

# Cold War to Present Day

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Acting History. Bring History to Life with Original Plays



### **About the author**

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# Welcome to Cold War to Present Day

Students experience history by performing dramas covering the most recent period of U.S. history. The plays focus on America overthrowing elected leaders in Iran and Guatemala, the bravery of the Little Rock Nine integrating a high school, Rachel Carson educating the nation about the dangers of DDT, a reassessment of Richard Nixon's presidency, a brief history of the Cold War, and an investigation into how much is too much government protection. Teaching aids include full scripts, character assignments, vocabulary activities, short-answer questions, and ideas for longer papers. Most activities can be accomplished in one to two class periods.





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## Introduction

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### Some Strategies to Maximize the Effectiveness of Plays

1. **Open with the Vocabulary Activity.** Each unit has a vocabulary practice worksheet. Completing this exercise before acting out the play prepares students for difficult words and helps them make sense of the content. It can also be a good idea to practice pronouncing these words as a class.
2. **Read stage directions aloud during the play.** This reminds students of what to do and allows you to direct while you read.
3. **Consider assigning yourself the narrator's role.** Due to the number of high-level vocabulary words, the job of the narrator can be tough for many students. If a student is going to play the part, make sure he or she is a strong reader.
4. **Give students time to highlight or practice their lines.** This could be done for homework or at the beginning of class.
5. **Choose a lead who is extroverted and a good reader.** Both qualities in a lead help to make the play more enjoyable and fluid.
6. **Assign roles ahead of class.** Although it can be fun to have students lobby for certain parts, preassigned roles make for a calmer start. Also, if you need to assign two roles to one person, it gives you time to make sure they aren't in overlapping scenes.
7. **Read through the play with room set-up in mind.** You will want to think ahead of time about where some scenes will take place and what extra furniture you might want at the front of the room.
8. **Be sensitive to student responses to stage directions.** One of the most fun aspects of these plays is students acting out stage directions (running, high fiving, dropping to the floor, etc.). That being said, some students will be reticent, particularly if the directions require contact between girls and boys. These situations can't be totally planned for since girls often end up playing boys' parts. Be flexible and conscious of this while students act out their parts. Students will let you know what parts they don't want to do.
9. **Facilitate a discussion about historical accuracy.** It can be helpful to remind students that even though the dialogue and some of the actions are fictional, everything is based on historical facts.

10. **Perform the play twice.** Often, students want to perform the play again. Not only does this give them another opportunity to hear and learn about the history, but the plays also run more smoothly the next time through. It can also be fun to allow students to trade parts for the second show.
11. **Edit the plays on the included CD.** Add to or change the plays to better fit your class's focus. You also might want to edit some of the vocabulary to minimize students stumbling over words.

### Common Core Standards

#### ***Reading Standards for Literacy in History/Social Studies » Grades 6–8***

- CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- CCSS.ELA-LITERACY.RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

#### ***Writing Standards for Literacy in History/Social Studies » Grades 6–8***

- CCSS.ELA-LITERACY.WHST.6-8.1 Write arguments focused on discipline-specific content.
- CCSS.ELA-LITERACY.WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- CCSS.ELA-LITERACY.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.



- CCSS.ELA-LITERACY.WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### ***English Language Arts Standards in Speaking and Listening » Grade 8***

- CCSS.ELA-LITERACY.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- CCSS.ELA-LITERACY.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

### ***English Language Arts Standards in Writing » Grade 8***

- CCSS.ELA-LITERACY.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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## ● Overthrow This! ●

### America's Role in the Regime Changes of Iran and Guatemala

Although the United States remained a democracy at home, it was involved in various coups of elected foreign leaders after World War II. *Overthrow This!* goes into the details of why and how the United States got involved and what the repercussions were of these operations in Iran and Guatemala.



# Overthrow This!

## America's Role in the Regime Changes of Iran and Guatemala

### Characters

- |                             |                              |                                     |
|-----------------------------|------------------------------|-------------------------------------|
| • Narrator                  | • British Intelligence Agent | • Arbenz                            |
| • Alien                     | • Kermit Roosevelt           | • CIA Agent                         |
| • U.S. President            | • Iranian Journalist         | • Guatemalan Wife                   |
| • U.S. Vice President       | • Iranian Politician         | • Guatemalan Husband                |
| • Corrupt Guy               | • Iranian Religious Leader   | • Hostage Taker                     |
| • British Oil Company Owner | • Iranian Thug 1             | • Jimmy Carter                      |
| • Mosaddegh                 | • Iranian Thug 2             | • Husband                           |
| • Dwight D. Eisenhower      | • Shah                       | • Wife                              |
| • John Foster Dulles        | • George Washington          | • Random Guatemalan Guy on My Couch |
|                             | • Sam the Banana Man         |                                     |

### scene 1. Aliens Attack!

ALIEN, U.S. PRESIDENT, U.S. VICE PRESIDENT, and CORRUPT GUY *stand at the front of the room.*

**U.S. PRESIDENT.** (*Shakes ALIEN's hand.*) Nice to meet you. What can I do for you?

ALIEN. I want all of your pinecones.

**U.S. PRESIDENT.** I think we can handle that. Why do you want them?

ALIEN. We'll sell them to a neighboring planet. We'll give you 10 percent of the profits.

**U.S. PRESIDENT.** Sweet!

*Five years later.*

**U.S. PRESIDENT.** So about this pinecone deal . . .

ALIEN. Is there a problem?

**U.S. PRESIDENT.** Well, you're kind of destroying all of our pine forests.

## Overthrow This! Play

ALIEN. (*Impatiently.*) And?

U.S. PRESIDENT. The people from those states aren't happy about that.

ALIEN. And?

U.S. PRESIDENT. I'd like to get reelected.

ALIEN. Not my problem. Anything else?

U.S. PRESIDENT. And we'd like some more money from you for using our resource. Would you be willing to give us 50 percent of your profits?

ALIEN. BEEP!

ALIEN *shoots* U.S. PRESIDENT *with his invisible ray gun*. U.S. PRESIDENT *dematerializes* (*Be creative, U.S. PRESIDENT*).

U.S. VICE PRESIDENT. Where'd he go?

ALIEN. Not important. Are you willing to keep giving me pinecones?

U.S. VICE PRESIDENT. We live in a democracy here. I have to answer to the people too.

ALIEN. Not anymore you don't. BEEP!

ALIEN *shoots* U.S. VICE PRESIDENT *with his ray gun*. U.S. VICE PRESIDENT *dematerializes*.

ALIEN. (*To CORRUPT GUY.*) Hey, you, are you going to get me my pinecones?

CORRUPT GUY. What's in it for me?

ALIEN. Money and power.

CORRUPT GUY. Keep talking.

ALIEN. You get me my pinecones. I'll make you the leader of your country. I'll also give you a cut of my profits so you and your friends can be rich.

CORRUPT GUY. Where do I sign?

ALIEN. One more thing: You'll need to change the country's name to Pineconia.

CORRUPT GUY. No problem. I kind of like how that sounds. Deal?

ALIEN *and* CORRUPT GUY *fist bump*.

ALIEN. Deal.

**NARRATOR.** Aliens might not have taken over America (yet), and no one has ever been very interested in another country's pinecones. However, there is a long history of foreign governments replacing elected leaders in weaker foreign countries to maintain access to their resources. The United States will be involved in various overthrows during the Cold War. In Iran and Guatemala, the important resources will be oil and bananas, respectively.

## **scene 2. Overthrow in Iran**

**MOSADDEGH** *and* **BRITISH OIL COMPANY OWNER** *stand at the front of the room.*

**MOSADDEGH.** So about this oil deal . . .

**BRITISH OIL COMPANY OWNER.** *(Feel free to use a British accent.)* Blimey! Don't tell me you're going to try to back out on it. You get 16 percent of the profits. We have a deal!

**MOSADDEGH.** That deal was made in 1901. We're a democracy now, and our people want a fairer deal.

**BRITISH OIL COMPANY OWNER.** Our country did all the work finding the oil.

**MOSADDEGH.** We'd pay you back for that. Also, how do we even know we're getting 16 percent? Can we see the records from your company?

**BRITISH OIL COMPANY OWNER.** No, those are private business records.

**MOSADDEGH.** Records of money your country is making off my country's oil!

**BRITISH OIL COMPANY OWNER.** What are you going to do about it?

**MOSADDEGH.** We're willing to make a deal. The United States just signed an oil deal with Saudi Arabia to split the profits fifty-fifty.

**BRITISH OIL COMPANY OWNER.** No chance.

**MOSADDEGH.** Then we'll nationalize and keep all the profits. Are you sure you want to go down this route? Fifty percent of something is much bigger than 84 percent of zero.

**BRITISH OIL COMPANY OWNER.** Are you threatening me? Do you realize who you're dealing with? Enjoy your job while you have it.

*Exit MOSADDEGH and BRITISH OIL COMPANY OWNER. Enter BRITISH INTELLIGENCE AGENT, DWIGHT D. EISENHOWER, and JOHN FOSTER DULLES, who sit in chairs at the front of the room.*

## Overthrow This! Play

**NARRATOR.** And so Mosaddegh nationalized the oil company. The British responded by blocking oil tankers from leaving Iran's ports, freezing Iran's currency in British banks, and taking their case to the International Court of Justice (where Britain lost). They also tried to remove Mosaddegh from power, but Mosaddegh discovered the plot and kicked them out. The British no longer had anyone in Iran to perform a coup. They decided to see if America's new president would help out.

**BRITISH INTELLIGENCE AGENT.** *(Feel free to use a British accent.)* Cheers to winning your election.

**DWIGHT D. EISENHOWER.** Thanks. It feels good to be president of the most powerful country in the world.

**BRITISH INTELLIGENCE AGENT.** No need to rub it in, good chap. But we're not here to talk about how my country is no longer number one. *(Sniffs sadly then gathers himself.)* We have a little problem with this cheeky little country Iran. They've been acting beastly about this oil deal we have with them.

**JOHN FOSTER DULLES.** We've heard.

**BRITISH INTELLIGENCE AGENT.** We thought your country might be interested in helping us replace their leader with one a bit more . . . accommodating.

**JOHN FOSTER DULLES.** What's in it for us?

**BRITISH INTELLIGENCE AGENT.** Iran has a lot of oil.

**DWIGHT D. EISENHOWER.** Intriguing, but we already have major oil operations in Saudi Arabia and Kuwait.

**BRITISH INTELLIGENCE AGENT.** And then there's the communist issue.

**JOHN FOSTER DULLES.** Did someone say communist?

**DWIGHT D. EISENHOWER.** I wasn't aware there was a big communist movement in Iran.

**BRITISH INTELLIGENCE AGENT.** I've heard from someone who once spoke to someone over there that the party is gaining power and could take over at any time. And don't forget, you know who they share a northern border with, right?

**DWIGHT D. EISENHOWER.** *(Walks over to a map in the room.)* The Soviet Union!

**BRITISH INTELLIGENCE AGENT.** Exactly. Can't you see them crossing the border to turn one more country communist?

**JOHN FOSTER DULLES.** We've already lost Eastern Europe, China, and half of Korea; do we really want the commies getting their grip on the Middle East too?

**DWIGHT D. EISENHOWER.** Definitely not. Let's talk details.

**BRITISH INTELLIGENCE AGENT.** Smashing!

*Exit* JOHN FOSTER DULLES, **BRITISH INTELLIGENCE AGENT**, *and* DWIGHT D. EISENHOWER. *Enter* IRANIAN POLITICIAN, IRANIAN JOURNALIST, IRANIAN RELIGIOUS LEADER, *and* KERMIT ROOSEVELT.

