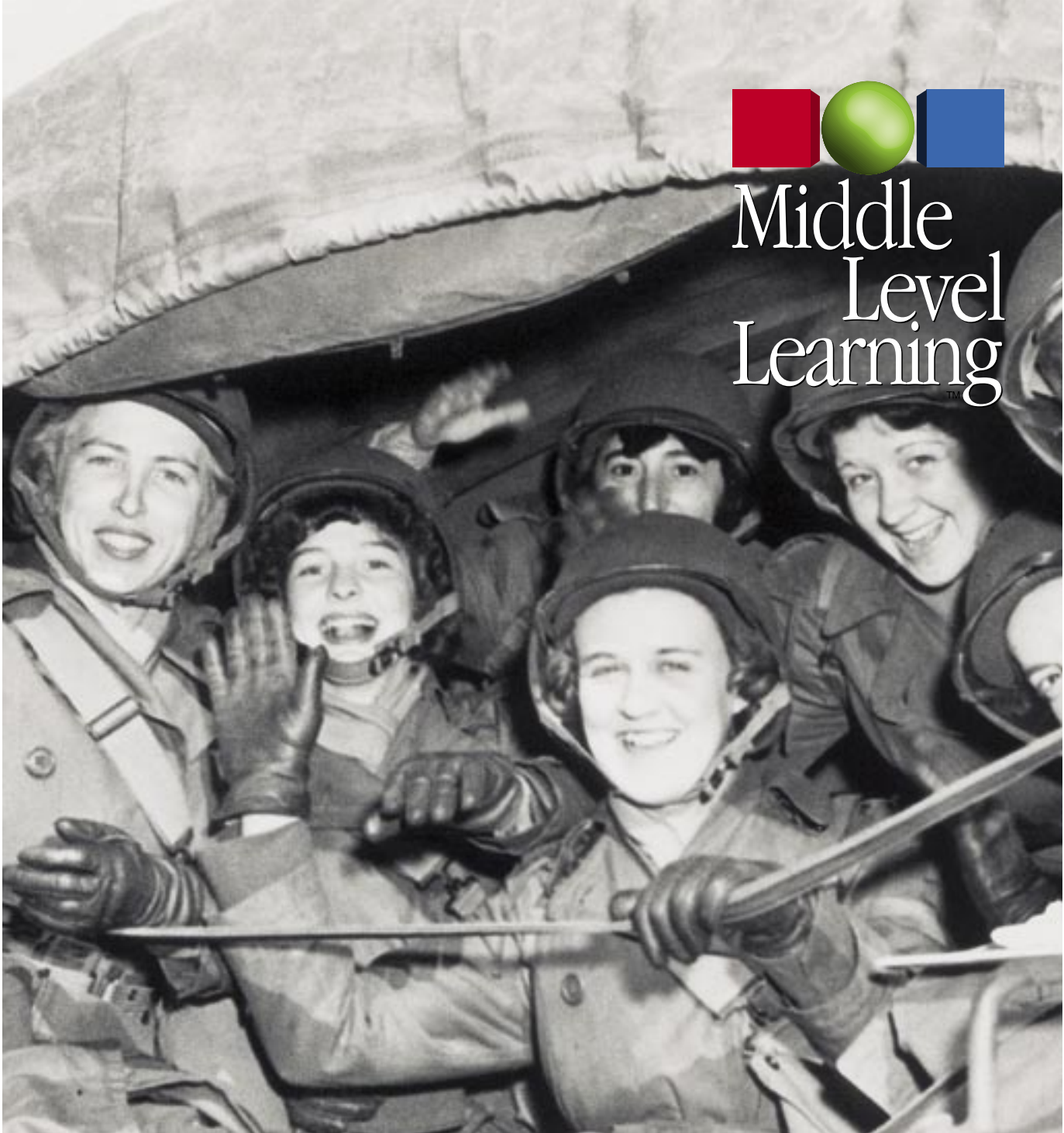




Middle Level Learning™



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Who Influences Social Studies?

Tedd Levy

If you would reap praise you must sow the seeds, gentle words and useful deeds.

— Benjamin Franklin

In asking many colleagues, reviewing numerous publications, and pondering at length who influences social studies, I compiled a list of over 100 individuals from which I have subjectively selected a distinguished few. While influence is often related to wealth and power, I decided this was not enough and have identified individuals having worthy educational missions; those who shape the curriculum with their methods, materials, or message; or those whose ideas and actions are especially meaningful to social studies educators. (I thought it unseemly to include officers or staff of the National Council for the Social Studies. Thus, they are not listed, although amply qualified for inclusion.) Here, in alphabetical order, is my list of the ten most influential individuals in social studies education today. Readers' reactions would be welcome.

Lynne Cheney, former head of the National Endowment for the Humanities and wife of the vice president of the United States, gets credit, or blame, for causing a storm of controversy that led to the National Standards for History being revised. A staunch defender of traditional cultural values and "great figures" in western civilization, she has—and may increasingly—set the agenda for energetic groups of conservative critics, each with their own band of outspoken followers.

Betty Debnam, creator of the The Mini-Page, has been preparing and publishing clear and simple information about often complex topics since her Mini Page first appeared in the Raleigh (NC) *News & Observer* in 1969. A first grade reading teacher at the time, Debnam wanted to encourage children to become newspaper readers and, by all accounts, has succeeded admirably. Now carried each week by 500 newspapers and used by teachers throughout the nation, The Mini Page helps millions of students understand history, geography, government, and a world of other subjects.

Morris Dees, co-founder and chairman of the Southern Poverty Law Center, has won impressive court victories against the Ku Klux Klan, the Aryan Nation, and other racist groups. An effective force for fairness, Dees' SPLC distributes *Teaching Tolerance* magazine and several highly regarded educational kits, including *America's Civil Rights Movement* and *The Shadow of Hate*, to millions of U.S. educators.

Gilbert M. Grosvenor, chairman of the National Geographic Society, has led NGS in an energetic drive to reinvigorate and restore geography in the school curriculum. Grosvenor has been instrumental in developing standards for geography, and his efforts have reshaped many textbooks and curriculum guides. To strengthen teacher education and student learning, the society sponsors Geography Awareness Week, the Geography Bee, state-based Geographic Alliances, and summer institutes. NGS produces many well-known publications and videos.

E.D. Hirsch, founder of the Core Knowledge Foundation, is a professor at the University of Virginia and author of *Cultural Literacy: What Every American Needs to Know* and *The Schools We Need and Why We Don't Have Them*. CKF promotes a carefully outlined standards-based curriculum now used in more than 350 schools. His popular *What Your Kindergartner [through Sixth Grader] Needs to Know* series provides a grade-level guide to what he sees as important knowledge. His curriculum has been promoted by the American Federation of Teachers and praised by conservative parent groups.

