



COMMUNITY CLASSROOM: VOTE DEMOCRACY! EDUCATOR GUIDE

Educators can use the VOTE DEMOCRACY! Educator Guide to support viewing of PLEASE VOTE FOR ME, IRON LADIES OF LIBERIA, CHICAGO 10 and AN UNREASONABLE MAN while engaging students in discussions about democracy abroad, elections, third-party politics, gender, the role of dissent in democracy and media literacy. These lessons and activities also provide a context for understanding and further investigating the changing nature of democracy around the world.



KQED
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COMMUNITY CLASSROOM is an exciting resource for educators. It provides short video modules drawn from the Emmy® Award–winning PBS series *Independent Lens*. Drawn from the United States and abroad, these stories reflect the diversity of our world through the lens of contemporary documentary filmmakers. The COMMUNITY CLASSROOM video modules are supported with innovative, resource-rich curricula for high school, college and other youth educators. The video modules are five to ten minutes in length and can be viewed online or on DVD. Content is grouped into subject-specific segments corresponding to lesson plans and is standards-based.

COMMUNITY CLASSROOM is a product of the Independent Television Service and KQED Education Network, with support from the Corporation for Public Broadcasting. Educational content was developed with guidance from PBS Teachers, the National Association for Multicultural Education, the American Association of Community Colleges, the National Council for the Social Studies, National State Teachers of the Year and the National Council of Teachers of English.



HOW TO USE THE FILMS AND THIS GUIDE

Educators can use the VOTE DEMOCRACY! Educator Guide to support viewing of PLEASE VOTE FOR ME, IRON LADIES OF LIBERIA, CHICAGO 10 and AN UNREASONABLE MAN while engaging students in discussions about democracy in the U.S. and abroad, third parties, elections, gender, dissent and media literacy. These lessons and discussions also provide a context for understanding and further investigating the changing nature of democracy around the world. The activities can foster discussion about these topics within families and in the broader school community so that students, teachers and community members can gain a greater understanding of these issues.

GRADE LEVEL

9–12, College

SUBJECT AREAS

Government, Political Science, Social Studies, Current Events, Language Arts, Debate, Ethnic Studies, Sociology

ACTIVITIES

The activities target students at the high school level, but can be scaffolded to accommodate the college classroom, as well as informal classrooms such as after-school programs, clubs and youth training programs through community-based organizations. All content aligns with national standards for social studies and English language arts. Each of the activities is designed to last two traditional class periods (90-120 minutes total); together, the four activities and video modules constitute a unit that can last one to two weeks. All activities aim to incorporate educational content and themes that can be integrated into your existing content curriculum.

The activities in the VOTE DEMOCRACY! Educator Guide are presented in the following order:

Activity 1: What is Democracy?

In this lesson, students will consider the qualities that exist in a democracy and how different people would define democracy. They will create their own media expressions of what the concept means to them.

Activity 2: Third-party Voices

This lesson examines the political party system in the U.S. and in other democracies, especially the participation of independent parties.

Activity 3: Participating in a Campaign

This lesson focuses on the mechanics of political campaigns, from campaign team roles to skills and strategies.

Activity 4: Democracy Around the World

This lesson takes a global look at the range of democratic governments in different countries, from new and transitional democratic systems to more established ones.

Activity 5: Women and Democracy

In this lesson, students will discuss and research the impact of prominent women who have led, challenged and shaped both the ideas and practices of democracies around the world.

Activity 6: Dissent in Democracy

This activity takes a look at how dissent is manifested in American democracy and gives students an opportunity to share their own voice on controversial issues.

Activity 7: Media Literacy

In this lesson, students will critically view and analyze media, learning how images, especially in documentary filmmaking, are constructed.

A Reminder for Teachers and Educators

Please remember that these activities are guidelines only. We hope that you will make the necessary adjustments to meet the needs of your academic and social environment, keeping in mind your own and your students' familiarity with the issues, the needs of your school and community, your students' grade level and social awareness and the class size and duration.

It is particularly important that educators remember that some of the topics in the film could cause intense debate among students with strong opposing views.

COMMUNITY CLASSROOM VIDEO MODULES

With this Educator Guide, you can build a unit around the entire film or you can focus on one or more of the COMMUNITY CLASSROOM video modules. Each module runs 5-10 minutes.

PLEASE VOTE FOR ME (10:00) This module takes a look at the proposition of hosting a democratic election inside a third-grade classroom in communist China. It provides glimpses of each of the three young candidates for class monitor: at home, in class and while actively campaigning. Viewers also see the involvement of the teacher, the parents and classmates. Show this module with Activities 1 and 2.

IRON LADIES OF LIBERIA (10:00) This module examines the first year in the term of President Ellen Johnson Sirleaf, the first female head of state in the civil war-damaged African nation of Liberia. Short clips examine her personal philosophy, public persona and methods of leadership as she deals with a devastated infrastructure, irate former soldiers, the Firestone Corporation and the governments of China and the United States. Show this module with Activities 3 and 4.

AN UNREASONABLE MAN "Third Parties" (5:00) In this module, viewers are introduced to Ralph Nader, consumer activist and third-party presidential candidate. Nader discusses his political activism and the reasons behind his pursuit of a presidential campaign. The module features news footage of his exclusion from the presidential debates. Show this module with Activity 2.



AN UNREASONABLE MAN “Campaign” (5:00) This module further examines Nader’s candidacy: strategies for voter outreach, including “super rallies” and television advertising; the role of his campaign staff and the coverage by and response from the media. Viewers are also introduced to Nader’s Raiders, a group of former Nader consumer advocate staffers who spoke out against his presidential bid. Show this module with Activity 3, together with the PLEASE VOTE FOR ME module.

CHICAGO 10 “1968” (3:42) This module highlights major historical events that took place leading up to and surrounding the protests at the Democratic National Convention in Chicago in 1968. Archival footage portrays President Johnson’s escalation of the Vietnam War, his reinstatement of the draft, the assassination of Martin Luther King and the subsequent civil unrest across the country. Show this module with Activity 6.

CHICAGO 10 “The Convention” (6:27) This module highlights protest strategies used by activist organizations like MOBE and the Yippies during the Democratic National Convention in 1968. Viewers will see the activities of convention delegates juxtaposed with the activities of the protestors, including archival footage of the march that escalated into a violent confrontation with Chicago police. Show this module with Activities 6 and 7.

CHICAGO 10 “The Trial” (6:08) This module features animated reenactments of what happened in the courtroom during the trial of the most vocal activists behind the protests in Chicago. Based on court transcripts, the reenactments capture the circus-like atmosphere of the trial and the intense generational conflict of this period. Viewers will also hear how the eighth defendant, Bobby Seale, was added to the case, from Jerry Rubin’s perspective. Show this module with Activities 6 and 7.

Get the COMMUNITY CLASSROOM Video Modules:

COMMUNITY CLASSROOM video modules are available in streaming video format at <http://www.pbs.org/independentlens/classroom>. Educators can obtain DVDs of COMMUNITY CLASSROOM video modules by contacting outreach@itvs.org. DVD quantities are limited.

Purchase the Full-Length Films:

IRON LADIES OF LIBERIA

Women Make Movies:

<http://www.wmm.com/filmcatalog/pages/c717.shtml>

AN UNREASONABLE MAN

New Yorker Films:

http://www.newyorkerfilms.com/nyf/non-theatrical/nr_n.htm. Email nonthatrical@newyorkerfilms.com to obtain Public Performance Rights

CHICAGO 10

<http://www.amazon.com>

PLEASE VOTE FOR ME

<http://www.shoppbs.org>



VOTE DEMOCRACY! Resources

- VOTE DEMOCRACY! Educator Guide
<http://www.pbs.org/independentlens/classroom>
- VOTE DEMOCRACY! Community Engagement Campaign Web site
<http://www.pbs.org/independentlens/votedemocracy>
- IRON LADIES OF LIBERIA PBS Companion Site
<http://www.pbs.org/independentlens/ironladies/>
- PLEASE VOTE FOR ME PBS Companion Site
<http://www.pbs.org/independentlens/pleasevoteforme/>
- AN UNREASONABLE MAN PBS Companion Site
<http://www.pbs.org/independentlens/unreasonableman/>
- CHICAGO 10 PBS Companion Site
<http://www.pbs.org/independentlens/chicago10/>

Websites

- **America.gov: Telling America's Story**
<http://www.america.gov> – Produced by the U.S. Department of State's Bureau of International Information Programs, this site contains articles, factsheets and multimedia materials on topics related to U.S. politics and foreign policy.
- **Carnegie Council**
<http://www.cceia.org> – An independent and nonpartisan forum dedicated to promoting ethical leadership on issues of war, peace, religion in politics and global social justice, this site compiles online transcripts, audio, video, articles, papers and reports of its research, publications and dialogues.
- **International Institute for Democracy and Electoral Assistance**
<http://www.idea.int> – An intergovernmental organization that supports sustainable democracy worldwide, this site provides many resources and publications on its areas of expertise, including electoral processes, political parties, constitution building, citizen assessment of democracy, democracy and gender and democracy and conflict.
- **KQED Education Network**
<http://www.kqed.org/education/> – KQED Education Network engages with community and educational organizations to broaden and deepen the impact of KQED media to effect positive change. Through parent education and professional development workshops, public screenings, multimedia resources, and special events, Education Network reaches more than 200,000 Bay Area residents a year and serves people of all ages, with a particular emphasis on reaching underserved communities.
- **Media Education Lab of Temple University**
<http://www.mediaeducationlab.com> – One of the nation's leading research and community outreach programs for media literacy education, these curriculum materials, especially the KNOW TV lessons, provide further study opportunities into media literacy.
- **SchoolTube**
<http://www.schooltube.com> – This site for sharing and posting student-generated video content.