**NARRATOR.** This launched Operation Ajax, a covert CIA operation whose goal was to remove Mosaddegh from power. In charge of the operation was Teddy Roosevelt's grandson, Kermit Roosevelt (but no relation to the frog). He used cash to create an anti-Mosaddegh movement.

**KERMIT ROOSEVELT.** I need help turning Iranians against Mosaddegh.

**IRANIAN POLITICIAN.** That's going to be tough. Mosaddegh is very popular.

**IRANIAN JOURNALIST.** He's making a stand against powerful countries to make life better for us.

**IRANIAN RELIGIOUS LEADER.** Praise Allah!

**KERMIT ROOSEVELT.** I'm sure you all feel very strongly about Mosaddegh, but here are thousands of reasons to change your mind.

**KERMIT ROOSEVELT** *pretends to hand all three money.*

**IRANIAN POLITICIAN.** Now that I think about it, Mosaddegh is a traitor to this country. We need new leadership, preferably a general.

**IRANIAN JOURNALIST.** I suddenly feel inspired to write negative articles about him.

**IRANIAN RELIGIOUS LEADER.** Praise money!

*Exit* IRANIAN JOURNALIST, IRANIAN POLITICIAN, *and* IRANIAN RELIGIOUS LEADER. **KERMIT WASHINGTON** *stays.* *Enter* IRANIAN THUG 1 *and* IRANIAN THUG 2.

**NARRATOR.** Next, Kermit Roosevelt convinced Iran's shah, Mohammad Reza Pahlavi, to sign a royal decree demanding Mosaddegh's resignation. But Mosaddegh heard about the plot and had the messenger arrested. Fearing repercussions, the shah fled the country. It appeared Mosaddegh would stay in charge. Unfortunately for Mosaddegh, Kermit Roosevelt had one more trick up his sleeve.

**KERMIT ROOSEVELT.** (*To* IRANIAN THUG 1.) I need you to get a group of people to run through the street yelling, "Long live Mosaddegh and communism."

**IRANIAN THUG 1.** Can we break windows and light things on fire?

**KERMIT ROOSEVELT.** That would be a great touch. (*To* IRANIAN THUG 2.) And I need you and some friends to chant how much you love the shah. (*To both.*) Feel free to have your groups fight.

**IRANIAN THUG 2.** Am I really going to get paid for this?

## Overthrow This! Play

KERMIT ROOSEVELT. Yes, and I need you to start right away.

IRANIAN THUG 1 *and* IRANIAN THUG 2 *stomp around, scream, and act thuggishly. When they're done, they exit.*  
KERMIT ROOSEVELT *and* SHAH *sit in chairs.* GEORGE WASHINGTON *stands off to the side.*

NARRATOR. Iran was now out of control, with around five hundred Iranians dying during the riots.

Between the chaos and the bribed officials, Mosaddegh was doomed. A general took over as prime minister while the army captured Mosaddegh. He was found guilty of treason, locked in solitary confinement for three years, and placed on house arrest until he died. The British allowed American oil companies into Iran. The shah, economically supported by the United States, remained in charge until 1979. Before leaving Iran, Kermit Roosevelt stopped by the shah's palace.

SHAH. I owe my throne to god, my people, my army, and to . . .

KERMIT ROOSEVELT. Me.

SHAH. Yes, you. Thank you for returning me to power.

GEORGE WASHINGTON. (*Walks up to them.*) How's it going?

KERMIT ROOSEVELT. George Washington? What are you doing here?

GEORGE WASHINGTON. Sometimes I like to jump through time and check out how democracy is functioning. What's a shah?

SHAH. A shah is the Iranian version of a king.

GEORGE WASHINGTON. Let me get this straight. The United States just helped replace an elected leader with a king?

KERMIT ROOSEVELT. More or less.

GEORGE WASHINGTON. It's kind of like the Revolutionary War—

KERMIT ROOSEVELT. Really? I don't see the connection.

GEORGE WASHINGTON. —except the exact opposite.

### scene 3. Overthrow in Guatemala

SAM THE BANANA MAN *and* ARBENZ *stand at the front of the room.*

NARRATOR. A year later a very similar situation occurred in Guatemala. In 1951, Jacobo Arbenz became Guatemala's second democratically elected president. One year later the Agrarian Reform Law passed, which affected United Fruit (today's Chiquita), the American banana company that controlled significant portions of Guatemala's land and much of its railroads. United Fruit's owner at the time was Sam "The Banana Man" Zemurray.



**ARBENZ.** So about all that land of ours you own . . .

**SAM THE BANANA MAN.** Yes, what about it?

**ARBENZ.** You own around 20 percent of our farmable land, and you're not even using 85 percent of it. The starving peasants in my country think they might be able to put it to better use.

**SAM THE BANANA MAN.** But I like having extra land. And who knows? I might need it at some point.

**ARBENZ.** Well, our people disagree. We just passed a law that gives unused land to peasant farmers.

**SAM THE BANANA MAN.** Laws? I don't like the sound of this.

**ARBENZ.** It requires that you give us back 234,000 acres of land. We'll pay you about \$1.2 million for it.

**SAM THE BANANA MAN.** (*Shocked.*) 1.2 million? Are you insane? I'll take 19 million and not a penny less. Where did you even come up with that crazy number?

**ARBENZ.** It's how much you claimed it was worth on your taxes.

**SAM THE BANANA MAN.** You think you're so smart, don't you? Well, you haven't heard the last of Sam the Banana Man! (*Pounds his chest like Tarzan.*)

*When he's finished, SAM THE BANANA MAN has a seat in a chair at the front of the room, joined by CIA AGENT, DWIGHT D. EISENHOWER, and JOHN FOSTER DULLES. Exit ARBENZ.*

**NARRATOR.** Sam had many friends in the government. John Foster Dulles had been United Fruit's lawyer before he was secretary of state, Dulles's brother owned major stock in the company, the government's director of international affairs had been United Fruit's president, and the head of national security had been a chairman.

**SAM THE BANANA MAN.** I want my land back! The people need bananas! (*Starts pounding chest.*)

**DWIGHT D. EISENHOWER.** (*Puts hand on SAM.*) Easy there, Sam.

**JOHN FOSTER DULLES.** We feel the exact same way. It's not okay for a communist country to be in our hemisphere. Only Mexico would separate us from the Soviets.

**CIA AGENT.** Actually, our intelligence from Guatemala is saying that Arbenz is anti-American but that he's no communist.

**DWIGHT D. EISENHOWER.** What about connections to the Soviet Union?

**CIA AGENT.** We haven't found any. We don't even think anyone from his government has ever been to Moscow.

## Overthrow This! Play

**JOHN FOSTER DULLES.** It's always difficult to come up with hard evidence. But I have a deep conviction that Guatemala is going communist and that the Soviets are behind it. Why else would they be opposed to an American business?

**SAM THE BANANA MAN.** Commies hate bananas!

**CIA AGENT.** What about the future costs? Do we really want to get rid of an elected president over banana land? No offense, but I think this might be a bad idea.

**SAM THE BANANA MAN.** Offense taken! I think you might have been a bad idea!

**JOHN FOSTER DULLES.** First Guatemala becomes communist, and then who's next? If we let one domino fall, soon the whole world will be one big pile of toppled-over commie dominoes.

**DWIGHT D. EISENHOWER.** I'm with you John, but how are we going to get rid of Arbenz?

**JOHN FOSTER DULLES.** Let's start with the plan we used last year in Iran.

**SAM THE BANANA MAN.** I like the sound of this! (*Pounds chest and makes Tarzan sounds.*)

*Exit JOHN FOSTER DULLES, SAM THE BANANA MAN, DWIGHT D. EISENHOWER, and JOHN FOSTER DULLES. Enter GUATEMALAN HUSBAND and GUATEMALAN WIFE.*

**NARRATOR.** In 1953 the CIA received \$4.5 million for Operation Success, an operation to overthrow Arbenz. The overall plan was to make Guatemalans think a revolution was happening in their country and that the only way to stop the war was to get rid of Arbenz. To accomplish this, the CIA found a willing Guatemalan rebel (Carlos Castillo Armas), created an armed militia for him, and had American pilots bomb Guatemala City. Another important step was to broadcast from a Florida radio station called Voice of Liberation, which pretended to be coming from the jungles of Guatemala and reported on the successful revolution Castillo Armas was leading.

**GUATEMALAN HUSBAND.** Have you heard about the revolution?

**GUATEMALAN WIFE.** Yes, there were bombs today in Guatemala City. I heard it on the radio.

**GUATEMALAN HUSBAND.** Who's leading the rebellion?

**GUATEMALAN WIFE.** Castillo Armas, the army officer who tried to overthrow the government in 1950. He says Arbenz is a communist. He's marching in with an army from the south.

**GUATEMALAN HUSBAND.** I like Arbenz, and I want to elect my leaders.

**GUATEMALAN WIFE.** I like Arbenz too, but I'm not sure he stands a chance.

**NARRATOR.** Arbenz knew his army could easily take out Castillo Armas's militia, but he also understood what was happening and knew he had no chance against the United States in a war. He went to the airwaves instead. Arbenz will speak from his desk.

**ARBENZ.** Castillo Armas is a traitor, and the United States is behind this. Our crime is having passed a reform that affected the United Fruit Company. It is completely untrue that communists are taking over the government. We have imposed no terror. It is, on the contrary, the Guatemalan friends of Mr. Dulles who wish to spread terror among our people, attacking women and children from pirate airplanes.

**GUATEMALAN HUSBAND.** I knew he was a good man.

**GUATEMALAN WIFE.** The United States is involved? Why do they care so much about our tiny country?

**NARRATOR.** Arbenz's speech created more support for the embattled Guatemalan leader. Unfortunately for him, Eisenhower approved more air support, and for the next three days, bombs rained down on Guatemala. Guatemalans didn't know if the United States was doing this or if it was really a revolution led by Castillo Armas. Either way, they all wanted it to stop. Arbenz decided to step down, but he gave one last speech to the country before he left. The date was June 27, 1954.

**ARBENZ.** Workers, peasants, patriots, my friends, people of Guatemala: Guatemala is enduring a most difficult trial. For fifteen days a cruel war against Guatemala has been underway. The United Fruit Company, with the help of the United States, is responsible for what is happening to us. I have always said to you that we would fight regardless of the cost, but the cost should not include the destruction of our country.

**NARRATOR.** On July 5, Castillo Armas became president of Guatemala. Arbenz fled abroad, where he eventually died. His remains were finally returned to Guatemala twenty-four years after his death, and in 1995 the country had a funeral for him in Guatemala City. It would be the highest attended funeral in Guatemala's history, with more than 100,000 people cramming the streets and cemetery to bid farewell to their overthrown former president.

## **scene 4. Repercussions in Iran**

*Enter JIMMY CARTER and HOSTAGE TAKER.*

**NARRATOR.** The Iran and Guatemala overthrows had serious repercussions, both in their own countries and in the United States. In 1979, Iran overthrew the shah in the Iranian Revolution. Unfortunately, the people who eventually took over were religious fundamentalists not interested in real democracy. Additionally, after the shah fled to the United States for medical attention, the fundamentalists took over the U.S. Embassy in November of 1979 and held fifty-two Americans hostage for over a year.

**JIMMY CARTER.** What do you guys want from us?

**HOSTAGE TAKER.** We're worried you're going to take over our country again.

**JIMMY CARTER.** Why would you think that? *(Pauses.)* Oh yeah. We really have no plans to do that this time.

## Overthrow This! Play

**HOSTAGE TAKER.** We also want the shah in Iran so we can give him a trial for all the horrible things he's done. Do you know how many people he's sent to jail? And the United States has supported him the whole time.