Stephen Janger, founder and president of Close Up Foundation, is a respected spokesperson for civic education. His organization annually brings thousands of students and teachers to Washington, DC, for a "close up" experience in government and democratic processes, a model activity that is followed in many states. Janger also promotes a popular community service program for elementary and middle school students and has pioneered issue-oriented C-SPAN public affairs television programs.

Peter Jovanovich, is chief executive officer of Pearson Education, which is part of an international media conglomerate with business newspapers and online services. After selling Harcourt Brace Jovanovich in 1991, he took the helm at Pearson. He wields immense power as head of the world's largest education company, overseeing such well-known names as Scott Foresman, Silver Burdett Ginn, Modern Curriculum Press, Prentice Hall, Addison Wesley Longman, and Globe Fearon.

Charles Quigley, executive director of the Center for Civic Education, has conducted programs and produced materials for promoting civic education, law-related education, international exchanges, and service learning. His center has produced *Law in a Free Society*, *We the People*, *Project Citizen*, and *Youth for Justice*. It is also responsible for developing *Civitas: A Framework for Civic Education* and the *National Standards for Civics and Government*, both of which have helped shape civic education programs. With support from the U.S. Departments of Education, State and Justice, the center develops and distributes many materials free in each congressional district and comes close to offering a national, federally funded curriculum.

Andrew Smith, president of The American Forum for Global Education, has a varied background as a popular author and educator, including a stint as executive director of the California Council for the Social Studies. Smith has positioned TAF to serve as the major clearinghouse, coalition builder, and curriculum developer for global education. He is effective in promoting international education and has produced publications for teachers, policy makers, and the general public including a highly regarded bimonthly newsletter, *Issues in Global Education*.

You, the chief executive officer of your social studies classroom, make a tremendous difference in the lives of your students. Others on this list may reach many people, but they have a limited influence on each one. You may reach fewer people, but can have a more profound influence on your students' lives. For them, there may be nothing more important than your influence.

About the Author

Tedd Levy, a former middle school teacher who is now an educational consultant, was president of NCSS in 1998-99. He lives in Norwalk, Connecticut.

WANDERING BEHIND: TALKING ABOUT PEARL HARBOR

Daniel J. Ferri

WHEN I WAS A KID my dad wouldn't talk about the war. He would talk about the Depression. How he and Uncle Mickey would catch strings of perch as long as their legs and haul them down to the German bar at the corner and sell them for Friday night fish fry. About his mother gathering dandelions for salad. His father shooting blackbirds for meat. He'd talk about coming back from the war, working as a gandydancer on the Milwaukee Road tracks, marrying Mom and spending weekends helping her father on the farm.

I didn't hear Dad talk about the war until I became a teacher and I started bringing him to classrooms as a guest speaker. He'd come armed with a model of the battleship *Arizona*, a poster of the harbor, old newspapers; he'd wear his Pearl Harbor Survivors Association cap. A room full of 5th or 8th graders would sit wide-eyed, listening to him tell of how surprised he was that morning, how he thought it was a drill, how he had almost gone to church with his best friend that Sunday, but didn't. How his friend had been killed, strafed while walking to mass.

He'd tell how on that morning eight ships sat in battleship row, tied two by two and bow to stern. Seven battleships, and one little repair ship, the *Vestal*. His ship. It lay tied to the *Arizona*, like a side car.

And how, since it was Sunday morning, most of the sailors were still below decks asleep. And how on the *Arizona* there were over 1,300 men, seven sets of brothers, the ship's orchestra. And there were thousands of silk bags, each holding 100 pounds of gunpowder that could hurl the ship's huge

shells over the horizon. How a bomb found those bags. How it crashed through one deck, two decks, then exploded among the silk and gunpowder, setting off an explosion that ripped off the *Arizona's* bow and flung it into the battleship berthed ahead. He tells them how the explosion rocked his little ship, and how he was sent flying from his station on the ship's bridge in a tornado of metal and glass.

He shows a famous picture of that explosion that looks abstractly beautiful. The deep red and orange of the fireball. The black horror of the smoke. It is easy to forget that in that instant a thousand men died. And at that spot, in the harbor mud, the *Arizona* lies still. It still holds those thousand men who died in a moment. And it holds another 100 men who were trapped below, their lives seeping slowly away.

He shows a picture of the Pearl Harbor Memorial. It sways white above the broken ship, perpendicular to it. Together they make a cross. You can see the *Arizona* just below the surface. It looks so close you think you could touch her decks. There is oil on the water. It still seeps from the ship's tanks, wafting up to the surface, then floating out to the Pacific Ocean. It shimmers on the surface, like iridescent leis, tossed up to the surface by ghosts.

The kids write my dad letters. They ask him questions, "Were you afraid?" "Do you still think of your friend?" "Are you mad at the Japanese?" One, unclear on the concept, asked, "Were you killed?"

When I was a boy I would have done anything to ask those questions. But Dad couldn't talk about it then, at least not with his children, the stories were too raw. Now, he will. But now I can't listen well enough.

Only children can hear these stories right. Because a grandparent's stories are a child's template for becoming. They can show us from where we came.

Time has now softened our fathers, and it has softened their stories enough to be told. And they must be told now, before they and the tellers are lost. So set down your children to listen. Get a fat hassock and an old itchy couch. Get some ginger snaps. Get some root beer. Get comfortable. Close your eyes. If you don't have a kid, borrow one. You will never be sorry. For if you don't, the souls of our fathers will wander this land, their stories untold. And the souls of our children will wander behind them, searching.

Notes

1. Shorter versions of this essay have been broadcast on Chicago Public Radio Station WBEZ's program "848" and on National Public Radio's "All Things Considered."
2. Daniel Ferri can be reached at dferri@kiwi.dep.anl.gov.

About the Author

Daniel J. Ferri teaches sixth grade at Glenn Westlake Middle School in Lombard, Illinois.



On the cover: Women's Auxiliary Army Corps unit in North Africa, 1943 (WAC Center, Ft. McClellan, Alabama). *VFW Magazine* kindly provided this image and those on pages 4-8.

Oral History Research: Internet Resources and Reports

Margaret Hill

“When I was in school, I didn’t like history. Now I wish I had paid more attention, because I find it absolutely fascinating.”— Overheard at a New Year’s Eve party

For many young people, change over time is an abstraction that is hard to grasp. As they grow older, history happens to them. As students live through each decade, with its popular fads as well as important events, change and its causes and consequences becomes personal and compelling. History comes alive not from the reading, but from the doing.