- **Smithsonian Magazine**
<http://www.smithsonianmag.com> – This site expands on Smithsonian magazine's in-depth coverage of history, science, nature, the arts, travel, world culture and technology. There are articles on political conventions in the U.S. History pages.
- **Women's Studies Section (WSS) of the Association of College & Research Libraries, Women and Politics page**
<http://www.lib.org/wss/wsslinks/politics.html> – This site was formed to discuss, promote and support women's studies collections and services in academic and research libraries. The Women and Politics page in particular provides many useful links to organizations, articles, newsletters, journals, political parties, research centers and Internet collections.
- **Youth Media Exchange**
<http://www.ymex.org> – This site is dedicated to providing a forum for youth to create and share digital media related to topics of social change; once students/teachers register for a free account, they can post multimedia content, receive feedback and discuss with youth internationally.

Refer to the IRON LADIES OF LIBERIA, PLEASE VOTE FOR ME, AN UNREASONABLE MAN and CHICAGO 10 Discussion Guides for additional web resources. Guides are available at www.pbs.org/independentlens.

A Reminder for Teachers and Educators

As always, before attempting to use these websites in the classroom, be sure to check the URLs to see if they are still live, if their content is appropriate for your students and classroom, and if they can be accessed at your school. If your school or workplace blocks any of these URLs, access them at home and make the necessary print copies for your classroom.



ABOUT THE FILMS

IRON LADIES OF LIBERIA

With unprecedented access, this intimate documentary goes behind the scenes with Africa's first freely elected female head of state, Ellen Johnson Sirleaf, president of Liberia. The film explores the challenges facing the new president and the extraordinary women surrounding her as they develop and implement policy to rebuild their ravaged country and prevent a descent back into civil war.

AN UNREASONABLE MAN

For over 40 years, Ralph Nader has worked tirelessly as a consumer advocate, building a legislative record to rival that of any contemporary president. Yet today, many consider him merely an egomaniac and a "spoiler." AN UNREASONABLE MAN takes an unsparing look at one of the most important and controversial political figures of our time.

PLEASE VOTE FOR ME

In the city of Wuhan in central China, three eight-year-old elementary school students campaign for the coveted position of class monitor. This is the first election for a class leader to be held in China. The candidates hold debates, campaign tirelessly and show their intellectual and artistic skills, until one is voted the winner.

CHICAGO 10

Mixing animation with archival footage, Director Brett Morgen's CHICAGO 10 explores the buildup to and unraveling of the protest at the 1968 Democratic National Convention in Chicago and the ensuing 1969 Conspiracy Trial. CHICAGO 10 portrays the struggle of young Americans speaking out and taking a stand in the face of an oppressive and armed government.



Activity 1

What is Democracy?
(90-120 minutes + assignments)



What does it mean ‘Democracy’?”

—Cheng Cheng

“It means that people are their own masters.”

—Mr. Gao (Cheng Cheng's father)



What is Democracy?

(90-120 minutes + assignments)

Grade Level: 9–12, College

Subject Areas: Government, Political Science, Social Studies, Current Events, Language Arts, Debate, Sociology

Objectives: Students will:

- analyze and critically read background information
- analyze and critically view film as text
- participate in small group and class discussions
- create their own media

Skills: Stating and supporting opinions in class discussion and in writing, critical reading and viewing, research, writing, note taking and oral presentation

Materials: Board or overhead projector, chart paper, **PLEASE VOTE FOR ME Video Module, PLEASE VOTE FOR ME Discussion Guide, Student Handout A**, art supplies

Definitions and conceptions of democracy are many. In this introductory lesson, students attempt to define for themselves what democracy is and what it means. Students are also exposed to how people around the world view democracy and what democracy looks like in other countries. The other activities will further expand this study of democracy.

Procedures:

1. Present this short survey in which students rate the degree to which each factor is present in a democracy: (1 = never, 2 = somewhat, 3 = always)

- Citizens vote for their political leaders.
- Citizens have freedom of speech.
- Citizens can criticize their government without repercussions.
- Political leaders represent the needs, opinions and attitudes of the people.
- Citizens are patriotic.
- Most citizens vote.

Call on students to share different responses.

2. Have students read “From the Filmmaker” and “Background Information” from the PLEASE VOTE FOR ME Discussion Guide. Discuss the filmmaker’s purpose and the questions he raises in his statement. Discuss the background information and make predictions as to what primary school children in China might say about democracy.

3. View the PLEASE VOTE FOR ME Video Module. Have a class discussion around the following guiding questions (consult the PLEASE VOTE FOR ME Discussion Guide for additional questions):

- Why might the children have a hard time defining democracy?
- Would it be as difficult for a child in the United States to create a definition of democracy? Why or why not?
- Do you agree with the teacher’s description of democracy? Why or why not?
- Do you think the class election in China was a good way to learn about democracy? Was it similar or different to school elections in your experience?
- What might children in other democracies say?

4. Break students into small groups and have each group brainstorm what comes to mind—images, people, words, songs, movies, books, events and so on—when they think of the concept of democracy. Have them choose two ideas that they will describe to the class. The descriptions should include why they chose that example, what it says about democracy and whether or not they agree with the depiction.

5. Assignment: Students create their own vision or statement of what democracy means to them. It could be visual art, collage, poetry, a testimony, an advertisement, a song, a performance or any other idea they have. They should also include a short definition (one to two sentences) of what democracy means to them based on what they created. Have students present their conceptions and comment on and discuss themes, similarities and differences.



6. As a class, develop a composite definition of democracy that will be the working consensus of what the concept means when used in class. Compare the class definition with the dictionary meaning of democracy, and then have a class discussion around the similarities, differences and the ways in which democracy in actual practice can differ from written ideals. Display the class definition prominently during this unit and refer back to it.
7. Now that students have had an opportunity to create their own idea of what democracy means, have them examine some examples from the Enlightenment thinkers and compare and contrast their different ideas:

Thomas Hobbes, born in England, 1588 (d. 1679); famous quote: “Fear and I were born twins.” – In 1651, Hobbes wrote his most famous work, *Leviathan*. He argued that people are naturally selfish and in a constant state of wanting power, of “a war of every man against every man.” He proposed that the best form of government is a government that has great power, like a leviathan (sea monster). He believed in the rule of a king or queen because he felt that a country needs a strong authority to provide direction and leadership. (monarchy)

John Locke, born in England, 1632 (d. 1704); famous quote: “All mankind ... being equal and independent, no one ought to harm another in his life, health or possessions.” – Locke wrote *Two Treatises of Civil Government* in 1689. He believed that people have the gift of reason and thought and that they therefore have the natural ability to govern themselves and to look after the well-being of society. He believed that governments should only operate with the consent of people. He also believed that an ideal government should be divided into three branches so that there is no absolute power and that if any government abuses the rights of the people, then the people have the right to rebel. (representative democracy)

Jean-Jacques Rousseau, born in Switzerland, 1712 (d. 1778); famous quote: “Man was born free and everywhere he is in chains.” – Rousseau wrote *The Social Contract* in 1762. He believed that society's institutions, such as governments, schools, the arts and the media, corrupt naturally good people. He believed that man must vote on laws himself, without anybody representing him, that even a representative democracy in which you vote for people to represent you is corrupt. According to Rousseau, governments should exist on the basis of a democratic “social contract” in which people have direct say in the way their society is governed. (direct democracy)

NOTE: See **Student Handout A: Enlightenment Thinkers**

- Discuss the similarities and differences of the three Enlightenment thinkers.
- Whose views are closest to your personal definition of democracy?
- Whose views are closest to the class definition of democracy?

Extension Activities:

1. Students survey classmates, staff and school community members on their idea of what democracy is. Students gather the data and present a schoolwide composite of their findings.
2. Students read further about China's education system from the fact sheet on the *Independent Lens* website (<http://www.pbs.org/independentlens/pleasevoteforme/education.html>) and write a first-person narrative about a Chinese student's first day of school. They can select a level of education and do additional research to inform their writing.
3. Students write an essay describing how democracy is important to them and how it is reflected and manifested in their daily life.
4. Students research and present information about countries that can be considered modern-day examples of each of the Enlightenment thinkers' ideals for government.



Third-party Voices

(90-120 minutes + assignments)

Grade Level: 9–12, College

Subject Areas: Government, Political Science, Social Studies, Current Events, Language Arts, Debate, Sociology

Objectives: Students will:

- learn about the political party system in the United States
- analyze and critically view film as text
- discuss in groups and as a class
- exercise collaborative group skills

Skills: stating and supporting opinions in class discussion and in writing, critical reading and viewing, researching, note taking, oral presentation

Materials: board/overhead, chart paper, **AN UNREASONABLE MAN “Third Parties” Video Module, Student Handout B, AN UNREASONABLE MAN Discussion Guide**

The dominant, two-party system of political parties in the United States is ripe for classroom investigation. This lesson provides an opportunity for students to consider the role and possibilities for independent parties in a democracy. The lesson also opens up the lens to view the political systems in other countries.

Procedures:

1. Distribute this anticipation guide to students to complete as a warm up:

Statement	Agree	Disagree	Were you correct?	
			Yes	No
1. There are two major political parties in the U.S.				
2. A candidate from a third party has never won a Presidential election.				
3. A candidate from a third party has never won an election for state governor.				
4. Independent or third party candidates may participate in the Presidential Debates.				
5. There are other democratic countries with a greater number of political parties represented in their government.				

NOTE: See **Student Handout B: Anticipation Guide**

Have the class share with a “thumbs up/thumbs down” and then call on a few students from each perspective to add other views or information.

2. Have students form small groups to read and discuss the speech by Howard Ditkoff, “Third Parties: Bringing Color and Flavor to American Politics,” (<http://www.systemsthinker.com/writingscreative/speeches/thirdparties.shtml>) using these guiding questions:

- How would you feel if you could only choose between two flavors of ice cream or colors of cars?
- How do you think some other countries are able to have more political parties represented?
- Do you agree or disagree with Ditkoff? Why or why not?



3. View the **AN UNREASONABLE MAN “Third Parties” Video Module** in which Nader is denied entry to the Presidential Debates in Boston. Debrief with these questions:
- Why was Nader excluded from the debate? Why was he denied entry as a spectator?
 - Why might Nader's Raiders for Gore and the Commission on Presidential Debates want to prevent Nader from campaigning for president?
 - How did Nader respond? Was his response effective? How else might he have responded?