**JIMMY CARTER.** I'm sorry, but I can't do that. I'm worried you'll kill him. How about if the United States agrees to stop the sanctions and unfreeze your money from our banks?

**HOSTAGE TAKER.** No deal.

**JIMMY CARTER.** This is really hurting my reelection campaign.

**HOSTAGE TAKER.** So our actions might result in a different U.S. president in power? Cry me a river.

**NARRATOR.** In July of 1980 the shah died, and two months later Iraq attacked Iran. The hostage takers had lost a major demand—the return of the shah—and needed more money for weapons. Negotiations improved, and on January 20, 1981 (the day Ronald Reagan was inaugurated; Carter had lost the election), the hostages, captives for 444 days, were released.

### scene 5. Repercussions in Guatemala

**HUSBAND, WIFE, and RANDOM GUATEMALAN GUY ON MY COUCH** *sit in three chairs and face the audience. They pretend to watch TV.*

**NARRATOR.** Guatemala also suffered after their democratic leader was overthrown. Various generals led the country, and in response, a rebellion started that led to a bloody civil war that lasted over three decades, with some of the worst moments happening in the 1980s.

**HUSBAND.** *(Looking ahead, pretending to watch the news.)* That civil war in Guatemala is horrible.

**WIFE.** What's wrong with those people? Why do they fight so much?

**RANDOM GUATEMALAN GUY ON MY COUCH.** Well the United States overthrowing our elected president certainly didn't help.

**WIFE.** Who are you?

**RANDOM GUATEMALAN GUY ON MY COUCH.** I'm sorry to interrupt your lovely night. I just thought it might be nice for you to hear a little bit about why this war is happening.

**HUSBAND.** So it's our fault your country is in chaos?

**RANDOM GUATEMALAN GUY ON MY COUCH.** About 500 million of your tax dollars have gone to giving the unelected Guatemalan government military aid.

**HUSBAND.** Who says the government there is so bad? That money could be used to stop the fighting.

**RANDOM GUATEMALAN GUY ON MY COUCH.** Stopping the fighting by giving the military money? Yeah, that really hasn't been the case. An estimated 200,000 people have been killed. Much of that's been in fighting, but also many men have just "disappeared."

**WIFE.** Disappeared?

**RANDOM GUATEMALAN GUY ON MY COUCH.** That's what it's called when the government captures a rebel, tortures him, executes him, and then drops his body into the Pacific Ocean.

**HUSBAND.** That's terrible.

**RANDOM GUATEMALAN GUY ON MY COUCH.** And that's not to mention the four hundred or so villages that were completely destroyed because the government thought they might be supporting the rebels.

**WIFE.** This is all very sad, and I appreciate that you've opened our eyes to this, but . . .

**RANDOM GUATEMALAN GUY ON MY COUCH.** Yes?

**WIFE.** How long do you plan to stay?

**RANDOM GUATEMALAN GUY ON MY COUCH.** Can I watch *Dallas* with you guys after the news?

**HUSBAND.** No. Nothing personal.

**RANDOM GUATEMALAN GUY ON MY COUCH.** No problem.

**NARRATOR.** The civil war ended in 1996, and since then Guatemala has been a democracy. A legacy of violence remains though. As of 2013, Guatemala had one of the highest murder rates in the world.

## scene 6. Almond Farmers Strike Back

**ALIEN and CORRUPT GUY** *stand at the front of the room.*

**CORRUPT GUY.** We have a problem.

**ALIEN** *aims ray gun at CORRUPT GUY.*

**ALIEN.** I'm not a big fan of renegotiations.

**CORRUPT GUY.** No, not that. I'm very happy with our deal. It's just that some people have risen up.

**ALIEN.** Which people?

**CORRUPT GUY.** Radical almond farmers. Since we replanted our entire country with pine trees, there are many who think we should bring back some old plants.

## Overthrow This! Play

ALIEN. Are you scared of almond farmers?

CORRUPT GUY. I'm terrified! They're crazy.

ALIEN. Do I need to take care of this?

CORRUPT GUY. That would be great.

ALIEN *points his ray gun at the class and begins shooting lasers. The entire class dematerializes.*

Name. \_\_\_\_\_

Date. \_\_\_\_\_

# Overthrow This! Questions

1. What reasons did the United States have to support the overthrow of Mosaddegh?
2. What did George Washington mean when he said the Iranian coup was the exact opposite of the Revolutionary War?
3. What were the connections between United Fruit and the U.S. government?
4. How did the CIA overthrow Guatemala?
5. What happened in Guatemala after the overthrow?

Name. \_\_\_\_\_

Date. \_\_\_\_\_

# U.S. Foreign Aid Essay

The United States continues to aid foreign countries (\$49.5 billion U.S. in 2011). Find out which countries we give the most money to, pick one in the top ten, and do further research about that country. Write a paper that describes why we fund that country and if you think we should continue to do so. Answer the following questions to prepare for the paper.

1. How much money does the United States give to this country? How much of that money is for military purposes? How much is for economic aid? When did we start giving them aid?
2. Why do you think the United States gives this country so much aid? What do you think this aid is helping the country to become?
3. What is this country's government like? Is it a democracy? Has their governmental system changed while we've given them money?
4. Do you think we should continue to give this country aid? Why or why not?



Name. \_\_\_\_\_

Date. \_\_\_\_\_

# Overthrow This!

## Vocabulary Activity

Write the letter of the definition in front of the vocabulary word. Use the context sentences (all from the play) for help.

- A. Sudden seizure of power from a government
- B. To transfer ownership from a private company to the government
- C. Period of political tensions between the United States and the Soviet Union that, despite its name, never turned into a full-scale war
- D. Communist country in existence from 1922 to 1991. It included modern-day Russia and parts of Eastern Europe and Central Asia
- E. Secret
- F. Punishment, often economic, used against a nation violating international law
- G. Leader of Iran from 1951 to 1953

\_\_\_\_\_ **NATIONALIZE**  
Then we'll **nationalize** and keep all the profits.

\_\_\_\_\_ **COVERT**  
This launched Operation Ajax, a **covert** CIA operation whose goal was to remove Mosaddegh from power.

\_\_\_\_\_ **SOVIET UNION**  
What about connections to the **Soviet Union**?

\_\_\_\_\_ **COUP**  
The British no longer had anyone in Iran to perform a **coup**.

\_\_\_\_\_ **MOSADDEGH**  
And so **Mosaddegh** nationalized the oil company.

\_\_\_\_\_ **SANCTIONS**  
How about if the United States agrees to stop the **sanctions** and unfreeze your money from our banks?

\_\_\_\_\_ **COLD WAR**  
The United States will be involved in various overthrows during the **Cold War**.

## ● Little Nine Rocks! ●

### Civil Rights and the Battle to Be Educated Equally

The story of nine African American teenagers enduring the chants of an angry mob to go to school always hits a chord with students. Dive in to learn about the Supreme Court cases that led to the event, to learn details on what the students went through, and to learn their successes after graduation.



# Little Nine Rocks!

## Civil Rights and the Battle to Be Educated Equally

### Characters

- Narrator
- Mom
- Teenager
- Homer Plessy
- Train Conductor
- Black Kid
- White Kid
- Oliver Brown
- Linda Brown
- Secretary
- Principal
- Thurgood Marshall
- Stanley Reed
- Fred Vinson
- Earl Warren
- Jefferson Thomas
- Carlotta Walls
- Minnijean Brown
- Gloria Ray
- Thelma Mothershed
- Melba Pattillo
- Terrence Roberts
- Elizabeth Eckford
- Ernest Green
- Robin
- Angry White Mom 1
- Angry White Mom 2
- White Reporter
- Nice White Woman
- National Guardsman 1
- National Guardsman 2
- U.S. Soldier 1
- U.S. Soldier 2
- Mean Guy 1
- Mean Guy 2

### scene 1. Summer's Over

TEENAGER *lies across three chairs. Mom kneels next to him/her.*

TEENAGER. (*Whining.*) Mom, I don't want to go back to school tomorrow. I want summer to stay forever.

MOM. Oh, hush. You know you'll enjoy it when you get there.

TEENAGER. Not true. It's so boring.

MOM. Do you realize how lucky you are to be going to school?

TEENAGER. Lucky?

MOM. Do you know what black people had to go through in this country to be able to attend schools half as good as the one you're going to tomorrow?

## Little Nine Rocks! Play

TEENAGER. Like how you had to walk through five miles of snow to get to school in the morning?

MOM. I don't need to make up stories. How about what your grandmother had to go through?

TEENAGER. Nama?

MOM. Yes, Nama. We've never told you her full story, but I think it's time. She was one of the Little Rock Nine, the first group of black kids to integrate an all-white school in Little Rock, Arkansas, after *Brown v. Board of Education*.

TEENAGER. What's *Brown v. Board of Education*?

MOM. Don't they teach you anything at that school? (*Takes a deep breath.*) I mean it looks like they haven't covered that yet. Well, that means we're going to start way back, with *Plessy v. Ferguson*.

### scene 2. *Plessy v. Ferguson*

HOMER PLESSY *sits in a chair at the front of the room.* TRAIN CONDUCTOR *stands near him.*

NARRATOR. The Thirteenth Amendment, which abolished slavery, was an epic moment for our country. But even after slavery ended, African Americans struggled to gain full rights and wouldn't receive full legal equality until almost one hundred years later. A case that showed just how far African Americans had to go was *Plessy v. Ferguson* in 1896. At that time, Louisiana had a law that separated blacks and whites into different train cars. A group of concerned citizens decided to test this law by having Homer Plessy buy a first-class ticket and sit in the white section.

TRAIN CONDUCTOR. (*Surprised.*) What are you doing here?

HOMER PLESSY. Riding the train.

TRAIN CONDUCTOR. But you're in the white section.

HOMER PLESSY. And?

TRAIN CONDUCTOR. You're black.

HOMER PLESSY. One-eighth! One of my great-grandparents was black.

TRAIN CONDUCTOR. That's all it takes. Go back to the black section.

HOMER PLESSY. I'm not going. Have you heard of the Fourteenth Amendment?

TRAIN CONDUCTOR. Yes.

HOMER PLESSY. Then what is it?

TRAIN CONDUCTOR. It's the one that comes after the Thirteenth Amendment.

HOMER PLESSY. Oh and the one before the Fifteenth? I bring it up because it's the amendment that was supposed to give equal rights to every citizen in this country. I should be able to sit in whatever section I want to; I paid the exact same price for a ticket!

TRAIN CONDUCTOR. I don't make the rules, mister. Please go back or you're going to get in trouble.

HOMER PLESSY. Get me trouble. I'd be happy to meet him.

NARRATOR. The actual scene probably played out differently. The train company was aware ahead of time that Plessy would try to board the "wrong" car. Plessy and the Citizens' Committee, a pro-civil rights group, were hoping Plessy's arrest would lead to a lawsuit that would get rid of the Separate Car Act. Instead, in 1896 the U.S. Supreme Court ruled for the train company. The court argued that it was okay to have the races separated, as long as the facilities were equal. "Separate but equal" would be the law of the land until the 1950s.

### scene 3. *Brown v. Board of Education*

BLACK KID and WHITE KID stand at the front of the room near two chairs. Both chairs have signs on them. One reads "White" and the other, "Colored." WHITE KID leans over the "Colored" chair and pretends it's a water fountain.

NARRATOR. After *Plessy v. Ferguson*, segregation increased in the United States. Restrooms, water fountains, hotels, restaurants, libraries, movie theaters, buses, and more were separated by race.

BLACK KID. You must not be from around here.

WHITE KID. (Stops trying to drink.) Why?

BLACK KID. You're not supposed to drink from that fountain.

WHITE KID. Because it's broken?