Is there any way to make the personal connection to history sooner? How can we help students view history as relevant? I believe that oral histories are

one answer. The Internet has made these personal records, this social history, more easily available to all teachers and students through numerous online archives. It is increasingly easy for students to publish their work on the web, which creates a new purpose for students to “do the discipline” through oral history projects.

The People’s Library

The American Memory Project of the Library of Congress aims to be the premier site on the World Wide Web that makes oral history available to students, young and old, as a tool to learn from and to use.¹ The collection begins with materials from the Federal Writers Project, which was a Works Progress Administration (WPA) program from 1936-1940. This website has grown to mega proportions, with rare records, interviews, and other primary

documents of all kinds available for free viewing. There are now 70 collections (and many more are under development), which students can access through a key word search or by selecting from broad themes in the Collection Finder. Three other collections that are (to date) well developed are “Working Women in the 1930s,” “Dancing as a Form of Recreation: 1890s to 1930s,” and “Americans and Their Automobiles.” A special section has been developed to teach oral history methods.²

Getting Started

Oral history records can be used in a number of ways to increase student engagement in the study of history and social science. The teacher can start off the class with a quotation, picture, or letter and have students create a hypothesis on what it might mean. Then after direct instruction or reading on the topic, students can begin to put the picture or document in context and test their hypothesis. Alternately, the class can begin with direct instruction, reading, or a film on a historical event such as the Great Depression or World War II. Then, in small groups, students can read and discuss an interview that was recorded by an oral historian. Such interviews often reveal how the lives of individual people were affected by a large event.

The critical purpose of the exercise is to establish a relationship between a large political, economic, or cultural event and the consequences that it had for real people. Students might then be ready to take



National Archives

Sleeping quarters on a troop ship, 1944.

on the roles of the people they read about in assignments that involve writing or dramatization. Not only will students begin to view reality from multiple perspectives, but they will gain some understanding of cause and effect, growing in human empathy and insight.

Planning a Research Project

After several lessons that use oral history transcriptions, students may be eager to develop their own oral history project. Until my recent experience in creating an online memoir to commemorate Pearl Harbor Day, I thought that doing oral history was too difficult and time-consuming. In doing such a project for Schools of California Online Resources for Education (SCORE), I learned that it is not only possible to create a project in reasonable time, but it is fun and very rewarding.³ A few preparations can help a project run smoothly:

First, make a plan for your project. Read up on oral history methods and study other interview projects (see the Resources list). Select those studies that seem to connect with your interests and needs and use them as models.

Second, select a topic that is related to an important event that falls within the curriculum. Large historical events and major social changes should be easy topics because many people will remember them. For example, memories of the World War II era can be obtained not just from veterans, but from civilians who were at the “home front,” recycling tires and conserving fuel. (See the last paragraph for other suggested oral history research topics.)

Finally, find someone to interview. The easiest, and in many ways the best, interviewee is someone in a student’s family. But other adults or elderly citizens can be found with the help of a local historical society, a community librarian, or a related organization (like a veteran’s post). Provide to the

interviewee beforehand a description of the class project and a idea of what the interview will be about. When the interviewee believes that his or her story is important and needs to be told, it provides an energy that comes across in the interview.

In the case of our project, the subject was the grandfather of one of our students. James Allen was on Wake Island, a civilian carpenter at the time of the Japanese attack on December 7, 1941. He was captured and spent the entire conflict in a prisoner of war camp. He wanted to tell the story because he felt that young people were not aware of the events of World War II and the sacrifices made by his generation to preserve freedom in America.

Because the topic involved some trauma to the interviewee, we wanted to make sure that we didn’t press too hard for memories that would be hard for him to speak about. We were honest about this and asked him if there were things he didn’t want to discuss before we began developing the questions.

The Interview

A student’s final report can be as simple as a transcript of the interview (see the student examples in the next article by Thomas

Gray). We had to plan our interview with the end result in mind—a website with sound and images. Thus, the interview had to be more structured than a typical interview conducted by a middle school student. Because accessing audio on the Internet requires high bandwidth, we broke the interview into bite-sized segments. We developed questions that could be answered individually, but the order of questions would lead the interviewee to create a story with a beginning, middle, and end. The questions went through several drafts. I wrote them, then gave them to people—those who would likely be reading the interview and teachers who would be using the content—for comment and criticism.

A week before the interview, we sent the questions to Mr. Allen, inviting him to augment, delete, or change the questions. Then we agreed on a time and place for the interview. The setting needs to be quiet, free of stress, and appropriate for the kind of equipment one is using. We set up the digital audio/video recording equipment in a room at my office that was comfortable and had an interesting backdrop. We explained to Mr. Allen what we were doing and told him that we could stop the interview whenever he wanted.

I sat near Mr. Allen, just off camera.



Soldiers returning to Brooklyn, 1945



The oral history home page on the SCORE website.

After some getting acquainted and joking around, I asked the questions that we had given to him in advance one at a time. He just talked to me as if I was a friend who knew nothing of the time about which he was speaking. I asked him to clarify a point if I thought that the online audience might not have the knowledge or background to understand something he said.

The Online Report

After the interview, we transcribed the dialog into text for posting on the website. This was the toughest job, but not as tedious as I thought it might be. The trick was keeping the segments short. (If a team of students were conducting the interview, each student could then transcribe one part of the interview.)

The SCORE programmer, Robert Daeley, and I composed the website. We placed on the main screen a picture of Mr. Allen from the 1940s and a current one. We also provided a historical context for his story in the form of a map of the Pacific, background information, and related website URLs (addresses). Then, every few days during the first three weeks of December, we posted the digitized audio, some video clips and pictures, and the written transcript for a segment of the interview.

To make the experience interactive,

Mr. Daeley programmed the website so that viewers could send their questions to Mr. Allen by e-mail. Mr. Allen's grandson received the questions and recorded the answers, which we posted on the web for everyone to see. We heard from people all over the country. Some readers had parents who had been in the same theater of war. Some readers had experienced the war themselves, and some were students learning about the war.

Lots of Topics

Think of the interesting topics just waiting for your students to explore through an oral history project: the Civil Rights Movement, the Vietnam War, the Fall of the Berlin Wall, Life in the Changing Workplace, the Arrival of the Personal Computer, Women's Changing Roles, Our Evolving Neighborhood, and Games I Played as a Child. Students and faculty at your school will have a wealth of contacts — people with exciting stories to tell. As your students are having fun, history will come alive in a way they never experienced before.