Present the following quotations from AN UNREASONABLE MAN as a vehicle for discussion. Use the quotes to provide context and opposing viewpoints to the previously mentioned scene.

- *“If you look at the numbers in Florida alone, I think it's safe to say that Ralph Nader denied Al Gore a clean victory in Florida. It may be true in other cases as well. But, uh, he has had a consequential impact on this presidential election.”* –Tom Daschle, Senator (D-South Dakota)
 - *“You can invent all kinds of excuses, uh, as to why other people are responsible. Bill Clinton is responsible because he didn't carry Arkansas. Al Gore is responsible because he didn't carry Tennessee. One man could have stopped it. That's Ralph Nader. He chose not to....I think Nader intended to be a spoiler. I think Nader is a Leninist. He thinks things have to get worse before they get better.”* –Eric Alterman, Columnist, *The Nation*
4. As a class, read the Douglas Amy article “Voting System Reform Can Solve the Spoiler Problem,” (<http://www.mtholyoke.edu/acad/polit/damy/articles/spoiler.htm>). Discuss using these guiding questions:
- What does it mean for a third-party candidate to play a “spoiler” role?
 - Why does Amy think plurality voting is unfair? Do you agree or disagree? Why or why not?
 - What is the difference between instant-runoff voting (IRV) and proportional representation (PR)?
 - How have some countries successfully used alternative voting systems?
 - Should the U.S. adopt voting systems such as IRV or PR? Why or why not?
5. Assignment: In small groups have students select a country to research that uses other forms of voting and representation in government. For example, IRV in Ireland and Australia, PR in Germany, Brazil, the Czech Republic, Sweden and Denmark. They could also research countries that predominantly use plurality voting such as Great Britain, Canada and Hungary. Some good resources online include Instant Runoff Voting's In the News page (<http://www.instantrunoff.com/news.php>), which provides links to several news and opinion pieces, and FairVote's links pages to International Full Representation Organizations (<http://www.fairvote.org/links.htm#International%20PR%20Organizations>) and IRV in Practice (<http://www.fairvote.org/irv/links.htm>) for articles featuring many countries.

Extension Activities:

1. Research independent political parties in the U.S.: their platforms, constituencies, impact and representation in local and national politics.
2. Develop proposals for how presidential debates should be conducted. They should include details such as who can participate, location and number of debates. They should also include information about format, such as the agenda, timing, moderation, panel selection, and questions. The text resource is from Open Debates, a non-profit committed to reform of the presidential debate process (<http://www.opendebates.org/theissue/strengthenmajorparties.html>).
3. Research local elections in the U.S. in which third parties have been successful in winning or securing a large percentage of the vote.
4. The format for presidential debates continues to evolve and adapt, especially with the rise of such media sources as political weblogs, YouTube, MySpace and other somewhat more traditional venues as National Public Radio. Research how current presidential candidates are getting their message across and analyze the impact and usage of technology. Write an opinion editorial evaluating the pros and cons of the rise of technology in election campaigns and predict how campaigns and debates will be conducted in the future.



Activity 3

Participating in a Campaign
(90-120 minutes + assignments)



“I will not vote for you.”

—Classmate

“I’ll make you Vice Monitor.”

—Cheng Cheng

“Then I’ll vote for you.”

—Classmate

“I am so happy!”

—Cheng Cheng



Participating in a Campaign

(90-120 minutes + assignments)

Grade Level: 9–12, College

Subject Areas: Government, Political Science, Social Studies, Current Events, Language Arts, Debate, Sociology

Objectives: Students will:

- learn about campaign roles and skills
- analyze and critically view film as text
- discuss in groups and as a class
- exercise collaborative group skills
- synthesize information gathered from case studies to develop their own examples

Skills: stating and supporting opinions in class discussion and in writing, critical reading and viewing, researching, persuasive writing techniques, note taking, oral presentation

Materials: board/overhead, chart paper, **PLEASE VOTE FOR ME Video Module, AN UNREASONABLE MAN “Campaign” Video Module, Teacher Handout A and C, Discussion Guides for PLEASE VOTE FOR ME and AN UNREASONABLE MAN**, art supplies.

In a democracy, campaigns have played a major role in determining the outcome of elections. A campaign incorporates publicity/advertising, image-building, media outreach, communication and people skills. This lesson analyzes common roles and skills useful in campaigns and allows students to develop their own campaign around an issue and design staff positions and materials to further their cause.

Procedures:

1. Write this quote on the board or overhead projector:

A campaign is about defining who you are—your vision and your opponent's vision.

—Donna Brazile, Al Gore's 2000 Campaign Manager

Remind students about recent campaigns: 2004 and 2008 Presidential elections, local elections, homecoming queen/king, student government positions—and have them brainstorm some as well. Have students write a response using these sentence stems:

- I think Brazile means that...
- You can define your vision of who you are in a campaign by...
- You can define your opponent's vision of who you are in a campaign by...

Call on students to share different responses.

2. Have students read “Organizing Your Political Campaign: How to Assemble Your Campaign Team” by Benjamin Katz (<http://www.completecampaigns.com/article.asp?articleid=46>). Show clip from PLEASE VOTE FOR ME in which Luo Lei's father provides monorail tickets for a class field trip and clip from AN UNREASONABLE MAN about raising funds/federal election matching funds for third-party candidates. Discuss using the following guiding questions:

- What role does a campaign fundraiser play? Why is this role important? What can supporters and potential supporters provide besides money? Why is an accountant needed?
- Why is voter contact the true objective of a campaign? Why are field, press, mail and TV/radio methods all necessary? Are any voter contact methods more crucial or more effective? How is voter contact like advertising/marketing?
- Why are technology skills important? How might technology impact fundraising and voter contact in future elections?



3. View the **PLEASE VOTE FOR ME Video Module** highlighting different people and their roles in the campaigns. Have students take notes using the following prompts:
- How does each candidate connect with and contact the voters?
 - What is the “brand” and message that each candidate develops? How successful are they? What factors affect their success?
 - What role do the parents, teacher and peer assistants play? How do they influence the campaign?
 - How does each candidate deal with opponents? How do they respond to attacks?

Discuss responses. Additional discussion questions can be found in the **PLEASE VOTE FOR ME Discussion Guide**. Selected quotes from the film are in **Teacher Handout C**.

4. View the **AN UNREASONABLE MAN “Campaign” Video Module** highlighting different people and their roles in Nader’s campaign. Have students take notes using the following prompts:
- How does Nader connect with and contact voters?
 - What is Nader’s brand and message? How successful is he in developing it and communicating it? What factors affect his success?
 - What role do campaign staff, media, and the other political parties play? How do they influence Nader’s campaign?
 - How does the candidate (Nader) deal with opponents (Democrats, Republicans, Nader’s Raiders)? How does he respond to attacks?

Discuss each of the roles, especially focusing on the Nader’s Raiders as a lobby group working against Nader’s campaign and their impact. Additional discussion questions are found in the **AN UNREASONABLE MAN Discussion Guide**. Selected quotes from the film are in **Teacher Handout C**.

5. Assignment: Present the class with an election campaign for a classroom president. As a class, brainstorm what the role and responsibilities of the president would be. Divide the class into small groups. Each group should work together to create and develop:
- A list of staff positions for their campaign. A job description for each staff member including skills needed and primary responsibilities.
 - A primary strategy that includes at least five voter contact actions they would take.
 - Visual design, such as posters, slogans and graphics.
 - A voter guide containing candidate ideas and positions.
 - Strategies for how to respond to opponents and attacks.
6. Have the groups present their work in a gallery walk.
- What are some skills and roles that many groups have in common?
 - What are strategies that you think will be effective? What would you change or add to improve a group’s campaign strategy?
 - What makes a group’s visual design materials engaging and convincing?

Extension Activities:

1. Contact and interview staff of local representatives to find out who takes part in the politician’s election campaign. Ask for job descriptions and responsibilities of different staff and intern positions. Present these findings to the class and compare similarities and differences.
2. Invite a panel of guest speakers to come into the classroom to address student questions and comments about campaigning. Include local, state or federal politicians as well as members of their campaign staff. Have students prepare questions for the panel in advance and use the expertise of the panel members to learn more about what it is like to run a campaign. Follow up in class by discussing what insights students gained from each of the panelists, and how their strategies were similar or different to the ones developed in their classroom campaigns.

Note: See **Teacher Handout A: Guidelines for Convening a Community Forum**.



Activity 4

Democracy Around the World
(90-120 minutes + assignments)



“Africa is going through a transition; Liberia is going through a transition. There will be charges and counter-charges. That’s what an environment of democracy and freedom does—it enables people to speak out.”

—President Ellen Johnson Sirleaf



Democracy Around the World

(90-120 minutes + assignments)

Grade Level: 9–12, College

Subject Areas: Government, Political Science, Social Studies, Current Events, Language Arts, Debate, Sociology, Womens Studies

Objectives: Students will

- read and analyze opinion-editorial writing
- analyze and critically view film as text
- research democratic systems in a specific country and develop a presentation for a roundtable format
- learn about the U.S. government's position as a model for democracy for countries around the world

Skills: Stating and supporting opinions in class discussions and in writing, critical reading and viewing, researching, note taking and oral presentation

Materials: Board or overhead projector, chart paper, **IRON LADIES OF LIBERIA Video Module, IRON LADIES OF LIBERIA Discussion Guide, Teacher Handout C** and art supplies

Democracy exists in different forms in many countries around the world. Some countries are in the process of transitioning to or developing democracy; in other countries, democracy is more established. Still others may have a different system, yet still be influenced by democracy because it has been strongly promoted around the world by the United States and other Western countries. In this lesson, students examine what democracy looks like and how it plays out in countries with different political, ideological and cultural histories and backgrounds.

Procedures

1. Read "Background Information About Liberia and Ellen Johnson Sirleaf" from the IRON LADIES OF LIBERIA Discussion Guide. Discuss how the events described (U.N. peacekeeping presence, debt forgiveness by the United States) point toward Liberia's future.