BLACK KID. Well that too, but you're supposed to drink from the "White" fountain.

WHITE KID. But it's not white; it's green.

BLACK KID. It's not about the color of the fountain. It's about the color of who's drinking from it.

WHITE KID. (Looks at own skin.) I'm sorry. I had no idea. I'm from Indiana. We just have one type of fountain there.

BLACK KID. It doesn't bother me. I just don't want to see an adult yell at you.

WHITE KID. Why do they even bother?

## Little Nine Rocks! Play

**BLACK KID.** I think it's because some white people don't want to drink where my mouth has been.

**WHITE KID.** *(Thinking for a moment.)* It seems pretty stupid to have two different fountains.

**BLACK KID.** You're telling me!

*Exit WHITE KID and BLACK KID. Remove signs from the chairs. OLIVER BROWN and LINDA BROWN stand at the back of the class. SECRETARY sits in a chair at the front of the room pretending to type. There's an open chair next to her. PRINCIPAL sits in a chair on the right side of the room. There's an open chair in front of him.*

**NARRATOR.** Segregation in businesses and public facilities won't be outlawed until the Civil Rights Act of 1964. Segregation in schools will be challenged in the 1950s when Oliver Brown attempted to register his third grade daughter at their local all-white school.

**LINDA BROWN.** *(Walking toward front of the room with OLIVER BROWN.)* Where are we going, daddy?

**OLIVER BROWN.** To enroll you for school.

**LINDA BROWN.** But my school's not this way.

**OLIVER BROWN.** Not that school; I'm going to see if you can attend our neighborhood school.

**LINDA BROWN.** Really?

*They walk up to SECRETARY.*

**SECRETARY.** *(She doesn't stop typing.)* Can I help you?

**OLIVER BROWN.** Yes, I'd like to register my daughter for your school.

**SECRETARY.** *(She stops typing.)* But this isn't your school.

**OLIVER BROWN.** Really? We live only seven blocks away.

**SECRETARY.** Yes, but . . .

**PRINCIPAL** *gets up from chair, pretends to open a door, and then leans out of the door.*

**PRINCIPAL.** What's going on here?

**SECRETARY.** He wants to register his daughter here.

**PRINCIPAL.** *(Looks at them.)* You're supposed to attend Monroe.

**OLIVER BROWN.** But this school is closer.

**PRINCIPAL.** Come to my office. We'll talk in there.



OLIVER BROWN *and* PRINCIPAL *walk to the right side of the room. PRINCIPAL closes door after OLIVER BROWN walks through it. They sit down in chairs. They talk animatedly, but we can't hear them. SECRETARY resumes typing. LINDA BROWN stands near SECRETARY.*

SECRETARY. (*Looks up at LINDA BROWN, but still types.*) You can have a seat, dear.

LINDA BROWN. Thank you very much. (*LINDA BROWN has a seat.*)

SECRETARY. Would you like a treat?

LINDA BROWN. Very much so. (*SECRETARY hands her an invisible chocolate.*) Thank you again!

SECRETARY. Do you want to change schools or is it that your dad wants you to switch?

LINDA BROWN. I would love to switch schools.

SECRETARY. But Monroe isn't that much farther away. Don't you like the teachers there?

LINDA BROWN. My teachers are wonderful. But most of the kids on my block go here. Mona, Guinevere, Wanda . . . And I could walk here with them, instead of taking a bus to Monroe.

SECRETARY. That's really sweet. Would you like another piece of candy?

LINDA BROWN. Would I ever! Is everyone so nice at this school?

SECRETARY *hands LINDA BROWN another candy. OLIVER BROWN gets up from his chair, opens the door, walks through it, and then slams it.*

OLIVER BROWN. (*Gathers himself then goes to daughter.*) Let's go home now, honey pie.

LINDA BROWN. Will I get to go here?

OLIVER BROWN. It doesn't look like it. We'll talk more about it at home.

LINDA BROWN. Why doesn't that man like me?

OLIVER BROWN. It's not you, sweetie pateety. It's much bigger than that.

LINDA BROWN *stands up, but before they leave she waves to SECRETARY who waves back. Exit LINDA BROWN, PRINCIPAL, and SECRETARY. (Have the four chairs at the front of the room moved to face each other.) OLIVER BROWN and THURGOOD MARSHALL have a seat next to each other on the left pair of chairs. Facing them, on the right pair of chairs, STANLEY REED and FRED VINSON sit. EARL WARREN stands off to the side.*

NARRATOR. Twelve other African American families attempted to enroll at all-white elementary schools in Topeka, Kansas, that day. After they were refused, they filed a lawsuit that eventually made it to the U.S. Supreme Court. Oliver Brown's lawyer was Thurgood Marshall. Fred Vinson and Stanley Reed were two of the nine Supreme Court justices.

## Little Nine Rocks! Play

FRED VINSON. And is there anything wrong with Monroe School?

OLIVER BROWN. No, sir.

FRED VINSON. So the facilities are equal to each other?

OLIVER BROWN. More or less.

FRED VINSON. Then how does this go against *Plessy v. Ferguson*? Your only legal challenge would be if your school was clearly worse.

THURGOOD MARSHALL. It's not just about unequal facilities, although that continues to be a problem. It's the very idea of separating people that sends a message that black people are inferior. For if they weren't considered less, why segregate at all?

STANLEY REED. I believe this should be up to the states. And I think segregation can help a community that is still so . . . (*Trying to think of the right word.*) so . . . different.

OLIVER BROWN. And I think you're an idiot.

THURGOOD MARSHALL. (*Elbows OLIVER BROWN in side.*) What he means to say is that many black people, like him, live in mixed neighborhoods. He gets along with his white neighbors and they with him. Why shouldn't their children go to school together?

FRED VINSON. Interesting points. (*Puts hand on heart.*)

STANLEY REED. Are you okay Fred?

FRED VINSON. Most certainly not. (*VINSON falls to the ground, shakes, and then goes still.*)

EARL WARREN *crosses the room, rolls FRED VINSON's body out of the way, and sits down in FRED VINSON's seat.*

EARL WARREN. Did I miss anything?

NARRATOR. *Brown v. Board of Education* was heard twice by the Supreme Court, in 1952 and 1953. Fred Vinson did not die in court, but he did die between the two hearings (and Brown never called Reed an idiot). Earl Warren replaced Vinson as the new chief justice.

OLIVER BROWN. (*To MARSHALL.*) Why did we make such a big deal about the two schools being equal? There are many examples where her school is clearly worse.

THURGOOD MARSHALL. It's important that this decision is about segregation in schools being wrong no matter what the conditions are like, or every black person will have to make a case proving their situation is unequal every time.

OLIVER BROWN. If you say so.

THURGOOD MARSHALL. (*Puts finger to lips.*) Shhh. Earl Warren is coming back with the decision.



EARL WARREN. Does segregation have a detrimental effect upon black children? We conclude that, in the field of education, it does. At schools, "separate but equal" has no place.

OLIVER BROWN. Did he just say what I think he did?

THURGOOD MARSHALL. Yes he did. We won!

OLIVER BROWN *and* THURGOOD MARSHALL *hold hands and dance in a circle.*

## **scene 4. Little Rock Nine**

ELIZABETH ECKFORD *stands at the front of the room. She is holding her binder.* ANGRY WHITE MOM 1 *and* ANGRY WHITE MOM 2 *stand behind her.* WHITE REPORTER *and* NICE WHITE WOMAN *stand off on the right side of the room near three chairs. At the classroom door* NATIONAL GUARDSMAN 1 *and* NATIONAL GUARDSMAN 2 *stand.*

NARRATOR. *Brown v. Board of Education* is considered one of the most important cases in U.S. Supreme Court history. Schools could no longer be separated by race. It's hard to imagine now, but many people were furious about this decision and fought to keep schools segregated. In 1957, Little Rock, Arkansas, desegregated the first school in the South, Little Rock Central High. Nine black students were selected to integrate the school. The Little Rock Nine, as they came to be called, had decided to meet beforehand and arrive together. Elizabeth Eckford missed the call and came on her own. She faced an angry mob of four hundred people.

ELIZABETH ECKFORD. *(To herself)* Where is everyone else? Are they already inside? *(Looks at ANGRY WHITE MOMS.)* Oh no, they really have gathered here. I need to keep my head down.

ANGRY WHITE MOM 1. Two-four-six-eight, we don't want to integrate!

ANGRY WHITE MOM 2. Keep this school white!

ELIZABETH ECKFORD. What's wrong with these people?

ELIZABETH ECKFORD *looks over at ANGRY WHITE MOM 2, who pretends to spit on her.*

ELIZABETH ECKFORD. Disgusting! I better get inside.

*She runs to the classroom door. The NATIONAL GUARDSMEN block her way.*

ELIZABETH ECKFORD. Excuse me, sir. I need to go to school.

NATIONAL GUARDSMAN 1. You're not going to school today.

NATIONAL GUARDSMAN 2. You're not going to school here ever.

ELIZABETH ECKFORD. But I was told to come. I thought this was already worked out.

NATIONAL GUARDSMAN 1. Go home or to a different school.

## Little Nine Rocks! Play

**NATIONAL GUARDSMAN 2.** Governor's orders.

**ELIZABETH ECKFORD** *walks back the way she came.*

**ANGRY WHITE MOM 1.** Go back to Africa!

**ANGRY WHITE MOM 2.** Leave or we'll have you lynched!

**ELIZABETH ECKFORD** *runs to the right side of the room, has a seat, and starts crying.* **WHITE REPORTER and NICE WHITE WOMAN** *walk up to her.*

**WHITE REPORTER.** Are you okay? (**ELIZABETH ECKFORD** *continues crying.*) There, there. It's going to be okay. And don't let them see you cry.

**ELIZABETH ECKFORD.** (*Composes herself.*) Thank you. Why are you being so nice to me?

**WHITE REPORTER.** I don't agree with them. Also, I have a fifteen-year-old daughter.

**NICE WHITE WOMAN.** And we're human. What's wrong with those people?

**ELIZABETH ECKFORD.** What do I do?

**NICE WHITE WOMAN.** You should go home today. But you better return tomorrow. Here comes the bus. I'll help you get on.

**ELIZABETH ECKFORD.** Thanks. (*She stands, and NICE WHITE WOMAN leads her off to the side.*)

*Exit NICE WHITE WOMAN, WHITE REPORTER, ELIZABETH ECKFORD, NATIONAL GUARDSMAN 1, and NATIONAL GUARDSMAN 2. ERNEST GREEN and MELBA PATTILLO come to the front of the room carrying binders. U.S. SOLDIER 1 and U.S. SOLDIER 2 stand on either side of them.*

**NARRATOR.** The other eight students went home that day as well. It turns out the governor of Arkansas was so opposed to integration that he had ordered the National Guard to encircle the school. Later that month the mob grew to one thousand people. Finally, Dwight D. Eisenhower, U.S. president at the time, intervened to help the students. He sent one thousand soldiers from the 101st Airborne Division of the United States Army to escort the students past the angry mob.

**U.S. SOLDIER 1.** I can't believe we're being asked to walk kids to school. We're soldiers.

**ANGRY WHITE MOM 1.** We don't want you in our school!

**ANGRY WHITE MOM 2.** Defend our country, not colored people!

**U.S. SOLDIER 2.** I don't know. Some of these protesters are scarier than armed rebels.

**MELBA PATTILLO.** I'm not even sure I want to go at this point.

**ERNEST GREEN.** It's too late for that. We're going whether they like it or not.

*They walk to the classroom door.*

**U.S. SOLDIER 1.** Here we are at the door. Time to go in. Each one of you will get an armed guard to take you to class.