Notes

1. The website of the American Memory project of the U.S. Library of Congress is memory.loc.gov/ammem/ndlpedu/.
2. Detailed guidelines for conducting an oral history interview can be found at the American Memory project. There are many useful suggestions. For example, students can practice using a tape recorder, which is in many ways easier (and more accurate) than taking dictation. See "Using Oral History: Lesson Overview" at lcweb2.loc.gov/ammem/ndlpedu/lessons/oralhist/ohhome.html and click on "Guidelines for Oral History Interviews" under "Student Lesson."
3. Schools of California Online Resources for Education (SCORE), History/Social Science, is on the web at score.rims.k12.ca.us/. This site has over 4,000 standards-aligned history-social science resources and lessons. The oral history project can be found at rims.k12.ca.us/pov. SCORE would be honored to link with or even post oral history projects of quality. Contact me by e-mail at peg_hill@sbcss.k12.ca.us.
4. A version of this article appeared in the February 2000 issue of *Sunburst*, the newsletter of the California Council for the Social Studies.

Selected Internet Resources

American Memory: Learning to Use Oral History: lcweb2.loc.gov/ammem/ndlpedu/lessons/oralhist/ohhome.html

National History Day

www.NationalHistoryDay.org

American Slave Narratives: An Online Anthology xroads.virginia.edu/~hyper/wpa/wpahome.html

What Did You Do in the War Grandma?

www.stg.brown.edu/projects/WWII_Women/tocCS.html

World War II:

history.rutgers.edu/oralhistory/orlhom.htm

History of Jazz:

www.tulane.edu/~lmiller/OralHistoryIntroduction.html

Labor History:

www.reuther.wayne.edu/use/ohistory.htm

Suffragettes:

www.lib.berkeley.edu/BANC/ROHO/online/suffragists.html

About the Author

Margaret "Peg" Hill has been a music teacher, a middle and high school social studies teacher for eighteen years, and a leader of teacher professional development. Dr. Hill is currently History-Social Science Coordinator for San Bernardino County Superintendent of Schools in California and editor of the SCORE web-pages on history and social science.

A World War II Oral History Project for Eighth Graders

Beginning in 1995, my eighth grade social studies students have participated in a World War II Oral History Project. They study World War II, learn about oral history research methods, and then interview an elderly relative or neighbor about his or her memories of that eventful era. Students compile the written reports of the interviews into booklets, six of which have been produced to date. A few excerpts from those booklets appear below.

From this project has evolved an annual community history day, with citizens bringing memorabilia and stories to share with the students in the middle school. Community involvement has resulted in the sharing of other family and community history, including participation in the purchase and future restoration of a Seventh Day Baptist Church, circa 1835, by the Trompton Historical Society of DeRuyter.

— Thomas E. Gray, DeRuyter Central School, DeRuyter, New York

A Whisper

My grandfather Burdick . . . was in the sixth grade and they were in a lesson when a man came in and whispered something to the teacher and the teacher said, “My goodness, we’re at war.” My grandfather stated that they did practice air raid attacks [drills] and had [electrical power] blackouts where he lived. He said they practiced, but it never became boring. — Lucas Burdick

[Note: The teacher had, no doubt, just received word of President Franklin D. Roosevelt’s address to Congress on Monday December 8, 1941, the day after the attack on Pearl Harbor. This was the “Day of Infamy Speech,” after which the United States, through an act of Congress, declared war on Japan. — T. Gray]

Milkweed

While [Alan Brown] was in school, everyone had to collect milkweed pods and put them in bags so the [fluffy] insides could be made into insulation. Of course, this was a sticky job, but everybody wanted to help their country.

His three brothers were in the war. His brother Kyle was killed in the war. After that, his mother had one gold star in the

window and two blue stars. After the war, they settled down in New York where Alan [got married and] had three children. Many years after they were born, he showed them the box of letters and such they received and told them all about the war and how they all contributed. — Dustin Becker

Navajo Code Talkers

Blance B. Rainbow, my great aunt, was 13 years old when World War II began. During most of the war, she lived at Rainbow Creek in Tully Valley [New York]. . . . Living on a farm, they did not have to ration a lot of things, as they grew much of their own food. They did ration gas and sugar, but on

the farm they had honey bees. Blance and her younger brother had to work in the fields, the barn, and Blance had to work in the house with her mother.

The war was the death of the farm, as all the help [young men in the family] was gone and people had to be paid to work the farm. The whole family was scared for their friends in the war. Blance’s older brother, George S. Rainbow, went in to the army following D-Day, right after his graduation from Tully High School. George felt he wouldn’t have any freedom if he didn’t go. In Italy, he was a ski-trooper. The only way [Blance] could talk to her brother was writing letters, and all of the family did. Later, this was called “keeping morale up.”

One day George wrote to Blance and said thanks to Navajo Indians who were radio operators, speaking their native language, the Germans could not decode the important military messages. — Tiffany Custer

[Note: The Navajo Code Talkers were marines all, and fought in the Pacific. Members of the Comanche and Choctaw nations served as radio operators in the European theater in small numbers, according to what I have read.— T. Gray]



Private Thomas W. Gilmore, Hurtgen, Germany, 1944.



Producing A-20 bomber nose cones, Long Beach, CA, 1942

Being Jewish

During World War II, my grandmother, Lila Friedman, was an adolescent, only 15 years old. When she found out about the war, she was in a movie theater. They stopped the movie and explained that the Japanese had bombed Pearl Harbor on December 7, 1941. It was going to be a big war.

My grandmother [became] a cadet nurse. The government paid them a weekly allowance. A few of her cousins went to fight in the war. Yet she has no memory of the people she met or helped. But she does remember the day she saw Franklin Roosevelt in a parade.

There were many good times and bad times during the war. It was hell for her and her family mostly, because they were Jewish. People in the United States blamed the Jews for being killed. . . . One time, when my grandmother was in a subway, a lady slapped her across the face, only because she was Jewish. My great grandmother received anonymous letters stating that her family members had been sent to concentration camps and killed.

My grandfather fought in the war. He started out as a private and became a major. He fought in the Battle of the Bulge, on December 19, 1944. He replaced men that got killed or badly wounded. He got wounded very badly also.

There were many good times, but mostly bad and gut wrenching, but these horrible memories have faded, and my

grandmother has overcome them since the years of the war. — Shaina Friedman

Grease Monkey

During World War II, my grandmother, Elaine Breed, was only 19 years old. . . . The war was very depressing for her and her family because they didn't know if her brother [Paul] was going to return home. They only got letters every few months. My great grandparents put a flag that had one star on it to show that they had one child in the war. Her brother was a medic in Europe. . . .

During the war, my grandmother was a "grease monkey." A grease monkey is somebody that works on the air base and takes the engines apart and cleans them. Then she would ship the airplane parts somewhere else to be put together. To do this job, she had to work in rubber aprons and rubber gloves that went up to her elbows. To be closer to her job, she lived in the barracks at the base. . . .

Stockings were rationed because they made parachutes out of them. They rationed gas so they could have it for airplanes. . . .