2. Present these two quotes:

Africa is going through a transition; Liberia is going through a transition. There will be charges and counter-charges, that's what an environment of democracy and freedom does, it enables people to speak out. But, of course, this dissent could be dangerous.

-Ellen Johnson Sirleaf, President of Liberia

Liberia has progressed now, to have serious political debates, but trust me, Africa... 100% democracy... is no way working. Especially right after the war. Because the people will say that's my right to sell in your living room. That's my right to scratch your car. I mean they will misuse it so much that you will wish you had never used the word 'democracy.'

-Beatrice Munah Sieh, Chief of Police of Liberia

Have students write a response using these sentence stems:

- Some problems Liberia faces as it transitions from authoritarian rule and civil war to democracy are...
- Freedom of speech and dissent are/not essential aspects of democracy because...
- An emerging democracy such as Liberia should deal with dissent by...
- In order for Liberia to become a "100% democracy" it would mean that...
- Some steps that must be taken in order to reach the goal of 100% democracy would be...
- Other countries could help Liberia develop and democratize by...
- The United Nations could help Liberia develop and democratize by...

Call on students to share different responses.

3. Divide students into small groups. Have them read and discuss the Carnegie Council's Special Report by Madeleine Lynn, "The Spread of Democracy" (http://www.cceia.org/resources/articles_papers_reports/5167.html), and "Universal Democracy? Prospects for a World Transformed," a discussion with Larry Diamond and Joanne



Myers (<http://www.cceia.org//resources/transcripts/4398.html>). Provide students with these guiding questions for their discussions:

- Why might democracy have been considered a “luxury that poorer non-European nations could not afford”?
- Why might democracy increasingly be seen as a “universal ideal” and not so much as a “Western ideal”?
- Why is “electoralism” not truly democracy? Why might it be a “first step” in a country’s transition to democracy? What could be other effective first steps?
- What does Winston Churchill mean in his 1947 statement? Explain why you agree or disagree.
- Larry Diamond says, “Doing it [transitioning to democracy] badly, and then failing is much worse in essence than not doing it at all.” What does he mean by this?

4. View the **IRON LADIES OF LIBERIA Video Module** and prompt students to observe the involvement and roles of the Chinese and U.S. governments. Have students respond using the following prompts:

- Does the election of Johnson Sirleaf indicate a democratic transformation for Liberia?
- Why might China be interested in involvement in Liberia, and why would it be in Liberia’s interest to accept that diplomacy and aid?
- Why might the U.S. government be alarmed by China’s involvement in Liberia, and how should it respond?
- What should Liberia’s ideal relationship be with the U.S., China and other nations? What does Liberia stand to gain from these relationships?
- How does U.S. involvement in Liberia validate or contradict the United States’ commitment to promoting freedom and democracy around the world? How does U.S. involvement in Liberia support other government interests and goals?

Discuss and debate U.S. involvement in Liberia. The **IRON LADIES OF LIBERIA Discussion Guide** provides additional discussion questions, and **Teacher Handout C** contains selected quotes from the film.

5. Assignment: Break students into small groups and have each group select a nation to research that is in some stage of adopting democratic principles. Examples are Iraq, Afghanistan, Liberia, Russia, the Baltic states, Costa Rica, Mali, Portugal, Ukraine, Ethiopia, Kenya, Nicaragua, Ghana and Cape Verde. Topics to consider include:

- Historical and geographic background
- Conditions of infrastructure, debt, economy and employment
- Relationship with the United Nations
- Relationship with the United States and other nations that may be providing aid
- How the country’s citizens view democracy

Each group should include visual aids, research articles, maps, statistics, and quotes from politicians and other pertinent voices. Some good online resources include the websites of the International Foundation for Election Systems (<http://www.ifes.org>), the National Endowment for Democracy (<http://www.ned.org>) and the International IDEA Voter Turnout (<http://www.idea.int/vt/>). Each group should also examine the barriers that have hindered the country from adopting democratic principles and practices as well as the ways in which the country has been successful.

6. Have the class convene an international roundtable in which representatives from each country present their “State of Democracy” and debate and discuss practices and successes.

Extension Activity:

Explore and respond to the other resources cited in the Carnegie Council Special Report:

- “Universal Democracy? Prospects for a World Transformed,” a discussion with Larry Diamond and Joanne Myers (www.cceia.org//resources/transcripts/4398.html)
- “What We Owe Iraq: War and the Ethics of Nation Building,” a discussion with Noah Feldman and Joanne Myers (www.cceia.org//resources/transcripts/5087.html)
- “Multilateral Strategies to Promote Democracy: A Report of the Empire and Democracy Project,” panel discussion (www.cceia.org//resources/articles_papers_reports/1116.html)
- “The Democracy Advantage: How Democracies Promote Prosperity and Peace,” panel discussion (www.cceia.org//resources/transcripts/5129.html)
- “Indonesian Democracy: New Hope,” a discussion with Theodore Friend and Joanne Myers (www.cceia.org//resources/transcripts/5091.html)



Activity 5

Women and Democracy
(90-120 minutes + assignments)



“All of the progress that we’ve made can be attributed to the fact that we’ve got strong women leadership in the government. These are all strong women that have led the processes of change and renewal. With all the problems and all the scares, I remain optimistic that Liberia will rise again.”

—President Ellen Johnson Sirleaf



Women and Democracy

(90-120 minutes + assignments)

Grade Level: 9–12, College

Subject Areas: Government, Political Science, Social Studies, Current Events, Language Arts, Debate, Sociology, Women's Studies

Objectives: Students will

- analyze and critically view film as text and pull out quotations for further discussion
- participate in small-group and class discussions
- learn about women in prominent positions in the U.S. government
- make inferences from public statements about a politician's views
- present a persuasive argument about the impact of women on government

Skills: Stating and supporting opinions in class discussion and in writing, critical reading and viewing, researching, persuasive writing techniques, note taking and oral presentation

Materials: Board or overhead projector, chart paper, **IRON LADIES OF LIBERIA Video Module, Teacher Handout A, Student Handout B, IRON LADIES OF LIBERIA Discussion Guide** and art supplies.

From the Women's Suffrage movement in the United States to Africa's first elected female president to the possibility of the United States' first female presidential nominee from a major party, the voice of women in democracy has been and continues to be a critical struggle. In this lesson, students examine the significant women-led administration of Liberia and consider whether the world's governments would be different with more women in power. Students will also consider the ways in which notable women in American politics have challenged government to change or maintain the status quo.

Procedures

1. Divide a chart paper into two sides: "Should" and "Should Not." Have students brainstorm what women/girls "should" like to do, what they "should" be like and how they "should" act based on stereotypes in the media, popular culture and society at large. Do the same for the "Should Not" side.
2. Discuss using the following guiding questions:
 - How do you, your friends and the adults you know fit these stereotypes? How are they different from these stereotypes?
 - How do these stereotypes of how women/girls "should" and "should not" be influence some people your age?
 - Name some women you know personally or have seen in the news or popular culture who do not fit these stereotypes.
 - How might these stereotypes affect women in leadership positions?
 - How might women in leadership positions challenge these stereotypes?



3. Introduce this quotation from IRON LADIES OF LIBERIA:

They call me 'Iron Lady' because they feel I am very strict, tough. I want to prove a point: That women can be trusted and placed in dangerous positions. And they can even do better.

–Beatrice Munah Sieh, Chief of Police of Liberia

Have students write a response using this sentence stem:

- The United States and other countries around the world might be slow in accepting women in top leadership positions because...

Have the class share and then call on a few students to read their sentences.

4. View the **IRON LADIES OF LIBERIA Video Module** and prompt students to observe President Johnson Sirleaf and her interactions and dealings with the citizens of Liberia, corporations and world leaders. While they watch, have students record quotations from various speakers that reveal attitudes toward the president and the other women leaders for further reference and discussion after the film, for example:

Name	Description	Quotation
Ellen Johnson Sirleaf	President of Liberia	
Beatrice Munah Sieh	Chief of Police of Liberia	
Former soldier	Leader/spokesperson for the Armed Forces of Liberia (deactivated military)	"That's the right way, Ma."

NOTE: See **Student Handout B: Speaker and Quotes Grid**

5. Think-Pair-Share

- Think – Choose one of the quotations from your chart. Write a journal response using these questions: What is the speaker's view of the President and/or the women in government? If you could respond to the statement, what would you say?
- Pair – With a partner, compare what you wrote about your respective speakers. Discuss using the following guiding questions: Would the two speakers agree with each other? What would they say in response to each other's statements? Which of the speakers most represents your view?
- Share – You and your partner share with the class using these speaking stems: We agree with _____, who says... /We disagree with _____, who says...

6. Explain that the class will now look at quotes from past and present women in positions of power in government. Note to teachers: Also research local female politicians and community leaders to include in the list of quotations. Distribute the quotes in **Teacher Handout B** to students in the class who will read them aloud and identify the speaker.

Have students discuss their initial reactions to the quotations using these speaking stems:

- A voice that stood out to me was _____ because ...
- I think she means that ...

7. Assignment: Research Project

Do further research on one of the women quoted above or research another woman in a position of power in government (community, local, state, national or international; historical or contemporary). Research should include biographical information, more quotes, speeches or writings and analysis of the woman's views on gender, politics and leadership. Some good online sources include the International IDEA's page "Voter Turnout by Gender" (www.idea.int/gender/vt.cfm) and the WSS of the Association of College and Research Libraries' page "Women and Politics" (<http://www.libr.org/wss/wsslinks/politics.html>). Create a multimedia presentation that includes information from the research. This should be on poster board or overhead transparencies or in the form of a PowerPoint presentation and may include video clips, sound files and images, along with text highlights.



Extension Activities:

1. Invite a panel of guest speakers to come into the classroom to address student questions and comments about women in politics and community leadership positions. Use the expertise of the panel members to learn more about what it is like to be a woman in politics. Include politicians from your local city and county governments, directors of local advocacy and nonprofit organizations and local business leaders. Have students prepare questions for the panel in advance.