**U.S. SOLDIER 2.** I'm staying out here, but I want to give you some advice. In order to get through this year, you will have to become a soldier. Never let your enemies know what you are feeling.

**MELBA PATTILLO.** I like that. We should think of ourselves as soldiers.

**ERNEST GREEN.** Let's go in! Here goes nothing.

*Exit ERNEST GREEN, MELBA PATTILLO, ANGRY WHITE MOM 1, ANGRY WHITE MOM 2, U.S. SOLDIER 1, and U.S. SOLDIER 2. MINNIJEAN BROWN stands at the front of the room pretending to hold a lunch tray. MEAN GUY 1 and MEAN GUY 2 sit in chairs near her. A third empty chair is near MEAN GUY 1.*

**NARRATOR.** The year would not be an easy one. They were taunted and called racist names through the year and endured individual acts of cruelty. Melba Pattillo wrote about how she had acid thrown into her eyes, thumbtacks put on her chair, and burning paper thrown on her while in a bathroom stall. They mostly quietly took the abuse. Minnijean Brown, though, couldn't hold back.

*As MINNIJEAN BROWN tries to walk by them, MEAN GUY 1 keeps putting a chair in front of her. He'll remove it for a second, and then put it back in her way.*

**MINNIJEAN BROWN.** Excuse me.

**MEAN GUY 1.** Did you hear something?

**MEAN GUY 2.** Maybe. But I can't understand how those people talk.

**MEAN GUY 1.** They need to learn proper English.

**MEAN GUY 2.** They don't really learn that in the ghetto.

**MINNIJEAN BROWN.** Oops, I think I just lost my balance.

*MINNIJEAN BROWN turns her tray over. Hot chili hits the floor and splashes MEAN GUY 1.*

**MEAN GUY 1.** *(Jumping up.)* Ahhhhhhhhhhhh! What's wrong with you!

**MEAN GUY 2.** You people are so uncivilized!

*MEAN GUY 1 and MEAN GUY 2 march off to their seats. MINNIJEAN BROWN and PRINCIPAL sit down in two chairs and face each other.*

## Little Nine Rocks! Play

**NARRATOR.** She was suspended for that incident. Later that year she got in more trouble for calling a girl “white trash.”

**PRINCIPAL.** (*Sternly.*) This is your second incident. Clearly you don’t know how to handle yourself. You can pack up your things and never come back. You’re expelled.

**MINNIJEAN BROWN.** You realize she called me names and hit me with her purse.

**PRINCIPAL.** So you say.

**MINNIJEAN BROWN.** If I’m going to get in trouble for calling someone “white trash,” I assume you’ll also be disciplining every student who calls us the “N” word.

**PRINCIPAL.** I don’t believe that’s been a problem.

**MINNIJEAN BROWN.** Not to you, maybe. And what’s going to happen to the students who kick and push us as we walk down the halls?

**PRINCIPAL.** I’ve heard enough. People have gone to a lot of trouble to have you attend this school. It’s unfortunate you’ll be letting them down.

**MINNIJEAN BROWN.** I wish I’d held back, but I’m also having a hard time feeling too bad.

*Exit MINNIJEAN BROWN and PRINCIPAL. TERENCE ROBERTS and ROBIN sit down in two chairs and face the audience.*

**NARRATOR.** The town was mostly against them. When asked in a 1958 referendum if the schools should be integrated or closed, 94 percent voted to close the schools. However, that doesn’t mean everyone was against them. Various white students helped them through the year. For Terrence Roberts, one girl stood out in particular.

**TERRENCE ROBERTS.** There was this one girl named Robin. In that sea of angry faces, she always had a smile for my friends and me. And I remember one day in algebra class I didn’t have my textbook.

**ROBIN.** Do you have your book?

**TERRENCE ROBERTS.** No.

**ROBIN.** Here, use mine.

*ROBIN moves her chair right up next to him and places the book between them.*

**TERRENCE ROBERTS.** It might sound silly now, but what she did took so much courage. And she and her family paid for it. She was ostracized at school, people followed her home and threw rocks at her, her parents had to change their phone to an unlisted number due to the terrible phone calls they were getting. It makes me realize that more people wanted to help us; they were just too scared.

## scene 5. Where Are They Now?

ERNEST GREEN, ELIZABETH ECKFORD, JEFFERSON THOMAS, TERENCE ROBERTS, CARLOTTA WALL, MINNIJEAN BROWN, GLORIA RAY, THELMA MOTHERSHED, and MELBA PATTILLO *stand in a row at the front of class.*

**NARRATOR.** Other than Minnijean Brown, they made it through the year, but none of the Little Rock Nine returned the next year. Actually, no students at all returned to the school. Unable to stop integration, the governor closed every high school in Little Rock the next year (called the Lost Year). Still, all of them did find a high school to graduate from. Let's find out what happened to them.

**ERNEST GREEN.** I was the only senior, so I graduated after that difficult year. Martin Luther King Jr. came to my graduation! Afterward, I went to college and later earned a master's degree. I've had many jobs including being the managing director for the financial company Lehman Brothers.

**MELBA PATTILLO.** I've written for major newspapers and magazines. I also wrote a book about my year as one of the Little Rock Nine. Read it! It's called *Warriors Don't Cry*.

**JEFFERSON THOMAS.** I received a bachelor's degree in business administration and worked twenty-seven successful years as a civil servant. The biggest lesson Little Rock taught me was that problems can make you better. Much better!

**GLORIA RAY.** I graduated from the Illinois Institute of Technology with a degree in chemistry and math. I've worked as a teacher, research assistant, editor, and systems analyst.

**THELMA MOTHERSHED.** I earned a master's degree in counseling and used it to teach and to work with the homeless. I've received many awards, including a National Humanitarian Award. I'm particularly proud that even though I have a heart condition, I didn't miss a single day of school at Central High that year. Who's the woman!

**TERENCE ROBERTS.** I earned a PhD in psychology, became a professor, and later was a CEO of a consulting firm. I also got to meet the governor who sent in the National Guard twenty years after the fact and tell him off. Who's the man!

**CARLOTTA WALL.** I graduated college and became a real estate agent. Who needs a house?

**MINNIJEAN BROWN.** Who wants chili poured on them? After graduating college and earning a master of social work degree, I've done many projects, including working for Bill Clinton during his presidency. And you were worried about me. Admit it!

**ELIZABETH ECKFORD.** My road's been bumpier than these guys. I graduated college but really struggled to keep a job. I was eventually diagnosed with post-traumatic stress disorder, which I probably got dealing with that stressful year. Eventually, I found work as a probation officer, which has gone well.

**NARRATOR.** In 1999, they all received a Congressional Gold Medal, the highest award that can be given to civilians.

**ALL NINE.** *(All nine form a circle, put their right hands together in the middle, and raise them up.)* The Little Rock Nine Rocks!

## **scene 6. Bedtime**

**TEENAGER** *lies across three chairs while Mom kneels. MINNIJEAN BROWN stands off to the side.*

**TEENAGER.** Wow.

**MOM.** So what do you think about going to school now?

**TEENAGER.** I think I probably shouldn't be complaining.

**MINNIJEAN BROWN.** You think?

**TEENAGER.** Nama! *(She jumps up and they hug.)* I can't believe you poured chili on them!

**MINNIJEAN BROWN.** I can't believe everyone else didn't! I'm not proud, but I do have to say . . .

**TEENAGER.** What?

**MINNIJEAN BROWN.** That look on his face was priceless.

**MOM.** Mother!

**TEENAGER.** Don't worry, Mom. That's not the lesson I learned from this.

**MINNIJEAN BROWN.** And what was the lesson?

**TEENAGER.** I should appreciate school more and realize that working hard is a small price to pay compared with what people before me had to go through.

**MOM.** She was listening!

**TEENAGER.** And to not call someone "white trash" when there are witnesses.

**MINNIJEAN BROWN.** If only I'd followed that advice!

Name. \_\_\_\_\_

Date. \_\_\_\_\_

# Little Nine Rocks! Questions

1. What is wrong with the idea of separate but equal?
  
  
  
  
  
  
  
  
  
  
2. Why was *Brown v. Board of Education* such a big deal?
  
  
  
  
  
  
  
  
  
  
3. Should Minnijean Brown have retaliated (scene 4)? Why or why not?
  
  
  
  
  
  
  
  
  
  
4. Would you have done what Robin did (sharing the textbook)? Why or why not?
  
  
  
  
  
  
  
  
  
  
5. What was the Lost Year?
  
  
  
  
  
  
  
  
  
  
6. Why do you think the Little Rock Nine were so successful after high school?

Name. \_\_\_\_\_

Date. \_\_\_\_\_

# Being Different: Creative Writing Story

What the Little Rock Nine went through that year in school is an experience we are lucky not to have to endure. That doesn't mean that all of us at some point haven't had to experience being different. Write a story about a time you were the "other."

## Story Ideas

1. A time you were of a different race than most people
2. Being the youngest in a situation
3. Realizing most people you know are a different religion
4. Attending a new school
5. Being from a different part of the country
6. Joining a new sports team
7. Not knowing the language being used
8. Moving to a new neighborhood
9. Stuck? Choose one of the Little Rock Nine and write a scene from their time in high school.

## Questions to Think About

1. Where did it occur? When?
2. What happened? How did you react?
3. Who wasn't welcoming? What did they do?
4. Who was welcoming? What did they do?
5. Did you ever stop feeling different? When?
6. Looking back, what would you have done differently?



Name. \_\_\_\_\_

Date. \_\_\_\_\_

# Little Nine Rocks! Vocabulary Activity

Write the letter of the definition in front of the vocabulary word. Use the context sentences (all from the play) for help.

- |                                                                                   |                                                                                                                                 |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| A. Places built to serve a particular purpose (hospital, school, restrooms, etc.) | E. To end segregation and allow people of different races to join the same organizations                                        |
| B. Harmful                                                                        | F. Academic certificate one can earn after graduating from college                                                              |
| C. Enforced separation of racial groups                                           | G. To be killed, often by hanging, by a mob                                                                                     |
| D. President of a large company (chief executive officer)                         | H. Stance that segregation was legal as long as the facilities were equal, as ruled in the court case <i>Plessy v. Ferguson</i> |

\_\_\_\_\_ **INTEGRATE**

She was one of the Little Rock Nine, the first group of black kids to **integrate** a white school in Little Rock, Arkansas, after *Brown v. Board of Education*.

\_\_\_\_\_ **SEPARATE BUT EQUAL**

**"Separate but equal"** would be the law of the land until the 1950s.

\_\_\_\_\_ **SEGREGATION**

**Segregation** in businesses and public facilities won't be outlawed until the Civil Rights Act of 1964.

\_\_\_\_\_ **FACILITIES**

The court argued that it was okay to have the races separated, as long as the **facilities** were equal.

\_\_\_\_\_ **DETRIMENTAL**

Does segregation have a **detrimental** effect upon black children?

\_\_\_\_\_ **MASTER'S DEGREE**

I went to college and later earned a **master's degree**.

\_\_\_\_\_ **CEO**

I earned a PhD in psychology, became a professor, and later was a **CEO** of a consulting firm.

\_\_\_\_\_ **LYNCHED**

Leave or we'll have you **lynched**!

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## ● The Rachel Carson Story ●

### Silent Spring, Loud Response

Not as well-known today as she should be, Rachel Carson seized the nation's attention with her books. She used her scientific knowledge to both educate the country on how amazing the ocean was and how dangerous the then-commonplace DDT might be. Some call her the country's first modern environmentalist. Read on to learn about her fascinating life.