My grandmother didn't want to leave [her job], but she had to get discharged because she got paralyzed from the waist down. The doctors thought she had polio or rheumatic fever. She was paralyzed for over a month. She had to teach herself how to walk again. [Then] she worked as a waitress at the Greyhound Bus Terminal in Binghamton. After she saved up enough money, she went to nurses training and became an LPN [licensed practical nurse].

My grandmother loved her job as a grease monkey . . . then she found interest in nursing and became a nurse. She told me it was very hard on the families that lost their children. The one thing is that she would never forget that war. — Jennifer Eccleston

"Loose Lips"

When World War II started for the United States, my grandmother, Edna Day, was about 19 years old. During the war, there were many sayings which reminded people not to talk about the war in public. They said, "Loose lips sink ships."

There were many things that were rationed during the war. . . . To get things like sugar, meat, rubber, and nylon stockings, you had to have ration coupons. Grandma remembers women standing in line for hours just to get one pair of nylon stockings. She also remembers women putting a colored cream on their legs to make them look like they were wearing stockings.

A lot of women took jobs that would have been held by men if there was not a war. Grandma worked making turbines for ships. Her job was to file them down to be sure they were smooth without any burrs. Her husband was in the navy and was a gunner's mate on a ship.

There were many clubs where men who were in the service could go to dance. Enlisted men were not supposed to fraternize with [date] nurses or other women in the service. There was a branch of the service for women, called the W.A.C.s [Women's Auxiliary Corps]. Everyone was behind the war effort and very supportive of the troops. — Gabe Scott

V-mail

Most people who lived on the "home front" listened to the radio, read the newspapers, and went to the movies [which began with news clips] to find out more about the war. Constant newspaper items regarding dead and wounded were dreadful and dreaded. People didn't have TVs. They wrote letters to the troops and the troops sent "V-mail" [victory mail] back . . .

The war and making military goods ended the Great Depression. Louise Calkins was in her early twenties. She remembers

rationing and recycling goods to help the war efforts. Gas, tires, sugar, butter, meat, clothing, stockings, tea, and coffee [were rationed]. Busses and trains were overloaded. People shared rides whenever possible for work, etc. They grew gardens called "victory gardens." . . . Although the economy was in great shape, many people lost relatives and friends due to the war. For many, the world was never the same afterwards. — John Buchanan

Lifejackets

During World War II my uncle, Ludwig Glen Denkenberger, was stationed in several places. His actual base camp was in a small village in Austria. During his stay, he met a lady who is now my Aunt Herda. At the village, my uncle hunted food for the Austrians in the hamlet. What he killed was meant to go to the people in the village, but occasion-

ally a game warden would intercept the food. Even with my uncle's help, the people of the village only had one small meal a day. "A pound of meat would last their frail bodies for a week," he said. I also found out that my aunt had brothers that fought for the Nazis.

My Uncle also talked about the invasion in Normandy [D-Day]. He stated that a great number of men died when they jumped off the boat. "When these soldiers hit the water, they capsized because their jackets were upside down, causing them to drown." He didn't say anything else about the invasion. In fact, after he mentioned that, he changed the whole subject. In seeing this, I realized what a toll it took on these young men. Looking back on it, we usually are never able to take in as much tragedy as these people. — Mike Denkenberger

The Greatest Day

On the day the war was over altogether [on both fronts] my grandfather was going to Cortland. When he got there, there were people singing, dancing, and drinking beer in the streets, toilet paper was strewn all over the place. He said if you lit a match and touched it to some of the paper, all of Cortland would have went up in flames.

The victory over Japan and winning the war in Europe was probably the greatest day in American history. The war had killed 290,000 Americans but we had still won.

— Adrian Stone

Background for Teachers

Brokaw, Tom. *The Greatest Generation*. New York: Random House, 1998.

Terkel, Studs. *The Good War: An Oral History of World War Two*. New York: New Press, 1997.

FAITHFUL ELEPHANTS: A TRUE STORY OF ANIMALS, PEOPLE, AND WAR

BY YUKIO TSUCHIYA, TRANSLATED BY TOMOKO TSUCHIYA DYKES, ILLUSTRATED BY TED LEWIN. ORIGINALLY PUBLISHED IN 1951.
NEW YORK: HOUGHTON MIFFLIN, 1988. 32 PP. \$5.95 PAPERBACK, \$13.00 HARDBACK.

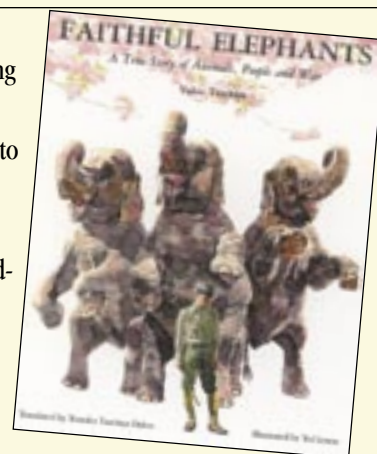
Reviewed by Barbara J. Holt

Faithful Elephants is a startling but gently told revelation of a little known horror of war. During the sustained, heavy bombing of World War II, Japanese zoo keepers realized that the animals would constitute a critical danger to people if the zoo were bombed and the animals got loose to roam around the city. With deepest regret, the zoo keepers finally determined that the animals had to die. First, the reptiles were euthanatized. Fish, birds, and tigers all had to be killed. Last were the friendly, faithful elephants. The loss of the elephants is not a pleasant story, but the sadness and reluctance of the keepers are well-represented.

Although this book should probably not be read to a class of young children, it illustrates a part of war that older students should know about. Their understanding of international conflict should include an awareness of the "peripheral" violence that happens in a war, spreading like ripples in a pond. This account also provides an opportunity to discuss what might be the culpability of citizens when their nation goes to war.

Faithful Elephants might be best used in middle school as a resource when studying World War II. It helps the reader understand the costs of war in a way that large statistics (however gruesome) do not. This short, simple little book brought a university graduate class to tears!

Barbara J. Holt is an adjunct professor in the College of Education at the University of St. Thomas in Houston, Texas. This review appeared in the summer 1999 issue of *The Social Studies Texan*.





Editor's note: *This article and the following one are the last in a series about the Great Irish Famine. (See the September 2000 issue of Middle Level Learning.) The series so far has discussed the history of the potato in Ireland, the nutrient value of the potato, and the experiences of people who struggled to survive in, and then left Ireland. Some primary historical sources were excerpted, and resources were recommended. The principal authors are Maureen Murphy and Alan Singer of Hofstra University in Hempstead, New York. (516) 463-6775. The NCSS editor is Steven S. Lapham.*

Life and Work in America

“Give me your tired, your poor,
Your huddled masses yearning to
breathe free,
The wretched refuse of your
teeming shore.
Send these, the homeless,
tempest-toss't to me,
I lift my lamp beside the golden door!”