NOTE: See **Teacher Handout A: Guidelines for Convening a Community Forum.**

2. Write an opinion-editorial piece arguing whether governments and politics are run differently when women are in positions of power. Use selections from the quotations exercise and make inferences as to what the statements say about the speaker's philosophies and views on government. Support your opinion with additional background information and address opposing viewpoints and counter-arguments. Make predictions about the future of the U.S. government and the role of women politicians in it.



Activity 6

Dissent in Democracy
(90-120 minutes + assignments)



“There’s a struggle going on in the world today, and it’s a struggle about what the future of this country’s about. And young people are not going to stay neutral, they are going to be involved.”

—Jerry Rubin



Dissent in Democracy

(90-120 minutes + assignments)

Grade Level: 9–12, College

Subject Areas: Government, Political Science, Social Studies, Current Events, Language Arts, Debate, Sociology

Objectives: Students will

- analyze and critically read background information
- analyze and critically view film as text
- discuss in groups and as a class
- create their own media

Skills: Stating and supporting opinions in class discussions and in writing, critical reading and viewing and research

Materials: Board/overhead, chart paper, **Discussion Guide for Chicago 10**, **CHICAGO 10 Video Modules 1 & 2** or full film, art supplies

Democracy is designed to be open to differing views and diversity of opinion. This exercise looks at how dissent is manifested in American democracy and then delves into the protests surrounding the 1968 Democratic National Convention as a form of dissent. Finally, students will create their own expressions of dissent regarding an issue that affects them.

Procedures

1. Have students copy the following definition and quote:
 - Dissent: (n.) refusal to agree with an official decision or accepted opinion.
 - “While some people think that dissent is unpatriotic, I would argue that dissent is the highest form of patriotism.” –Howard Zinn, historian

Have students write a response using these sentence stems:

- “I think Zinn means that...”
- “I agree/disagree with him because...”

Call on students to share different responses.

2. Break into small groups and have students read the “Frequently Asked Questions on Political Conventions” from the America.gov Web site (<http://www.america.gov/st/elections08-english/2008/August/20080804174936hmnetsua0.5952417.html>) and the article “1968 Democratic Convention: The Bosses Strike Back” by Haynes Johnson from Smithsonian magazine (<http://www.smithsonianmag.com/history-archaeology/1968-democratic-convention.html>).

Have students respond using the following prompts:

- Who is the audience and what is the purpose of the America.gov article?
- How does the Web site view the conventions?
- Why might political conventions be a site for protest?
- What kinds of issues were raised at the 2008 Conventions, the Beijing Olympics and so on?
- How did the host cities and government officials respond?

3. Read “Selected Individuals Featured in CHICAGO 10” and “Background Information” from the **CHICAGO 10 Discussion Guide**. Have each group brainstorm a list of questions about the historical context, the timeline, the players or any other issues. Discuss the events leading up to the 1968 Democratic Convention. Discuss differences between the organizations involved in the protests. Refer to these pages for more background information:



- Yippie manifestos (<http://www.hippy.com/article-358.html>)
- MOBE (http://en.wikipedia.org/wiki/National_Mobilization_Committee_to_End_the_War_in_Vietnam)
- SDS (http://en.wikipedia.org/wiki/Students_for_a_Democratic_Society)
- Black Panthers (<http://www.spartacus.schoolnet.co.uk/USApantherB.htm>)

4. View **CHICAGO 10 Video Modules 1 & 2**. Have students respond using the following prompts:

- Compare and contrast the speeches of protesters from different organizations. What policies did they disagree with? What did they want?
- List some of the strategies of dissent seen in the film. What forms of media did the protesters use? How effective were they? What other strategies could they have used?
- What strategies did the government use to contain the protest? What forms of media did they use? How effective were they? In what other ways could they have responded?
- Compare and contrast the organizers' strategies on the street versus their guerrilla theater and entertainment activities in the park.
- Discuss and debate the role and importance of dissent and the government's response to dissent in the events of 1968.

5. Have students read the article "Dissent Takes Many Forms in United States" by Lea Terhune from the America.gov Web site (<http://www.america.gov/st/usg-english/2008/August/20080808174922mlenuhret0.8254206.html>). Discuss the different types of dissent outlined in the article. Identify the America.gov Web site's opinion/perspective toward dissent. Consider:

- Should there be rules and regulations regarding protest?
- How should the government respond to dissent? To protest?
- Is all protest protected by free speech?
- Are there other forms of dissent that the article has overlooked?
- How might modern technology and the internet have changed how dissent is expressed?

6. Brainstorm any forms of dissent that students may have seen in the news recently or learned about previously, as well as any new forms they can think of. Include a discussion of the 2008 Presidential Campaign, the Democratic and Republican National Conventions, the 2008 Beijing Olympics, current world events such as the war in Iraq and other controversial events and issues in which there have been dissenting groups. Ask students to consider decisions and policies made that have caused them or people in their communities to protest a policy or an accepted opinion. Ask them how people have organized and expressed their dissent—or how they might do so—using the following chart on an overhead projector:

Policy	How people expressed dissent	Response from authority	Resolution
Example: Maria's parents require that she has a curfew, but they don't require that her brother have one.	Maria refuses to do her chores. She also gets her brother and her friends to advocate her case to her parents on her behalf.	At first Maria's parents punish her by taking away her phone. After hearing from the other people advocating for Maria, they agree to talk to her about a compromise.	On two weekends a month, Maria is allowed to stay out without a curfew, as long as she phones her parents to let them know where she is.

NOTE: See Teacher Handout D



7. Assignment: Expression of Dissent

Have students think of a policy or decision that affects them and that they disagree with. It could be at school, home or in the neighborhood and it could be a local, state, national or international issue. Have students conduct research about their issue and decide who their target audience is and what their desired outcome is. Students will then each produce an expression of dissent toward that policy or decision. Have them first consider which forms of dissent and strategies are most effective and which fit their personality and style. Some ideas include: a poster, a political cartoon, a song/rap, a position paper, an opinion-editorial, a blog/vlog, protest slogans and signs, guerilla theater or a speech. Post text, audio, visual and video creations online to Youth Media Exchange (<http://ymex.org>), SchoolTube.com or a teacher-created classroom blog. Have students comment on each other's creations and respond to comments from the public, furthering dialogue and awareness about the issue.

Have them conclude by writing a self-reflection about how they view protest and dissent and what they feel their role is in expressing dissenting views. Include reflection on these questions:

- What will the impact/result of these protest expressions be when they reach the public?
- What would be the result if there is no public dissent or greater awareness of the issue? What would be the result of choosing to remain silent?
- How can your individual action expand to become a group or collective effort?
- What are the differences between individual action vs. collective action?

Extension Activities:

1. Invite a panel of guest speakers to come into the classroom to address student questions and comments about strategies of dissent: past and present. They can be representatives from national and community organizations, community organizers, unions, or similar. Include intergenerational voices, such as people who remember or experienced the 1968 Convention, the Civil Rights Movement, etc. Have students prepare questions for the panel in advance. Follow up in class by discussing the insights that students gained from each of the panelists.

2. Ask students to select a modern technology and evaluate its uses and potential for expressing dissent. Ask them to consider how it might change dissent, its pros and cons and how people in authority might respond to its use.

3. Have students read "Dissent In Pursuit Of Equality, Life, Liberty and Happiness: An Interview With Historian Howard Zinn" from the TomPaine.com Web site (<http://www.tompaine.com/Archive/scontent/5908.html>) and write a letter responding to Zinn's views and asking further questions.

4. Select one of the other films (PLEASE VOTE FOR ME, IRON LADIES OF LIBERIA, AN UNREASONABLE MAN) from the Vote Democracy! edition of COMMUNITY CLASSROOM and show it to the students. Ask them: How is dissent portrayed in this film? How is dissent manifested in other countries?

5. Distribute examples of posters and artwork designed by Emory Douglas, Black Panther Minister of Culture: (http://www.itsabouttimebpp.com/Emory_Art/Emory_Douglas_Art.html). Explain that these posters are one form of expressing dissent, disseminating information and mobilizing people towards a cause. Discuss the pros and cons of this form of dissent and brainstorm a list of other strategies and forms of expressing dissent. Compare it with contemporary works of political art from artists such as Banksy (<http://www.banksy.co.uk/menu.html>), Favianna Rodriguez (http://favianna.com/port_prints/prints1.php) and Shepard Fairy (<http://obeygiant.com/>). In addition, the University of Virginia Library has protest artwork on their Web site that you can show to students: (<http://www.lib.virginia.edu/small/exhibits/sixties/index.html> and <http://www.lib.virginia.edu/small/exhibits/sixties/radical.html>). Have students create their own posters expressing their views on an issue.

6. Research the lyrics and background information about the musicians and songs featured in CHICAGO 10. Analyze the message and impact on the viewers. Have students create their own play list of protest songs and include liner notes explaining why they chose them and their significance.

Chicago 10 Original Soundtrack tracklist may be found at:

<http://theplaylist.blogspot.com/2008/03/chicago-10-soundtrack-features-beastie.html>



Activity 7

Media Literacy
(90-120 minutes + assignments)



“He said that politics had become theater and magic, basically, that it was the manipulation of imagery through the mass media that was confusing and hypnotizing the people in the United States, making them accept a war which they really didn’t believe in.”

-Allen Ginsberg on Abbie Hoffman



Media Literacy

(90-120 minutes + assignments)

Grade Level: 9–12, College

Subject Areas: Government, Political Science, Social Studies, Current Events, Language Arts, Debate, Sociology

Objectives: Students will

- analyze and critically view film as text
- discuss in groups and as a class
- exercise collaborative group skills
- practice media literacy analysis
- develop own media products

Skills: Stating and supporting opinions in class discussion and in writing with evidence, critical reading and viewing, note taking, speaking and oral presentation skills

Materials: **Discussion Guide for Chicago 10**, board/overhead, chart paper, **CHICAGO 10 Video Modules, 2 & 3** or full film

This lesson provides students with an opportunity to critically view and analyze media and the ways images are constructed. Students will hear from the filmmaker himself about his intention behind the film and be able to look at whether or not he was able to achieve his goals. Students will also practice their speaking and presentation skills.