# The Rachel Carson Story: Silent Spring, Loud Response

## Characters

- |                       |                 |                                   |
|-----------------------|-----------------|-----------------------------------|
| • Narrator            | • Mad Scientist | • Dove                            |
| • Rachel Carson       | • DDT           | • Farmer                          |
| • Robert Carson       | • Chemist       | • Bug 1                           |
| • Maria Carson        | • Potato Beetle | • Bug 2                           |
| • Apple Buyer         | • Housewife 1   | • Host                            |
| • Chicken Buyer       | • Housewife 2   | • Critic                          |
| • Boss                | • E. B. White   | • Legacy Man                      |
| • Your Uncle Frank    | • Energetic Boy | • Dorothy                         |
| • Unimpressed Student | • Editor        | • Teacher Who's Had It Up to Here |

## scene 1. Childhood

*Enter RACHEL CARSON and MARIA CARSON.*

**NARRATOR.** Rachel Carson was born in 1907 and grew up in Springdale, Pennsylvania, a small town near Pittsburgh. Her family owned sixty-five acres of land, where her mom took her on nature walks every day and used it as an opportunity to educate Rachel.

**RACHEL CARSON.** *(Pretending to pick something up.)* Mother, look what I found!

**MARIA CARSON.** What do you think it is?

**RACHEL CARSON.** A shell of some sort.

**MARIA CARSON.** Also called a fossil. And a fossil is . . .

**RACHEL CARSON.** A relic of the past. I wonder what used to live within it. But . . .

**MARIA CARSON.** Yes?

**RACHEL CARSON.** Why would it be here?

**MARIA CARSON.** Why wouldn't it?

## The Rachel Carson Story: Play

RACHEL CARSON. Well, it's a shell, and so . . .

MARIA CARSON. Go on. Let's hear your theories for why a shell is on this hill.

RACHEL CARSON. Maybe the river used to be much bigger.

MARIA CARSON. Or?

RACHEL CARSON. Or perhaps the river moved at some point.

MARIA CARSON. Both are possible; the natural world is always changing. Come on, though. We should go back. Your dad is probably home from his business trip by now.

RACHEL CARSON. Fantastic. He'll find this shell a marvel!

MARIA CARSON. (*Sternly.*) That will not be coming with us. You must put it back where you found it.

RACHEL CARSON. (*Placing the shell back where she got it.*) Why?

MARIA CARSON. Although change is part of life, humankind must do its best not to be part of the changing.

RACHEL CARSON. (*Looking off in the distance toward the river.*) Tell that to all those steamships.

*Enter* ROBERT CARSON.

NARRATOR. Springdale was industrializing fast. Boats brought timber from the forests to Pittsburgh, while iron departed on ships leaving Pittsburgh. Additionally, power plants surrounded both sides of the town. And then there was the glue factory.

RACHEL CARSON. Daddy, why does our town smell so bad?

ROBERT CARSON. Oh, it's not terrible.

RACHEL CARSON. It's bad enough that we never use the porch. Is it the glue factory?

ROBERT CARSON. Yes, sweetie. It doesn't smell nice, but it provides a lot of jobs for the town.

RACHEL CARSON. What do they make glue out of anyway?

ROBERT CARSON. Uh . . . That's not important.

RACHEL CARSON. Mom always says it's good that I ask questions. That any question, no matter how trivial, can be important.

ROBERT CARSON. Yes, but . . .

RACHEL CARSON. But what? Tell me how they make glue.

ROBERT CARSON. (*Mumbling unintelligibly.*) Out of horses.

RACHEL CARSON. What?

ROBERT CARSON. Out of horses.

RACHEL CARSON. (*Upset.*) What?!

NARRATOR. Rachel loved being outside, but she also adored reading and writing. A publication that brought all of these interests together was the children's magazine *St. Nicholas*. It included puzzles, games, and stories, and it often focused on animal welfare. Additionally, there was a section reserved for stories by children. Rachel sent in her first story when she was eleven years old.

RACHEL CARSON. (*Pretending to hold a magazine.*) Mom! Dad! It's the newest *St. Nicholas*!

MARIA CARSON. Did your story make it?

RACHEL CARSON. I'm not sure.

ROBERT CARSON. Is it one of your horse stories?

RACHEL CARSON *glares at her father and says nothing.*

ROBERT CARSON. What? It's not my factory.

RACHEL CARSON. I'll never look at glue the same way again. No, it's about a soldier in the war.

MARIA CARSON. Enough, you two. I want to find out.

ROBERT CARSON. Yes, open it up and look!

RACHEL CARSON *closes her eyes and opens the magazine. Then she slowly opens her eyes and peeks out.*

RACHEL CARSON. (*After a moment.*) Ahhhhhhhhhhhhhhhhhhhhhhh!

MARIA CARSON. Is it in?

RACHEL CARSON. Ahhhhhhhhhhhhhhh!

MARIA CARSON *takes the magazine out of her hands and reads it.*

ROBERT CARSON. Good news or bad news?

MARIA CARSON. Ahhhhhhhhhhhhhhhhh!

ROBERT CARSON *takes the magazine out of her hands and opens it.*

## The Rachel Carson Story: Play

ROBERT CARSON. Ahhhhhhhhhhhhhhhhh!

*They all group hug.*

NARRATOR. Not only had Rachel Carson been published, but she'd also received a silver badge for excellence in prose. The magazine published three more stories by her that year.

### scene 2. Successes and Struggles

RACHEL CARSON, MARIA CARSON, and APPLE BUYER *stand at the front of the room.*

NARRATOR. Despite having so much land, the Carsons struggled financially. Buying the property had put Robert Carson in serious debt. He had planned to sell sections for a profit, but the land's value didn't increase much in price. He worked various jobs, including one as an insurance salesman. But he never made enough money, after paying the bank, to make his family ever feel secure. Rachel graduated first in her high school class, but paying for college was going to be difficult.

RACHEL CARSON. Guess what, Mom. I got the one hundred dollar scholarship!

MARIA CARSON. Oh that's great, dear. One minute though. (*Turns to APPLE BUYER.*) That'll be one dollar for those.

APPLE BUYER. A dollar? I'll give you eighty cents.

MARIA CARSON. Ninety cents, but no lower. And don't tell Emma Jae that you got them for this price.

APPLE BUYER. Hey, I'm a cheapskate, not a tattletale. Thanks for the apples. I'll be back.

APPLE BUYER and MARIA CARSON *exchange money and apples. Exit APPLE BUYER. Enter CHICKEN BUYER.*

RACHEL CARSON. Mom, since when were you selling apples?

MARIA CARSON. It's never a bad idea to make a little extra money. (*To CHICKEN BUYER.*) Fred, it's good to see you. I have your chicken. (*Hands him a chicken.*)

CHICKEN BUYER. (*Holds chicken up in front of him.*) Yum. Chicken. (*He drools a little.*)

MARIA CARSON. Do you want another?

CHICKEN BUYER. Sure. Ooh, and that is some fine china. Would you sell me that?

RACHEL CARSON. (*Shocked.*) Of course not. Right, Mom?

MARIA CARSON. It depends. How much are you willing to pay?

*Exit MARIA CARSON and CHICKEN BUYER. RACHEL CARSON has a seat at a desk in the front of the room. Boss stands near her.*

**NARRATOR.** Maria Carson did indeed sell apples, chickens, and, yes, her china. She also increased the number of piano lessons she taught. Meanwhile, Robert Carson sold parts of their land and borrowed more money from the bank to raise enough for tuition. Once in college, Rachel Carson excelled, graduating *magna cum laude*. She went on to graduate school, earning a master's degree in zoology in 1932 and beginning her PhD right after. Unfortunately, financial difficulties continued to plague the family, worsening after her father died in 1935. (**ROBERT CARSON**, *from his desk, crashes to the floor.*) To make money for her family, she left her doctoral program early and eventually found work with the U.S. Bureau of Fisheries.

**Boss.** Welcome to your first day of work!

**RACHEL CARSON.** Thank you for hiring me.

**Boss.** We're excited to have you, but I'm sorry you had to leave your doctoral program.

**RACHEL CARSON.** That was unfortunate, but it is the Depression. I'm happy to have a job.

**Boss.** Good. I hope there's enough science for you here. You realize your job is going to be more writing about science than being in a lab.

**RACHEL CARSON.** I do. And even though that makes me a little sad, science and writing are my two loves. Perhaps this can be a wonderful marriage!

**Boss.** I love your attitude! Here's your first assignment (*He puts some papers on her desk.*) I need a pamphlet written about tuna fishing in Nova Scotia.

**RACHEL CARSON.** But I've never been to Nova Scotia.

**Boss.** Use your imagination, and our library.

**RACHEL CARSON.** Oh, I know how to use those.

**NARRATOR.** Carson wrote informative pamphlets and radio scripts about fish conservation on the Atlantic coast. In the spring of 1936, she was given a new type of assignment.

**Boss.** I'd like you to write something a little different: an article about the sea.

**RACHEL CARSON.** It sounds a little general.

**Boss.** Too general?

**RACHEL CARSON.** Gloriously general.

**BOSS** *walks to the left side of the room and has a seat.* **RACHEL CARSON** *types furiously, pulls the article off her typewriter, stands up, delivers her assignment to Boss, and returns to her desk. Boss reads it and then walks up to her.*

**Boss.** You're fired.

## The Rachel Carson Story: Play

RACHEL CARSON. What?!

BOSS. I'm kidding. I just like to say that sometimes to keep my employees on their toes.

RACHEL CARSON. Very funny. What did you think of my article?

BOSS. We can't print this.

RACHEL CARSON. Because it's too bad?

BOSS. Because it's too good.

NARRATOR. He encouraged her to submit it to the magazine *The Atlantic Monthly*. They published her article in 1937 and then she expanded it into her first book. This did not sell well, but started her on a new track that would eventually make her one of the most important authors of her generation.

### scene 3. Under the Sea

RACHEL CARSON *and* YOUR UNCLE FRANK *stand at the front of the room.*

NARRATOR. In 1951, Rachel Carson published her second book, *The Sea around Us*. It was received with almost universal acclaim. It appeared Carson had accomplished the incredibly difficult task of writing a scientifically accurate book that was both understandable and a joy to read. To get a feel for her writing, let's see the contrast between her observations of the coast and those of Your Uncle Frank.

YOUR UNCLE FRANK. Boy, that water sure is blue.

RACHEL CARSON. A hard, brilliant, coruscating phosphorescence often illuminates this summer sea.

YOUR UNCLE FRANK. That's a big wave!

RACHEL CARSON. Moving shoreward above the steeply rising floor of the deep sea they roll up over the continental shelf in confused rippling and turbulence.

YOUR UNCLE FRANK. I wonder what's in there.

RACHEL CARSON. I agree. What's in these deep, dark waters, with all their mysteries and their unresolved problems?

YOUR UNCLE FRANK. Look at how far out that water goes.

RACHEL CARSON. And that's just what's on top.

*Exit* YOUR UNCLE FRANK *and* RACHEL CARSON. UNIMPRESSED STUDENT *will speak from his or her seat.* Enter TEACHER WHO'S HAD IT UP TO HERE.



**NARRATOR.** *The Sea around Us* spent thirty-one weeks at number one on *The New York Times* best-seller list, won the National Book Award, and was made into an Academy Award–winning documentary.

**UNIMPRESSED STUDENT.** (*Looking bored.*) So?

**TEACHER WHO'S HAD IT UP TO HERE.** What do you mean, "so"?

**UNIMPRESSED STUDENT.** So she wrote a book that sold a lot.

**TEACHER WHO'S HAD IT UP TO HERE.** Were you not paying attention? It was a best seller about the ocean.

**UNIMPRESSED STUDENT.** There have been lots of best sellers.

**TEACHER WHO'S HAD IT UP TO HERE.** Not ones that use the word "coruscating." The current number one book in the country is about a bounty hunter going after a mobster.