This passage, from Emma Lazarus's poem “The New Colossus,” was inscribed on the base of the Statue of Liberty in 1903. Written in 1883, it could well describe the immigration of Irish that had peaked during the potato famine of 1845-49.

America must have appeared to be a “golden door” to many Irish, who hoped to escape not only famine and poverty, but oppressive rule. There were opportunities in the new land, but there was also hardship, as the following samples of a song and other texts show. Laborers had few rights,

most women's lives were physically hard, and education for all children was not guaranteed. Irish immigrants were a supply of cheap labor, and their arrival was often resented by American laborers.

Paddy Works on the Railway

This traditional Irish American folk song has many versions and verses. A shortened version is given here.¹

In eighteen hundred and forty one,
I put my corduroy breeches on.

I put my corduroy breeches on,
to work upon the railway.

(Chorus) Filly-me-oori-oori-ay,
to work upon the railway.

In eighteen hundred and forty two,
I left the old world for the new,

Bad cess [luck] to the luck that brought
me through, to work upon the railway.

In eighteen hundred and forty three,
'twas then I met sweet Biddy McGee,

An elegant wife she's been to me, while
working upon the railway.

In eighteen hundred and forty four,
I landed on America's shore.

In eighteen hundred and forty five,
I found myself more dead than alive.

In eighteen hundred and forty six,
they pelted me with stones and sticks,

And I was in one hell of a fix,
from working on the railway.

In eighteen hundred and forty seven,
Sweet Biddy she died and went to heaven,

If she left one child, she left eleven,
to work upon the railway.

In eighteen hundred and forty eight,
I found myself at heaven's gate,

It's “Pat, do this!” and “Pat, do that!”
without a stocking or cravat [scarf],

Nothing but an old straw hat,
to work upon the railway.

Irish Immigrants in New Orleans

This is an edited version of a contemporary description of Irish immigrants in New Orleans.² Read the passage and discuss how the author describes working conditions for Irish immigrants in 1833.

“One of the greatest works now in progress here is a canal. I only wish that the men in England who blame the condition of Ireland on the laziness of her people could be brought to New Orleans. Here the Irish survive on poor food and are at the mercy of hard employers who profit from their blood; and all this for a low wage that only allows them to exist, with little power to save or hope. . . . Here too were many poor women with their husbands. I saw weak bodies and sickly looks. The swamp was close by. They were forced to breathe bad air. . . . At such works all over this continent the Irish are the laborers. Their death rate is very high. They live in worse housing than the cattle of the fields. Employers only think how they can get the most work out of them for the lowest pay. Slave labor cannot be used because it is much too expensive. If a thousand slaves became sick or died in one season while working on the canal, there would have to be changes.”

Irish Immigrants in New York City

This passage is based on the writing of George Templeton Strong who lived in New York City and kept a diary between 1838 and 1857.³

“It was enough to turn a man’s stomach to see the way they were making them citizens. Filthy, animal-like Italians and Irish, the very scum of human nature filled the office so completely that I was almost afraid of being poisoned by going in. . . . Yesterday morning I was a spectator of a strange, painful scene. Seeing a crowd on the corner, I stopped and made my way to a front place. The earth had caved in a few minutes before and crushed the breath out of a pair of Irish

No Irish Need Apply

The earliest written version of this popular song is from 1865. It is part of the oral tradition in both the United States and Canada. Some words and phrases may need explaining: Ballyfadd is a small town in southeastern Ireland. A “situation” is a job. A spalpeen is a rascal, in this case the advertiser, who “ended” his advertisement by writing “No Irish need apply.” The *Tribune* was a New York City newspaper. *Milia murther* is a Gaelic (Irish) phrase that means “a thousand murders” (which would be a funny thing for a person to exclaim if he didn’t know Gaelic).

I’m a decent boy just landed from the town of Ballyfadd;
I want a situation and I want it very bad.

I have seen employment advertised, “It’s just the thing,” says I,
But the dirty spalpeen ended with “No Irish Need Apply.”

“Whoo,” says I, “That is an insult, but to get the place I’ll try,”
So I went to see the blackguard with his “No Irish Need Apply.”

Some do think it a misfortune to be christened Pat or Dan,
But to me it is an honor to be born an Irishman.

I started out to find the house; I got there mighty soon.
I found the old chap seated; he was reading the *Tribune*.

I told him what I came for, when he in a rage did fly.
“No!” he says, “You are a Paddy, and no Irish need apply.”

Then I gets my dander rising, and I’d like to black his eye
For to tell an Irish gentleman “No Irish Need Apply.”

I couldn’t stand it longer so a-hold of him I took,
And I gave him such a beating as he’d get at Donnybrook,

He hollered “*Milia Murther*,” and to get away did try,
And swore he’d never write again “No Irish Need Apply.”

Well, he made a big apology; I told him then goodbye,
Saying, “When next you want a beating,
Write ‘No Irish Need Apply.’”



Builders of the railroads in the 1800s.

laborers. They had just been dug out, and lay on the ground. Around them were a few men and fifteen or twenty Irish women, wives, kinfolk, or friends. The women were

raising a wild, unearthly cry, half shriek and half song. Now and then one of them would throw herself down on one of the corpses, or wipe dirt from the face of the dead man

with her apron, slowly and carefully, and then resume her sad song. Our Irish fellow citizens are almost as remote from us in temperament as the Chinese.”

Questions for Discussion

1. Emma Lazarus' poem implies an “open door” immigration policy that would allow anyone to come to the United States. In your opinion, should the U.S. welcome all immigrants today?
2. How are immigrants treated in the U.S. today? What is your source of information on this topic? (This discussion could provide an opportunity for students who are immigrants themselves or whose parents are immigrants to discuss, if they wish to, some of the experiences of their families.)
3. In the song “Paddy Works on the Railway,” why might someone attack Paddy with “stones and sticks?”
4. In the song, “No Irish Need Apply,” how does the young immigrant who is speaking respond to prejudice? Does his response seem like a realistic solution? Explain.
5. Do these songs contain any ethnic stereotypes? Explain. Are there other elements common to both lyrics?
6. What were the working conditions like for Irish-American laborers in the 1800s, according to the observers of that time, as quoted above?

Notes

1. The source for both lyrics is E. Fowke and J. Glazer, *Songs of Work and Protest* (Mineola, NY: Dover, 1973).
2. The passage is from Tyrone Power, *Impressions of America During the Years 1833, 1834, and 1835*, vol. 2 (London: R. Bentley, 1836), 238-244, in Frederick Binder and David Reimers, *The Way We Lived: Essays and Documents in American Social History, vol. 1: 1607-1877* (Lexington, MA: D. C. Heath, 1988), 238-240.
3. George T. Strong, *The Diary of George Templeton Strong*, edited by Allan Nevins (Seattle, WA: University of Washington Press, 1988).