Procedures

1. Have students make their own list of five types of media they regularly interact with. Call on students to share from their list and create a class mind map on the board or overhead. Then, discuss and co-construct a list of the techniques that each type of media uses (for example, magazines use color, images, text and placement on the page).
2. Have students read and discuss seven “Key Concepts of Media Literacy” from the KQED Education Network Web site (<http://www.kqed.org/education/digitalmedia/key-concepts.jsp>) and the Temple University Media Education Lab’s KNOW TV approach to looking critically at documentary production (<http://mediaeducationlab.com/index.php?page=85>).
3. View **CHICAGO 10 Video Modules, 2 & 3**: Have students respond using the following prompts:

Message:

- Describe the modules in as much detail as possible. What did you see? What/who is represented? How?
- What is this media text communicating in terms of message, key ideas and associations?
- Do the images offer a visual argument? If so, explain.
- Think about the filmmakers intention: Why do you think he made this documentary? Is his viewpoint represented? How?
- How does the film represent different voices and viewpoints? Are you invited to identify with one viewpoint or are different perspectives represented equally?

Production:

- How did the producer’s purpose shape the content of this program?
- How is sound and language used in the film?
- What effect does the music used in various scenes have on the viewer?
- Why did the filmmaker choose to animate the courtroom scenes? What impact does this have?
- What other devices are used to capture the attention of the viewer?
- What techniques are used to enhance the authenticity or authority of the film?



Audience:

- Who is the intended audience? Is there one?
- Why might different audiences respond differently to this film?
- What factors shape the response of the audience?
- Is the film controversial in any way? Why?

4. Filmmaker Brett Morgen came up with the vision and intention that drives this film. Have students view the Citizens Summits interview with Morgen at (<http://www.takepart.com/citizensummits>)

In the **CHICAGO 10 Discussion Guide**, Morgen explains his motivation: “My goal from the beginning has been to reintroduce this chapter of recent history to a new generation, for they are the ones who will hopefully benefit the most from this story.”

Have students also read Morgen’s “From the Filmmaker” introduction from the **CHICAGO 10 Discussion Guide**. Discuss using the following prompts:

- Was Morgen successful in achieving his vision?
- How appealing is the film to his target audience—young people? What works and what doesn’t?
- How would you make a historical/political film appeal to a young audience? What techniques, images, music, etc. would you use?

5. Assignment: Media Analysis & Creation

Have students look at a variety of campaign media from a recent election: posters, cartoons, speeches, commercials/ads, slogans and song lyrics. They will use the media literacy questions from steps 2 & 3 to write an analysis paper on the target audience, techniques and the effectiveness of the media.

Have each student select one media example of a message they oppose from the campaign. They should then select a form of media that they would like to use to create their own response. It can be an article, poster, short film, blog/vlog, song, cartoon or other media. Each student will then publish their creation online to Youth Media Exchange (<http://ymex.org>), SchoolTube.com or a teacher-created classroom blog.

Extension Activities:

1. Invite a panel of guest speakers to come into the classroom to address student questions and comments about documentary filmmaking and media making. Include artists, journalists, filmmakers, writers, bloggers, etc. Have students prepare questions for the panel in advance. Follow up in class by discussing what insights students gained from each of the panelists. See **Teacher Handout A: Guidelines for Convening a Community Forum**.
2. Select one of the other video modules (PLEASE VOTE FOR ME, IRON LADIES OF LIBERIA, AN UNREASONABLE MAN) from the Vote Democracy! edition of COMMUNITY CLASSROOM for the students to view and ask them to analyze it using the media literacy framework. Research interviews with the filmmakers to find out more about their intentions behind making the film.
3. Ask students to research news coverage of recent protests and rallies, especially around the 2008 political conventions. Ask students the question: How are they portrayed in the media?
4. Request that students generate a list of characters from the film. Ask them to include minor characters (police men, national guardsmen, U.S. Marshals) as well as the principal ones. Assign each student a character and ask them to research how the character would have reacted to the situation and then show the research they found that supports that notion. Hold an open forum where students assume the role of the characters using props, name plates, costumes and similar items. Have students answer these prompts in character:
 - Did the groups have the right to protest?
 - Were their rights violated?
 - Were they right in their decision to continue to march, even though a permit had not been granted?
 - Take a position and discuss the situation that unfolded in the courtroom with Bobby Seale.
 - Defend/don’t defend the final decision of the court. Have the students generate a paper wherein they describe what they learned from the role playing scenario.



Name: _____ Date: _____

Student Handout A: Enlightenment Thinkers (Activity 1: What is Democracy?)

Directions: Read about these thinkers who influenced conceptions of government and democracy. Compare their views with your own and those of the class.

Thomas Hobbes, born in England, 1588 (d. 1679). Famous quote: “Fear and I were born twins.” In 1651 he wrote his most famous work, *Leviathan*. He argued that people are naturally selfish and in a constant state of wanting power, of “a war of every man against every man.” The best form of government was one that has great power like a leviathan (sea monster). He believed in the rule of a king or queen because he felt that a country would need a strong authority to provide direction and leadership. (*monarchy*)

John Locke, born in England, 1632 (d. 1704). Famous quote: “All mankind...being equal and independent, no one ought to harm another in his life, health or possessions.” He wrote the *Two Treatises of Civil Government* in 1689. He believed that people have the gift of reason and thought. People have the natural ability to govern themselves and to look after the well-being of society. He believed that governments should only operate with the consent of people. He also believed that an ideal government be divided into three branches so that there is no absolute power. If any government abuses the rights of the people then the people have the right to rebel. (*representative democracy*)

Jean-Jacques Rousseau, born in Switzerland, 1712 (d. 1778). Famous quote: “Man was born free and everywhere he is in chains.” He wrote *The Social Contract* in 1762. He believed that society’s institutions such as governments, schools, the arts, and media corrupt naturally good people. He believed that man must vote on laws himself, without anybody representing him; even a representative democracy where you vote for people to represent you- is corrupt. Governments should exist on the basis of a democratic “social contract,” where people have direct say in the way their society is governed. (*direct democracy*)

- Discuss the similarities and differences of the three Enlightenment thinkers.
- Whose views are closest to your personal definition of democracy?
- Whose views are closest to the class definition of democracy?



Name: _____ Date: _____

Student Handout B: Anticipation Guide (Activity 2: Third-party Voices)

Directions: Read each statement below carefully and mark Agree or Disagree based on your own knowledge, previous learning, experience or best educated guess. After sharing, we will read an article that discusses these ideas and you will be able to find out which statements you correctly identified:

Statement	Agree	Disagree	Were you correct?	
			Yes	No
1. There are two major political parties in the U.S.				
2. A candidate from a third party has never won a Presidential election.				
3. A candidate from a third party has never won an election for state governor.				
4. Independent or third party candidates may participate in the Presidential Debates.				
5. There are other democratic countries with a greater number of political parties represented in their government.				



Name: _____ Date: _____

Student Handout C: Speaker and Quotes Grid

Directions: As you watch the film, record speakers and quotations that reveal attitudes toward the president and the other women leaders:

Name	Description	Quotation
Ellen Johnson Sirleaf	President of Liberia	
Beatrice Munah Sieh	Chief of Police of Liberia	
Former soldier	Leader/spokesperson for the Armed Forces of Liberia (deactivated military)	"That's the right way, Ma."



Teacher Handout A: Guidelines for Convening a Community Forum

Inviting community members into the classroom to share their insights and expertise can enhance student's learning by showing how the issues they are studying affect people around them. Consider inviting community members who represent multiple perspectives so the discussion can reflect the complexity of a particular issue as well as the diversity of your state and community. Introducing students to the contributing roles of scholars, advocates and policy-makers, along with those most affected by a policy or program, emulates a process of good information gathering. An appropriately facilitated discussion with opposing viewpoints also helps build understanding of democratic debate. If possible, involve students in researching and inviting the local panel members and developing the discussion questions. An outcome of this activity might be to connect students to service learning or other mentoring opportunities with community organizations.

Planning a Panel

STEP 1: Using the Educator Guide, determine which Activity area you would like to focus on and incorporate a Community Forum.

STEP 2: Using the table below as a guide, develop a plan for your preferred panel participants.

STEP 3: Using the Educator Guide and the Discussion Guide, compile a list of potential discussion questions to share with potential panelists.

STEP 4: Using your knowledge of community organizations, your student's contacts and research with some of the search tools provided, recruit your panelists.

STEP 5: Plan the format of your forum, finalize the discussion questions, select or designate a facilitator.

Here is a list of organizations that might assist you with identifying representatives for a community panel.

Suggested Panel Members	Organization examples	Search Tools
Campaign staff of a local, state or federal office-holder	Congress.org National Conference of State Legislators National Association of Counties	www.congress.org (search by ZIP code for local, state and congressional representatives) http://www.ncsl.org/public/leglinks.cfm http://www.naco.org/Template.cfm?Section=Find_a_County&Template=/cfiles/counties/usamap.cfm
Government watch-dog organizations	Common Cause League of Women Voters	www.commoncause.org (search State Organizations) www.lww.org (search "find a local league")
Women political leaders	Center for American Women and Politics, Rutgers	http://www.cawp.rutgers.edu/Facts4.html (search by state)
Local journalists or filmmakers	Local newspaper, journalism school, film school	



Teacher Handout B: Women and Democracy Quotations

All of the progress that we've made can be attributed to the fact that we've got strong women leadership in the government. These are all strong women that have led the processes of change and renewal. With all the problems and all the scares, I remain optimistic that Liberia will rise again.

-Ellen Johnson Sirleaf, President of Liberia, 2006-present

It is simply the truth that the political system that I am part of has degenerated to the point that it needs fundamental change.

-Gloria Macapagal Arroyo, President of the Philippines, 2001-present

Women have always been respected in the Indian culture. The purdah [Muslim and Hindu practice of physical segregation of women and men and concealment of the woman's body] system was introduced to protect them from the Muslim invaders. However, times have changed. India is now independent and hence, the systems should also change. Now that women are progressing in every field, we should morally support and encourage them by leaving such practices behind.