**UNIMPRESSED STUDENT.** Fine. She wrote a really good textbook on the ocean. Did it really change anything?

**TEACHER WHO'S HAD IT UP TO HERE.** Be patient. We'll be getting to that.

#### **scene 4. Enter DDT**

*DDT lies across three chairs. MAD SCIENTIST stands above him.*

**NARRATOR.** Rachel Carson's next book, *Silent Spring*, was her most famous. It focused on the dangers of pesticides, particularly DDT. Let's hear a brief history of DDT before we learn more about Rachel Carson's role in educating the country about it. DDT, which stands for dichlorodiphenyltrichloroethane, was first created in 1874.

**MAD SCIENTIST.** (*Pretending to pour Erlenmeyer flasks of chemicals over DDT.*) Let me take this hydrocarbon . . . a touch of sulfuric acid . . . Now if I chlorinate it maybe I'll . . .

**DDT.** (*Rises up suddenly.*) Roar!

**MAD SCIENTIST.** It's alive!

*Exit MAD SCIENTIST. Enter CHEMIST and POTATO BEETLE, who lies on the floor. DDT stands next to CHEMIST.*

**NARRATOR.** Still, it was sixty-five years until they came up with a use for it.

**CHEMIST.** I wonder what happens if I pour this on some bugs.

**CHEMIST** *leans* DDT over POTATO BEETLE.

**POTATO BEETLE.** (*Screaming in agony.*) Nooooooooooooo!

## The Rachel Carson Story: Play

POTATO BEETLE *twitches for a little while, then stops moving.*

CHEMIST. (*Without emotion.*) Interesting.

*Exit* CHEMIST *and* POTATO BEETLE. DDT *goes and sits on a table.* Enter HOUSEWIFE 1 *and* HOUSEWIFE 2.

NARRATOR. They found it killed bugs without, apparently, affecting humans. Soon it was used to fight lice, ticks, and mosquitoes. It had an immediate impact during World War II, where it was successful in controlling insects that spread disease. After the war, DDT's use spread: Farmers treated crops with it, countries used it to battle malaria, and planes sprayed it over millions of acres of forests to kill insects. It was deemed so harmless that it could be bought at the grocery store.

HOUSEWIFE 1 *and* HOUSEWIFE 2 *push grocery carts to the table where DDT is sitting.*

HOUSEWIFE 1. I can't tell you how much the ants are driving me crazy in my kitchen. They keep coming back no matter what I do.

HOUSEWIFE 2. Well, you've tried DDT, right?

HOUSEWIFE 1. No, does that really work?

HOUSEWIFE 2. And some. It's fantastic. Here (*Takes DDT and puts it in her friend's cart.*) Take this DDT spray. You won't regret it!

HOUSEWIFE 1. Thanks!

*Exit* DDT, HOUSEWIFE 1, *and* HOUSEWIFE 2. E. B. WHITE *and* RACHEL CARSON *sit in chairs at the front of the room.*

NARRATOR. Carson came across DDT research while working at the Wildlife Service in the 1940s. Early studies were discovering DDT to be potentially dangerous to fish, birds, and even humans. It was Carson's job to write press releases about these matters. She did, and was shocked to see how little anyone paid attention to these findings. But DDT use increased. In 1957, residents in Long Island filed a lawsuit in hopes of stopping spraying where they lived. This inspired Rachel Carson to write to E. B. White, author of *Charlotte's Web*.

RACHEL CARSON. (*Typing as she talks.*) I am sure you have heard of the Long Island pesticide trial that has just begun. I have long been greatly concerned about the possible dangers of pesticides on our environment. I feel covering it would make for a fantastic *New Yorker* article and that you could do a masterful job writing it. Let me know what you think. Sincerely, Rachel Carson. P. S. Shout out to Wilbur!

E. B. WHITE. (*Typing as he talks.*) That is a wonderful idea, and I am very concerned about pesticides as well. I feel our current approach to nature is to beat it into submission. We need to work with the planet. Still, I disagree with you on one thing. I shouldn't be the one to write this. You should be.

## scene 5. Silent Spring

RACHEL CARSON and EDITOR *sit in chairs at the front of the room, but not next to each other.* ENERGETIC BOY *roams around the front of the room.*

NARRATOR. Rachel Carson took E. B. White's advice and went even further. She decided to write an entire book about the dangers of pesticides. This took her four years and involved many trials and tribulations. Money was no longer an issue, but Carson faced many personal distractions. Two years after her dad died, her sister passed away, leaving two nieces whom Carson and her mom raised. Then in 1957, one of her nieces died young and gave custody of her five-year-old son to Carson. And he was a handful.

ENERGETIC BOY *does three jumping jacks, a somersault, and four pushups, and he then begins to run in circles.* RACHEL CARSON *is attempting to type. Finally, she's had enough.*

RACHEL CARSON. *(Sternly.)* Robert!

ENERGETIC BOY. *(He stops moving and looks at her.)* Yes?

RACHEL CARSON. You need to stop running around so much.

ENERGETIC BOY. Okay.

ENERGETIC BOY *stands there for a moment and then attempts a cartwheel before running in circles again.*

RACHEL CARSON. *(Even more sternly.)* Robert!

ENERGETIC BOY. *(He stops moving and looks at her.)* Yes?

RACHEL CARSON. Oh never mind. *(He begins running in circles again. RACHEL CARSON shakes her head.)*  
I'm too old for this.

*Exit ENERGETIC BOY (Who should do something energetic on the way out).*

NARRATOR. And, tragically, she learned devastating news about her health.

RACHEL CARSON. *(On the phone.)* I have something very serious to tell you. I have cancer.

EDITOR. *(On the phone.)* Rachel, that's horrible.

RACHEL CARSON. Hopefully the mastectomy and radiation treatment can get rid of it. We'll see.  
This of course means I need an extension.

EDITOR. Of course.

RACHEL CARSON. And you mustn't tell anyone.

EDITOR. I'll respect your privacy.

## The Rachel Carson Story: Play

RACHEL CARSON. But it's more than that. If the public finds out the writer of this book has cancer, they won't take it seriously. They'll think I'm railing against pesticides because I'm angry about my condition.

EDITOR. We'll make sure no one finds out. But most of all, take care of yourself, Rachel.

NARRATOR. During the cancer treatment, her health deteriorated, causing various difficulties.

EDITOR. I hate to ask, but how's the book coming along?

RACHEL CARSON. You know how I couldn't walk for three days?

EDITOR. Yes.

RACHEL CARSON. Well now I can't see.

EDITOR. That's probably making the writing difficult.

RACHEL CARSON. The doctor says it should clear up in the next couple of days, and then I'll get right back to the book.

EDITOR. Are you sure you want to continue this?

RACHEL CARSON. Nothing can stop me. I will make this book.

NARRATOR. And she did. In 1962 the book came out. Its opening imagined a world where human interference had left a stark landscape.

*Exit EDITOR. Enter DOVE. As RACHEL CARSON reads, DOVE should act out what she's saying. RACHEL CARSON should pause while DOVE acts out her words. The following are quotations from the introduction to Silent Spring.*

RACHEL CARSON. (DOVE frolics about happily.) There was once a town in the heart of America where all life seemed to live in harmony with its surroundings. Then a strange blight crept over the area. (DOVE begins to look concerned.) Mysterious maladies swept the flocks of chickens; the cattle and sheep sickened and died. (DOVE becomes upset, cries a little.) The few birds seen anywhere trembled violently and couldn't fly. (DOVE jumps up trying to fly, but it can't.) On the mornings that had once throbbed with the dawn chorus of robins, catbirds, doves, and scores of other birds only silence lay over the fields.

DOVE mouths singing, but no sound comes out.

RACHEL CARSON. No witchcraft, no enemy had silenced the rebirth of new life in this stricken world. The people had done it themselves. I know of no community that has experienced all the misfortunes I describe. Yet every one of these disasters has actually happened somewhere. What has already silenced the voices of spring in countless towns in America? This book is an attempt to explain.

*Exit DOVE. Enter FARMER, BUG 1, and BUG 2.*

**NARRATOR.** The rest of the book was research supporting her theory that the overuse of DDT and other pesticides was disrupting our world. During a time when the nation was already growing nervous about the effects of the nuclear bombs we were testing, this book hit a nerve. Most critics thought it was well written and important, but the chemical companies were furious. They released one pamphlet arguing she had gotten it all wrong.

**FARMER.** (*Plowing a field.*) Boy, do I enjoy farming. I love being outside and working hard. I even love the dirt. How fantastic that I can feed the nation with this amazing job.

*And then the bugs come. BUG 1 and BUG 2 should start inching toward the farmer.*

**FARMER.** Oh, those bugs. I guess I'll just put a little DDT on them. (*Presses button on invisible spray can.*) What? No more DDT? (*The BUGS get closer.*) My crops! What will happen to my crops! (*He falls to the ground. The BUGS climb all over him.*) Stop the bugs! Stop the bugs! (*He stops moving.*)

*Exit FARMER, BUG 1, and BUG 2. RACHEL CARSON, HOST, and CRITIC sit in chairs at the front of the room.*

**NARRATOR.** In 1963, as she was still fighting off cancer, she appeared on CBS to defend her findings.

**CRITIC.** The major claims in Miss Rachel Carson's book are gross distortions of the actual facts.

**HOST.** What about the decline in the salmon population after DDT was introduced? Or the robins at Michigan State University that died after DDT was sprayed there?

**CRITIC.** Those animals may not have died from the DDT, but from losing bugs to eat.

**HOST.** But isn't that her point? That saying DDT only kills bugs ignores the whole food chain. And, anyway, if DDT can kill birds, rats, and bats, why wouldn't it harm humans?

**CRITIC.** Because we're a lot bigger. At the current levels, there should no effects to humans. Besides, it's very difficult to absorb it through skin.

**HOST.** Yes, but it's so common that we're ingesting it. DDT has been found in 75 percent of animals tested. Additionally, it's been discovered in the human fat tissue of people who have been nowhere near the spraying. It appears to be affecting a whole lot more than just the bugs.

**CRITIC.** Still, she talks nothing of the benefits of DDT. And the gains are more productive farms and the elimination of pests destroying forests.

**RACHEL CARSON.** We had heard lots about the benefits of pesticides, but very little about the hazards. The public was being asked to accept these chemicals and did not have the whole picture. So I set about to remedy the balance.

**CRITIC.** If she has her way, millions of people all over the world will unnecessarily die of malaria.

**RACHEL CARSON.** Did you read my book?

**CRITIC.** Maybe.

## The Rachel Carson Story: Play

RACHEL CARSON. Because I made it very clear I'm not against all pesticides. We must realize there are consequences for our actions. Spraying into the wilderness clearly is affecting more than just the bugs. And the overuse of DDT will only make the next generation of bugs immune to it.

CRITIC. Bug lover!

RACHEL CARSON. Cycle-of-life hater!

HOST. Now, now, can we just agree to disagree?

CRITIC. Maybe.

RACHEL CARSON. Never.

### scene 6. Legacy

RACHEL CARSON *lies across three chairs*. DOROTHY *kneels near her*. LEGACY MAN *stands off to the side*.

NARRATOR. *Silent Spring* was another best seller and was a book-of-the-month. Additionally, Carson received awards from the Audubon Society, the American Geographical Society, and the Garden Club of America. Later that year, the U.S. government released its own findings, agreeing with much of what Carson had written. She even was asked to speak to Congress on the matter. Still, the cancer kept on returning. Dorothy had become Carson's best friend after Carson wrote *The Sea around Us*. Dorothy actually wasn't with Carson for the next scene, but they had been corresponding and visiting throughout Carson's struggles with cancer.