Notable Irish Americans of the 1800s

The Great Irish Famine altered more than Irish history; the Irish who emigrated to the United States, Canada, Australia, and England became citizens of those nations. In the U.S. federal census of 1900, 44 million Americans reported their ethnicity as Irish.

Despite the hardships of life in the new country, Irish immigrants and their children became part of American life and history. They helped build the railroads, canals, and cities. They struggled to organize unions and to establish workers' rights. They pioneered the West. They fought as Union Soldiers in the Civil War, but also protested Lincoln's forced inscription during that war. A few notable Irish Americans from the 1800s are mentioned below. The list shows the great variety of experience that was America in the nineteenth century.¹



Millbrook Press/Bettmann Archive

Matthew Brady (1823-1896)

Brady photographed as many famous people of the day as he could, including current and former presidents. When the Civil War started, he decided to document that conflict. His photos of Lincoln and the war are famous, but the effort left him bankrupt.

Charles Carroll III (1737-1832)

The only Catholic to sign the *Declaration of Independence*, Carroll was born in Maryland, whose laws at the time prohibited Catholics from voting, holding office, worshipping openly, or educating their children as Catholics. Despite such prejudice, Carroll took an active part in the Revolution, using his business acumen to help the colonies arm themselves against Britain. He served as a U.S. Senator in the first Congress, and died as reputedly the richest man in America.

Buffalo Bill Cody (1846-1917)

A Western scout and Indian fighter, Cody once slaughtered 4,280 buffalo in eight months, in part to feed railroad workers. Later in life, his Wild West Show established "cowboy mystique" firmly in American culture.

Davy Crockett (1786-1836)

Crockett was born to a pioneer family in Tennessee. He was a soldier under Andrew Jackson's command at Pensacola. His political career advanced quickly; he spent several terms as a Democratic congressman from Tennessee, but eventually broke with Jackson. After only one term as a Whig, he gave up on politics and settled in east Texas in 1835. He died in battle when the Alamo fell a year later.

Henry Ford (1863-1947)

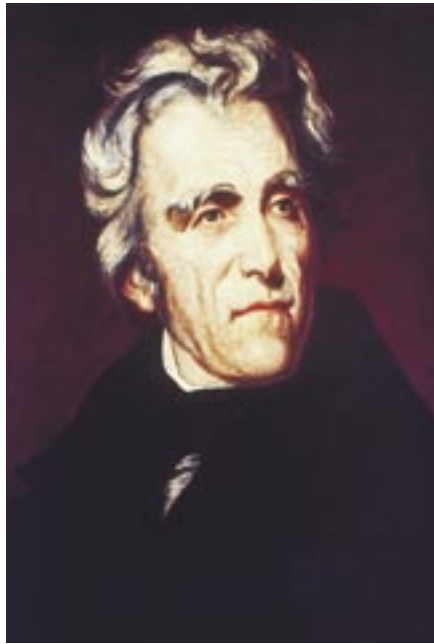
Pioneering automobile manufacturer who perfected assembly-line production. His “Model T” began America’s love affair with the automobile. He was the son of an Irish Famine immigrant.

W. R. Grace (1832-1904)

Business leader, steamship line operator, and first Roman Catholic mayor of New York.

Andrew Jackson (1767-1845)

Born in the Carolina hills to an immigrant farming family from Ireland, Jackson fought in the Revolution at the ripe-old age of eleven. All but one member of his immediate family died in that conflict. He studied law and headed west. By the age of 30, he had been elected to Congress, won a seat on the Supreme Court of Tennessee, and set up a modest estate that grew into a major cotton plantation. However, it was his military career that won him national recognition. During the War of 1812, Jackson’s troops crushed the Creek Indians and then, at the Battle of New Orleans, the British. In 1821 he was named military governor of the Florida Territory. In 1828, he defeated John Quincy Adams to become the seventh President of the new Republic. Jackson appealed to the common man and in many ways advanced the causes of majority rule. He was a foe of the Second Bank of the United States for the power that it gave to a few unelected bankers, and he sought to build a new mass political party. Yet Jackson’s vision of democracy was limited: he condemned abolitionism and brutally subjugated Native Americans.



Andrew Jackson

Mary Harris Jones

(“Mother Jones”) (1837-1930)

A leading labor leader in the United States, she worked with miners, steel workers, factory laborers, and railroad workers. At that time for laborers, there was no minimum wage, no eight-hour day, and no worker compensation if one got injured on the job. Mother Jones documented life in a cotton mill where “tiny babies of six years old with faces of sixty did an eight-hour shift for ten cents a day.” In 1903 Mother Jones led a march of 125 miles to Washington, DC, calling for an end to child labor.

Joseph McKenna (1834-1926)

McKenna was a congressman from California before he became U.S. attorney general, then justice of the Supreme Court (1898 to 1925).

Alexander T. Stewart (1803-1876)

Stewart, an entrepreneur, “invented” the American department store. In 1847, during the famine, he sent a ship full of food and supplies to Ireland. It returned full of immigrants, for whom he found employment.

John L. Sullivan (1858-1918)

Born in the Roxbury section of Boston,

Sullivan made his name one night in the Dudley Street Opera House, when he knocked a professional fighter into the orchestra pit and boldly announced to the crowd, “My name is John L. Sullivan and I can lick any man in the house.” After defeating another boxer, Paddy Ryan, he offered a thousand dollars to any man in America who could stay on his feet for four rounds. Thereafter, wherever he went, the Irish came out to cheer him. He became a rich man and a hero to Irish-Americans of the time.

Louis H. Sullivan (1856-1924)

Modernist architect and father of the skyscraper. Much of his best work is still standing in Chicago.

Questions

1. Select one of the notable Irish Americans of the 1800s. Research this person’s life and write a brief biography. In your report, explain how this person influenced life in the United States.
2. Were the rights and freedoms guaranteed in the U.S. Constitution always awarded to immigrants by their fellow Americans? If not, provide some examples of discrimination that Irish newcomers had to face.

Notes

1. These names of notable Irish Americans were taken from a list prepared by WGBH and PBS for a 1998 television series, *Irish in America*. Additional information came from *Encyclopedia Britannica*.

The Name It Game: A Chapter Review and Competition

Lou Paliani

This game has become a bit of a tradition in our school, and students enjoy it quite a lot. It is designed for a 90-minute block period and should be used after the students have been working on a unit of study for several days.