-Pratibha Patil, President of India, 2007-present

I suppose leadership at one time meant muscles; but today it means getting along with people.

-Indira Gandhi, third and sixth Prime Minister of India, assassinated in 1984

I don't have any formula for ousting a dictator or building democracy. All I can suggest is to forget about yourself and just think of your people. It's always the people who make things happen.

-Corazon Aquino, President of the Philippines, 1986-1992

The narrow notion of every person for himself does not belong in today's world.

-Michaelle Jean, Governor General of Canada, 2005-present

The Finland of the 21st century can thrive only if women of learning—in common with their male counterparts—are guaranteed the opportunity to use their creative potential to the full.

-Tarja Halonen, President of Finland, 2000-present

Reconciliation is more beautiful than victory.

-Violeta Barrios de Chamorro, President of Nicaragua, 1990-1997

Peace is a battle. Peace is never given freely, never acquired. Its conquest is the result of courage and of respect for others. It demands awareness and commitment from everyone. Peace is not the law imposed by the mighty, but that which is founded on equality and dignity of all peoples.

-Chandrika Kumaratunga, President of Sri Lanka, 1994-2005

If we have to use force, it is because we are America. We are the indispensable nation. We stand tall. We see further into the future.

-Madeleine Albright, first woman U.S. Secretary of State, 1997-2001

You don't have to have fought a war to love peace.

-Geraldine Ferraro, first woman to represent a major US political party as candidate for Vice President, 1984

You know, I wish the world well. I want Iraq to have democracy and the Haitians to have democracy. I want the people of Afghanistan to thrive. Lord knows, we spend enough money there to help them. What about people at home? Isn't that our first responsibility?

-Barbara Boxer, U.S. Senator from California, 1993-present



Maybe it will take a woman to clean up the House.

-Nancy Pelosi, first woman U.S. Speaker of the House, 2007

America must be light to the world, not just a missile.

-Nancy Pelosi, first woman U.S. Speaker of the House, 2007

We must respond [to the attacks of 9/11/01], but the character of that response will determine for us and for our children the world that they will inherit...A rush to launch precipitous military counterattacks runs too great a risk that more innocent men, women, children will be killed. I could not vote for a resolution that I believe could lead to such an outcome.

-Barbara Lee, US Congresswoman from California on her lone vote against the 2001 resolution to declare war on Iraq

They are after our way of life and we have to deal with them. There is no other way other than with strength [on the London terrorist attack, 7th July 2005].

-Condoleezza Rice, first African American woman (second woman and second African American) US Secretary of State, 2005-2009

We are here to advance the cause of women and to advance the cause of democracy and to make it absolutely clear that the two are inseparable. There cannot be true democracy unless women's voices are heard. There cannot be true democracy unless women are given the opportunity to take responsibility for their own lives.

-Hillary Rodham Clinton, US Senator, former US First Lady, Candidate for Democratic Presidential Nomination 2008, US Secretary of State, 2009-present

I was well on the way to forming my present attitude toward politics as it is practiced in the United States; it is a beautiful fraud that has been imposed on the people for years, whose practitioners exchange gilded promises for the most valuable thing their victims own: their votes.

-Shirley Chisholm, first African American woman elected to the U.S. House of Representatives, 1968-1983

Yes, I will bring the understanding of a woman to the Court, but I doubt that alone will affect my decisions. I think the important thing about my appointment is not that I will decide cases as a woman, but that I am a woman who will get to decide cases.

-Sandra Day O'Connor, first woman U.S. Supreme Court Justice, 1981-2006

And frankly, being a woman I think gives me a slightly different take on a lot of the issues and on a lot of the solutions to the problems we face.

-Carol Moseley-Braun, first African American woman elected to the U.S. Senate, 1993-1999

My father was watching the local news at my office two days ago and the reporter came on to talk about my selection as Speaker. The reporter talked about my being the first woman speaker...and the first openly gay speaker. And without missing a beat, my dad stuck out his chest and proudly yelled at the TV—you forgot Irish, you bum! Let me say that I am incredibly proud that in the most diverse city in the world, that diversity is seen as a strength—not an impediment.

-Christine Quinn, first woman elected New York City Council Speaker, 2006



Teacher Handout C: Supplemental Materials**PLEASE VOTE FOR ME Quotes****Democracy**

"Each of you will have the right to vote for your favorite candidate, this is what we call 'Democracy'. You will elect your own Class Monitor. Isn't this new? Very different than before."

—Teacher

"I want to be the Class Monitor, because you can order people around. What does it mean 'Democracy'?"

—Cheng Cheng

"It means that people are their own masters."

—Cheng Cheng's father

Voting

"Do you need our help to get your classmates' support?...You need some tricks. And a plan."

—Luo Lei's parents

"I don't want to control others, they should think for themselves. People should vote for whomever they want."

—Luo Lei

"Those who don't support me, show mercy and vote for me."

—Cheng Cheng

Campaigning

"I'll arrange a trip to ride the monorail. You can invite your class. The monorail is the most modern transport in Wuhan. Only a few cities have a monorail. During the trip, you can show off, and improve your relationship with your classmates, then they will support you. What do you think? Tell them this: 'The monorail is managed by my father's police department.'"

—Luo Lei's father

"I will not vote for you."

—Classmate

"I'll make you Vice Monitor."

—Cheng Cheng

"Then I'll vote for you."

—Classmate

"I am so happy!"

—Cheng Cheng

"If people point out your faults, can you defend yourself? ... You must be well prepared. You must make a list of their faults. Tomorrow, ask your assistants to gather information."

—Xu Xiaofei's mother



IRON LADIES OF LIBERIA Quotes

History

"I think there's too many years of being through too many kinds of experiences. After a while you get hardened, and you take it all in stride, the good and the bad. Today's probably gonna surpass it all, I think for obvious reasons. You don't get inaugurated, for the first time in our country's history, as a woman, and Africa's represented here so fully."

—President Ellen Johnson Sirleaf

"Women have not been, to the same extent as men, party to all of the bad things of the past, they certainly were very strong voices against the atrocities in Liberia in the war, and they fought very, very hard to make sure that the democratic process worked this time around. And so, this is our biggest opportunity to change Liberia."

—Antoinette Sayeh, Minister of Finance

"Taking over a country that has gone through fourteen years of war is very, very tedious. The police do not have guns, they do not have handcuffs. No vehicles . . . No, no resources, not even paper to write on."

—Beatrice Munah Sieh, Chief of Police

Gender

"They call me 'Iron Lady' because they feel I am very strict, tough. I want to prove a point: That woman can be trusted and placed in dangerous positions. And they can even do better."

—Beatrice Munah Sieh, Chief of Police

"All of the progress that we've made can be attributed to the fact that we've got strong women leadership in the government. These are all strong women that have led the processes of change and renewal. With all the problems and all the scares, I remain optimistic that Liberia will rise again."

—President Ellen Johnson Sirleaf

"I must listen to them in a way that says, I want to hear you. I understand your plight. And that's the "O! Ma" approach. And it usually brings a positive reaction because I'm coming as a mother to listen to them."

—President Ellen Johnson Sirleaf

"I should be proud to look back, to say, well, they were afraid of the police, now they are friends of the police. I've helped to bring peace into my country."

—Beatrice Munah Sieh, Chief of Police

Democracy

"Liberia has progressed now, to have serious political debates, but trust me, Africa . . . 100% democracy. . . Is no way working. Especially right after the war. Because the people will say that's my right to sell in your living room. That's my right to scratch your car. I mean they will misuse it so much that you will wish you had never used the word 'democracy.'"

—Beatrice Munah Sieh, Chief of Police

"Africa is going through a transition; Liberia is going through a transition. There will be charges and counter-charges, that's what an environment of democracy and freedom does, it enables people to speak out. But of course, this dissent could be dangerous."

—President Ellen Johnson Sirleaf

"We have had many governments here in the recent past that have relied upon brute force, instilling fear into people. We say, that you can still exercise leadership without repression. As far as I'm concerned so far, in this administration, it's working better than the use of force."

—President Ellen Johnson Sirleaf



IRON LADIES OF LIBERIA Quotes Ctd.**International Involvement**

"The United States currently holds \$391 million dollars in outstanding bilateral claims on Liberia. We will cancel that debt. All of it. Under the framework for highly indebted countries."

—Condoleeza Rice, U.S. Secretary of State

"More than any other country, our partnership with the U.S. is the most valuable. After all, Liberia was founded by freed slaves from the U.S. And we've always been very dependent on that relationship."

—Siatta Scott-Johnson, Co-Director of IRON LADIES OF LIBERIA

"I think we depend upon the support of some of our partners, but I feel that in many instances we gave them some of our primary commodities in return. We gave huge benefits to their corporations, which operate here. So it's not one-sided."

—President Ellen Johnson Sirleaf, Liberia

"Since 1847, Liberia has had this strong tie, I mean unbroken tie with America. But again we are frustrated. Because as a country that America gave birth to, we have not achieved anything like America. But now we see China coming in the picture."

—Siatta Scott-Johnson, Co-Director of IRON LADIES OF LIBERIA



AN UNREASONABLE MAN Quotes

Background and Consumer Activism

"The reasonable man adapts himself to the world; the unreasonable one persists in trying to adapt the world to himself. Therefore, all progress depends on the unreasonable man."

—George Bernard Shaw

"I just put a little note up in various schools and said, 'If you're interested, send me a résumé and your interests.' And I got maybe 400 or 500 responses just based on a note written, you know, put on a bulletin board somewhere. And it was that summer that all of these 110 people lined up the steps of the Capitol. And the title of the picture is 'The Lone Ranger Gets a Posse.'"

—Robert Fellmeth (describing the initial recruitment for what would become "Nader's Raiders")

"Uh, he had seven people lined up to investigate the FTC. You could call them, I guess, radical nerds. They didn't believe in the way the system was being operated, but they believed in the values of the system."

—Robert Fellmeth

"Ralph had decided to do about six or eight teams attacking different agencies. So there was a team on the Food and Drug Administration, one on water pollution, one on air pollution."