The Name It Game serves as a good review of facts and figures before a quiz. Does this activity promote in-depth understanding of social studies content? Admittedly, no. (That can happen in earlier lessons and activities.) Does it add variety and a bit of fun to the school year? Yes. But if you are a teacher who likes a nice quiet classroom all the time, this activity is not for you. Let your principal know what you are doing because the students will participate with excitement and enthusiasm, and that means noise.

Materials and Setup

Textbooks / 30 cards or half sheets of colored paper / pencil for each student / clean wastebasket / chair / 5 foam-type balls / masking tape / yard stick. Place the wastebasket on the chair against a wall and mark a shooting line with masking tape drawn 10 feet from the wall. Cluster the desks into five islands.

Forming the Teams

(1) Divide the subject material (the textbook chapter) into five equal sections and list these sections on the board. (2) Divide the class randomly into five groups. (3) Place the groups throughout the room with as much physical distance between them as possible. (4) Assign each group a number, one through five. A number is that group's name, and it also indicates the section of content material that that group will prepare. (5) Pass



out one ball and six cards to each group (half sheets of colored paper, with a different color for each group, adds flair). (6) Then read all of the following directions aloud.

Objective

"Today we will play The Name It Game. The objective of this game is to attain the highest score by providing correct answers in response to clues written by the other teams. Members of the winning team get 10 free points on the end-of-unit quiz, which is given the following day in class. To win, you've got to know your history, communicate well within your team . . . and have good aim with a foam ball!"

Creating Game Questions

"First, you have 2 minutes to scan your assigned section of the text and talk about it within your group. Then you will have 10 minutes to read and review the assigned section quietly: no talking, just read and breathe; any other noise and your team loses a point. Then you will have 5 minutes to prepare the game cards. You will write your group's number in a top corner of each card. List all members of the group on one of the cards. This is your group's roster. On each of the other five cards, write the name of

a person, thing, place, or event that is covered in your section of the text and list below it three specific clues describing it. For example, if the answer is "Marie Antoinette," then the three clues might be:

- Wife of King Louis XVI of France
- Extravagant queen who lost her head
- Daughter of Hapsburg Empress Maria Theresa

Playing the Game: Round 1, Clue 1

"In the first round, Team One provides two clue cards and helps referee the game while the other teams compete. I (the teacher) will call out 'FIRST CLUE, FIRST CLUE!' and then read out the first clue from Team One's first card. While I am reading a clue, there is no talking. I will read the clue twice. Then I will say, 'GO!'

"After listening to the clue quietly, your team should seek the answer in the text, huddle to discuss possible answers, and try to agree on the best one. When your team has agreed on an answer, write it on a scrap of paper. Then raise your hands. I will select the first team with hands up. When selected, send your group's player to the line at the basket with answer in hand. Once a player gets

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The Name It Game (continued from page 15)

in line, the answer in hand cannot be changed. Rotate players within your team, so that everyone has an equal chance to be a player.

“The player tries to do two things: first, to shoot a basket and then to give a correct answer. After making a basket, a player can state the team’s answer. If it is the correct answer, that team gets points, which are recorded on the board.

“If the player misses a basket, he or she can go to the end of the line and try shooting again. But if a player states an incorrect answer, all players must return to their teams and await a second clue.”

Using Second and Third Clues

“I will provide a second clue if no team has sent up a player 15 seconds after the reading of the current clue or after a player has given an incorrect answer. I’ll call out ‘SECOND CLUE, SECOND CLUE!’ at which point no talking is allowed, just like the reading of the first clue. I’ll also read any unused clues from a card at the end of a round, after a correct answer has been given, because any of these clues may appear on tomorrow’s quiz — so you want to hear them all.”

Rotating Groups and Referees

“Team One is the first ‘referee team,’ which provides two clue cards, a rebounder, and a scorekeeper, but no player. The other teams compete in round one. After both cards have been used (that is, a correct answer is given

for each card), round two begins, in which Team Two will provide two clue cards and help referee the game, while the other teams compete. The game will continue in this fashion, each team providing referees or players as appropriate.”

Scoring

“A team wins by having the highest score at the end of the time allotted for the game. No points are awarded for simply making a basket. You’ve got to follow it with the right answer. Points are awarded as follows:

Basket, correct answer on first clue: 3 points (Asking team also gets 1 point)

Basket, correct answer on second clue: 2 points

Basket, correct answer on third clue: 1 point

An incorrect answer: minus 1 point

All penalties: minus 1 point

If a team does not even score 6 points, each team member will have to write a half-page essay for every item he or she misses on tomorrow’s quiz. Any team reaching 32 points is an automatic winner, but stays in play.”

Penalties

“Penalties include (but are not limited to) talking during the reading of a clue, talking while a player is stating an answer, discussing an answer with your player once he or she is already in line, not rotating your players, and exhibiting poor sportsmanship of any sort. Competitive sounds are permitted while shooting takes place, however, touching or interfering with the player is prohibited. The teacher is the final authority on the awarding of all points and penalties.” [End of read-aloud rules]

Cooling Down

End the class period with an activity that allows the students to calm down

before entering the hallways. For example, announce the winning team 5 minutes before the end of class, have the students move back to the normal classroom configuration, and read any of the remaining, unused clues (and their correct answers). Remind students that a quiz will be given the following day on material from the chapter, and that many of the questions will be based on the game clues.

Or, as a variation, announce a winning team 10 minutes before the end of class, have the students move back to their regular seats, and give the quiz before they leave. From the cards used in the game, choose the five best (or as many as you feel appropriate) to use for the quiz. If you are going to do this, modify your reading of the earlier sections accordingly.

Tips, Variations, and Feedback

I allow students to take notes during the game. In some classes, I allow the students to use these notes during the quiz.

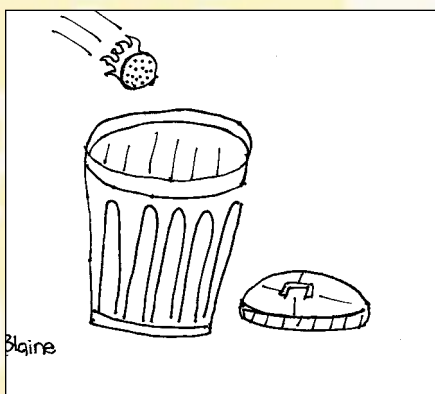
This article could be handed out to students the day before the game is played to familiarize them with the rules and procedures.

The numbers 6 (minimum team score) and 32 (maximum score) just seem to work well. In three years of playing the game, no team has had to write essays for not making the minimum score of 6. If there is a runaway team, the goal of 32 points allows others to win.

If you try this game with your students, tell me how it went. I would like to know the grade level of the students, how the game worked, and any modifications you found to be useful. Send me a message by e-mail at lpaliani@satx.rr.com.

About the Author

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