—Joe Tom Easley, Former Nader Rader

"For about a decade, Ralph had the field almost to himself. He had built a legislative record as a private citizen that would have been the envy of any modern president. That included the Clean Air Act, Mining Health and Safety Act, the Freedom of Information Act, Occupational Safety and Health Act. Ralph also provided the leadership and seed money to start numerous consumer organizations"

—David Bollier, Independent Policy Strategist

"Imagine if you got in a car, and the airbag said 'Nader' on it, you know, like how everything says 'Trump' on buildings, if the airbag said 'Nader'; or if the seat belts said 'Nader'; or if you get bumped from a plane and it says you're remuneration on your ticket, and you get a 'Ralph Nader' on your ticket; or, you know, you look at the air, and it's cleaner, and it says 'Ralph Nader'; or if you look at your food, and it says, 'This food was made safer by Ralph Nader.' If people would see that on a day-to-day basis, they'd understand the effect that this guy has had on their daily lives."

—James Musselman, Former Nader Rader

Democracy

"I figured that unless you have your resources, a couple hundred million dollars, you can't have the effect. And so I've given it up... Oh, I think our democracy's a fraud. I think it's consumer fraud."

—Pat Buchanan

"For 20 years we saw the doors closing on us in Washington, on our citizen groups and a lot of other citizen groups, you know? What are we here for? To improve our country. And, uh, we couldn't get Congressional hearings, even with the Democrats in charge."

—Ralph Nader

"I see how people up against enormous abuse, deprivation, dictatorships and you name it taking it on, not giving up, persistent, persevering. That's what life's all about. There'll never be a hill that you don't have to climb when it comes to injustice in this world. But you have to keep climbing. The important thing is not to say democracy's a myth in our country; it's to have better gradations."

—Ralph Nader



AN UNREASONABLE MAN Quotes Ctd.

"The students are not learning. They're not learning citizen skills. They're not learning how to practice democracy. They're not learning the creative force of their personality and idealism and imagination. Maybe if we started talking about citizen globalization, civic globalization instead of corporate globalization, the world would move forward. Let not future generations look back on us and say that this was the last generation that refused to give up so little in order to achieve so much."

—Ralph Nader

The Two-Party System

"We're at the place we're at because we have settled for so less for so long. If we keep settling, it's only going to get worse. The lesser of two evils, you still end up with evil. You still end up with evil."

—Michael Moore, Filmmaker

"We really need multiparty development in this country, because we don't have a government of, by, and for the people. We have a government of the Exxons, by the General Motors, for the Duponts."

—Ralph Nader, Presidential Candidate

"When I saw the neglect, the indifference, the greed, uh, the corruption of the two parties, uh, and I looked around, I said, 'Hey, is there anyone else running for president? I mean, be my guest.'"

—Ralph Nader, Presidential Candidate

Presidential Campaign

"The concrete goals were fairly mundane, but they were along the lines of let's raise \$5 million; let's try to get on the ballot in 45 states; let's try to get 5 percent of the electorate so that we can help build the Green Party; let's create a lot of local Green; let's bring in a lot of new talent into the citizen movement; let's get the issues out there."

—Theresa Amato, National Campaign Manager for Ralph Nader

"The consequences are really profound. Of course it will lurch the Democratic Party a little bit to the left, but it will take 30 years to undo the harm that Ralph is going to do in the next 12 days."

—Gary Sellers, Former Nader Raider

"If you look at the numbers in Florida alone, I think it's safe to say that Ralph Nader denied Al Gore a clean victory in Florida. It may be true in other cases as well. But, uh, he has had a consequential impact on this presidential election."

—Tom Daschle, Former U.S. Senate Majority Leader

"Every third-party candidate got more than the difference between Bush and Gore and the 537 votes in Florida, but the Democratic Party was looking for a scapegoat, and I think effectively tried to paint, and did paint, Ralph Nader as the reason why they were not in office, not the fact that 10 million more Democrats voted for George Bush than voted for Ralph Nader. They should have been asking why are people who are registered Democrats voting for George Bush rather than Ralph Nader?"

—Theresa Amato, National Campaign Manager for Ralph Nader

On Ralph Nader

"He fights almost impossible battles, and he's won a number of them. He's not afraid. I think he's the best American I know."

—Bill Murray, Actor

"You can invent all kinds of excuses, uh, as to why other people are responsible. Bill Clinton is responsible because he didn't carry Arkansas. Al Gore is responsible because he didn't carry Tennessee. One man could have stopped it. That's Ralph Nader. He chose not to....I think Nader intended to be a spoiler. I think Nader is a Leninist. He thinks things have to get worse before they get better."

—Eric Alterman, Columnist, *The Nation*



Teacher Handout D

Policy	How people expressed dissent	Response from authority	Resolution
<p><i>Example:</i> Maria's parents require that she has a curfew, but they don't require that her brother have one.</p>	<p>Maria refuses to do her chores. She also gets her brother and her friends to advocate her case to her parents on her behalf.</p>	<p>At first Maria's parents punish her by taking away her phone. After hearing from the other people advocating for Maria, they agree to talk to her about a compromise.</p>	<p>On two weekends a month, Maria is allowed to stay out without a curfew, as long as she phones her parents to let them know where she is.</p>



RECOMMENDED NATIONAL STANDARDS

Curriculum Standards for English Language Arts National Council of Teachers of English and the International Reading Association

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features.
4. Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communication with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

Curriculum Standards for Social Studies Expectations of Excellence, National Council for the Social Studies

Performance Expectation 1: Culture

- Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- Construct reasoned judgments about specific cultural responses to persistent human issues;

Performance Expectation 4: Individual Development and Identity

- Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life;
- Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status and other group and cultural influences contribute to the development of a sense of self;
- Examine the interactions of ethnic, national or cultural influences in specific situations or events;
- Analyze the role of perceptions, attitudes, values and beliefs in the development of personal identity;
- Compare and evaluate the impact of stereotyping, conformity, acts of altruism and other behaviors on individuals and groups;
- Work independently and cooperatively within groups and institutions to accomplish goals;

Performance Expectation 6: Power, Authority, and Governance

- Examine persistent issues involving the rights, roles and status of the individual in relation to the general welfare;

Performance Expectation 9: Global Connections

- Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues and conflicts related to universal human rights;
- Identify and describe the roles of international and multinational organizations.
- Illustrate how individual behaviors and decisions connect with global systems.

For specific content standards on subjects such as social sciences, ethics and media literacy, please refer to your respective State Standards.



GUIDE CREDITS

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About COMMUNITY CLASSROOM:

COMMUNITY CLASSROOM is an exciting resource for educators providing short video modules drawn from the Emmy® Award-winning PBS series *Independent Lens*. *Independent Lens*, a 29-week series airing Tuesday nights at 10 PM on PBS stations across the country, features unforgettable stories about a unique individual, community or moment in history. Drawn from the U.S. and abroad, these stories reflect the diversity of our world through the lens of contemporary documentary filmmakers. The CLASSROOM video modules are supported with innovative, resource-rich curricula for high school, college and youth educators. Video modules are 5-10 minutes in length and can be viewed online or on DVD-ROM. Content is grouped into subject specific segments that correspond to lesson plans and are standards-based.

COMMUNITY CLASSROOM is a product of the Independent Television Service and KQED Education Network, with support from the Corporation for Public Broadcasting. Educational content was developed with guidance from PBS Teachers, National Association for Multicultural Education, National Council of Churches, American Association of Community Colleges, 4-H, National Council for the Social Studies, and National Council of Teachers of English.

About ITVS:

The Independent Television Service (ITVS) funds and presents award-winning documentaries and dramas on public television, innovative new media projects on the Web and the Emmy Award-winning weekly series *Independent Lens* on Tuesday nights at 10 PM on PBS. ITVS is a miracle of public policy created by media activists, citizens and politicians seeking to foster plurality and diversity in public television. ITVS was established by a historic mandate of Congress to champion independently produced programs that take creative risks, spark public dialogue and serve underserved audiences. Since its inception in 1991, ITVS programs have revitalized the relationship between the public and public television, bringing TV audiences face-to-face with the lives and concerns of their fellow Americans. More information about ITVS can be obtained by visiting itvs.org. ITVS is funded by the Corporation for Public Broadcasting, a private corporation funded by the American people.

About *Independent Lens*:

Independent Lens is an Emmy® Award-winning weekly series airing Tuesday nights at 10 PM on PBS. Hosted this season by Terrence Howard, the acclaimed anthology series features documentaries and a limited number of fiction films united by the creative freedom, artistic achievement and unflinching visions of their independent producers. *Independent Lens* features unforgettable stories about a unique individual, community or moment in history. Presented by ITVS, the series is supported by interactive companion websites and national publicity and community engagement campaigns. Further information about the series is available at www.pbs.org/independentlens. *Independent Lens* is jointly curated by ITVS and PBS, and is funded by the Corporation for Public Broadcasting (CPB), a private corporation funded by the American people, with additional funding provided by PBS and the National Endowment for the Arts. The series producer is Lois Vossen.

About KQED Education Network:

KQED Education Network engages with community and educational organizations to broaden and deepen the impact of KQED media to effect positive change. Through parent education and professional development workshops, public screenings, multimedia resources, and special events, Education Network reaches more than 200,000 Bay Area residents a year and serves people of all ages, with a particular emphasis on reaching underserved communities. Learn more about its three unique services, Early Learning, Educational Services, and Community Engagement, at kqed.org/HistoryEd.

About PBS:

PBS is a media enterprise that serves 354 public noncommercial television stations and reaches almost 90 million people each week through on-air and online content. Bringing diverse viewpoints to television and the Internet, PBS provides high-quality documentary and dramatic entertainment, and consistently dominates the most prestigious award competitions. PBS is a leading provider of educational materials for K-12 teachers, and offers a broad array of other educational services. PBS's premier kids' TV programming and Web site, PBS KIDS Online (pbskids.org), continue to be parents' and teachers' most trusted learning environments for children. More information about PBS is available at pbs.org, one of the leading dot-org Web sites on the Internet.