DOROTHY. Rachel, you look terrible.

RACHEL CARSON. Thanks.

DOROTHY. I didn't mean it that way. I'm sorry.

RACHEL CARSON. I was joking. Don't say you're sorry.

DOROTHY. Is it coming soon?

RACHEL CARSON. It is. And I'm ready. Oh, how I hurt. Thank you for being the best friend anyone could ever ask for.

DOROTHY. (*Upset.*) No, not yet.

RACHEL CARSON. Goodbye. (RACHEL CARSON *closes her eyes.*)

DOROTHY. (*Shakes her.*) Rachel? Rachel?

LEGACY MAN. She's gone, but her legacy lives on.

DOROTHY. Tell me how. It'll make me feel better.

**LEGACY MAN.** For one, an environmental protection agency was formed six years after her death. And guess what was one of the first things they did?

**DOROTHY.** What?

**LEGACY MAN.** Banned DDT in the United States.

**DOROTHY.** That would've made Rachel so happy.

**LEGACY MAN.** Also, Rachel Carson is credited with changing the direction of the environmental movement. Some even say she started it. Environmentalism used to be about getting the government to save land. With her, it changed to protecting citizens from what some businesses were getting away with.

**DOROTHY.** Rachel didn't want more fighting, but she wasn't going to back down if something needed to be done.

**LEGACY MAN.** She also helped end poverty and invented sliced bread.

**DOROTHY.** Really?

**LEGACY MAN.** No, not really, but I think we can all agree she had a momentous impact. *(To UNIMPRESSED STUDENT.)* Even you, right?

**UNIMPRESSED STUDENT.** *(A little less bored.)* Even me.

**THE WHOLE CLASS.** *(Standing up all at once and chanting.)* Two-four-six-eight, who do we appreciate? Rachel. Rachel. Rachel!

Name. \_\_\_\_\_

Date. \_\_\_\_\_

# Rachel Carson Questions

1. Where may Rachel Carson have gotten her love of nature?
2. What endangered the environment in Rachel Carson's town?
3. Why was her job at the U.S. Fish and Wildlife Service such a perfect fit for Carson?
4. What personal challenges did Rachel Carson face before *The Sea around Us* came out?
5. Why do you think *The Sea around Us* was so successful?
6. What was the central argument of *Silent Spring*?
7. What are some changes inspired by *Silent Spring*?



Name. \_\_\_\_\_

Date. \_\_\_\_\_

# Climate Change Paper

An extremely controversial issue about the environment is global warming. Answer the following questions and then write a  $\frac{3}{4}$ - to 1-page paper summarizing the pros and cons of pursuing government policies to lower carbon emissions. End the paper with your opinion on what you think the United States should do.

1. What is the evidence that global warming is happening?
2. What is the argument that global warming is not happening, or is not a result of human actions?
3. What are some policies governments could institute that could potentially lessen global warming?
4. What are some downsides to instituting these government policies?

Name. \_\_\_\_\_

Date. \_\_\_\_\_

# Rachel Carson Vocabulary Activity

Write the letter of the definition in front of the vocabulary word. Use the context sentences (all from the play) for help.

- |                                                                                    |                                                                                |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| A. Substance used to kill insects                                                  | E. Sparkling                                                                   |
| B. Part of a landmass that lies under the ocean and slopes down to the ocean floor | F. With high honors                                                            |
| C. Sickesses                                                                       | G. Medical operation to remove a breast                                        |
| D. To have a deleterious effect on, to ruin                                        | H. Chemical called dichlorodiphenyltrichloroethal, which was used to kill bugs |

\_\_\_\_\_ *MAGNA CUM LAUDE*

Once in college Rachel Carson excelled, graduating **magna cum laude**.

\_\_\_\_\_ *CORUSCATING*

A hard, brilliant, **coruscating** phosphorescence often illuminates this summer sea.

\_\_\_\_\_ *PESTICIDES*

She decided to write an entire book about the dangers of **pesticides**.

\_\_\_\_\_ *CONTINENTAL SHELF*

Moving shoreward above the steeply rising floor of the deep sea they roll up over the **continental shelf** in confused rippling and turbulence.

\_\_\_\_\_ *DDT*

It focused on the dangers of pesticides, particularly **DDT**.

\_\_\_\_\_ *MASTECTOMY*

Hopefully the **mastectomy** and radiation treatment can get rid of it.

\_\_\_\_\_ *BLIGHT*

Then a strange **blight** crept over the area.

\_\_\_\_\_ *MALADIES*

Mysterious **maladies** swept the flocks of chickens.

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## ● Richard Milhous Nixon ●

### Misunderstood?

For most students, the only thing they know about Richard Nixon's presidency is the Watergate scandal. Act out *Richard Milhous Nixon* to go on a tour of Nixon's life, led by Nixon himself! Keep an open mind as he gives his side of the story.



# **Richard Milhous Nixon: Misunderstood?**

## **Characters**

- Narrator
- Richard Nixon
- History Professor A
- History Professor B
- Frank Nixon
- Hannah Nixon
- Dwight D. Eisenhower
- Al Gore
- Mao
- Henry Kissinger
- Leonid Brezhnev
- American Nuke
- Soviet Union Nuke
- Hippie
- French Guy
- Lyndon B. Johnson
- John F. Kennedy
- Protester 1
- Protester 2
- Protester 3
- Secret Service Agent
- Plumber 1
- Plumber 2
- Plumber 3
- Cop
- Warren Harding
- John Mitchell
- Nixon Supporter

## **scene 1. Historical Arguments**

HISTORY PROFESSOR A *and* HISTORY PROFESSOR B *sit in chairs at the front of the room.* RICHARD NIXON *stands off to the side.*

HISTORY PROFESSOR A. Worst war ever?

HISTORY PROFESSOR B. Definitely World War II.

HISTORY PROFESSOR A. Not so fast. The Mongolian conquests killed a much higher percentage of the world's population.

HISTORY PROFESSOR B. You make a good point. What about the most pointless war?

HISTORY PROFESSOR A. For the United States? No-brainer.

HISTORY PROFESSOR B. You're right—obviously the War of 1812. Here's a better one. Who was the worst U.S. president ever?

HISTORY PROFESSOR A. Clearly William Henry Harrison. He was only president for a month.

HISTORY PROFESSOR B. Not who did the least, but who did the most bad. I mean, other than Richard Nixon of course.

RICHARD NIXON *walks up to them.*

RICHARD NIXON. *(Clears throat.)* Ahem.

HISTORY PROFESSOR A. It's Richard Nixon!

HISTORY PROFESSOR B. What are you doing here? You've been dead for years.

RICHARD NIXON. I'm here to defend my legacy.

HISTORY PROFESSOR A. Good luck with that.

RICHARD NIXON. Too many people focus on a few bad things about my presidency. I accomplished a lot.

HISTORY PROFESSOR B. Weren't the bad things pretty bad though?

RICHARD NIXON. We'll let the people decide. But let's get them all the facts first, for once. Which one of you two nitwits wants to come on a tour of my life?

HISTORY PROFESSOR A. I'll go.

HISTORY PROFESSOR B. I think I'll sit this one out.

RICHARD NIXON. Let's do this!

## **scene 2. Growing Up**

*Enter* RICHARD NIXON, HISTORY PROFESSOR A, FRANK NIXON, *and* HANNAH NIXON.

RICHARD NIXON. Let's start with where I learned my values: My family.

RICHARD NIXON *walks to the other side of the room to a truck. He carries crates of produce to the front of the room. He'll continue doing this, going back and forth, as his mother and father talk.*

FRANK NIXON. Hi, I'm Richard's father and I couldn't be prouder. I owned Nixon's Market, a grocery store, and he was so helpful. Every day before school he woke up at 4 a.m. to pick up produce from Los Angeles, bring it back, wash it, and put it on display. And he still managed to finish with the best grades in his class.

HANNAH NIXON. I couldn't imagine having a better son either. When we lost our second child to tuberculosis . . .

RICHARD NIXON *stops moving crates and walks up next to his mom.*

RICHARD NIXON. Worst moment of my childhood.

HANNAH NIXON. I always felt like Richard worked extra hard to make up for our loss.

## Richard Milhous Nixon: Play

RICHARD NIXON. I did.

HANNAH NIXON. (*Ruffles RICHARD NIXON's hair.*) It takes a special person to react that way to a tragedy. I always wanted him to be a Quaker missionary, but that wasn't his path. I'll never forget the day he was reading about that terrible Teapot Dome Scandal. He put down that paper, turned to me, and said . . .

RICHARD NIXON. I want to become a lawyer—an honest lawyer, who can't be bought by crooks.

HANNAH NIXON. And then he became a lawyer.

HISTORY PROFESSOR A. And a crook!

RICHARD NIXON. I'm not a crook!

HANNAH NIXON. Excuse me? What are you guys talking about?

HISTORY PROFESSOR A. Oh, that's right, you died before he became president.

HANNAH NIXON. You became president. Oh honey, I knew you could. How did it go?

RICHARD NIXON. Uh . . .

FRANK NIXON. Did I mention he was also great at mashing potatoes?

NARRATOR. Richard Nixon continued to be successful after high school. He finished second in his college class and third at Duke Law School. He returned to California, where he practiced law. In 1941 the United States entered World War II. Being a Quaker, a religion known for its pacifism, he did not have to enter the military. But he volunteered for the Navy and received a Letter of Commendation, two service stars, and a promotion to lieutenant commander during his time there.

### scene 3. Political Career Begins

RICHARD NIXON *and* HISTORY PROFESSOR A *stand on the right side of the room.* DWIGHT D. EISENHOWER *sits in a chair at the front of a room.* AL GORE *stands on the left side of the room.*

RICHARD NIXON. When I got home from the war, a family friend in California thought I should run for the House of Representatives. I did and won, keeping the seat in 1948. I became a U.S. Senator in 1950.

HISTORY PROFESSOR A. You were a real-up-and comer. Smart, a veteran, from one of the biggest states in the country, an anticommunist . . . And so at just 39 . . .

RICHARD NIXON. Eisenhower selected me to be his vice presidential running mate.

HISTORY PROFESSOR A. And you had your first scandal.

**RICHARD NIXON.** That doesn't count. At least it shouldn't.

**RICHARD NIXON** *sits in a chair facing* DWIGHT D. EISENHOWER.

**NARRATOR.** In 1952 the newspapers discovered that Richard Nixon had an \$18,000 fund for campaigning. This was not illegal, and it later turned out the Democratic presidential candidate had a similar one. Still, Nixon had railed against government corruption in his senate campaign. Was he no better?

**DWIGHT D. EISENHOWER.** I'm not happy about this.

**RICHARD NIXON.** I didn't do anything wrong.

**DWIGHT D. EISENHOWER.** You better come through this as clean as a hound's tooth.

**RICHARD NIXON.** But a dog's mouth is disgusting.

**DWIGHT D. EISENHOWER.** Actually, it's much cleaner than a human's mouth. But that's not the point.

**RICHARD NIXON.** You're right. I'll clear this up by going directly to the people.

**NARRATOR.** Richard Nixon went on television to tell his side of the story on September 23, 1952. Around 60 million people watched, at that time the most ever for a television broadcast. We won't hear the whole speech, but all the parts below are direct quotations.

**RICHARD NIXON** *turns his chair to face the class. All the students in the class pretend to turn on a television—by pulling a knob, not by remote control! Imagine RICHARD NIXON is in black and white.*

**RICHARD NIXON.** I come before you tonight as a candidate for the vice presidency and as a man whose honesty and integrity have been questioned. I am sure that you have read the charge and you've heard it that I, Senator Nixon, took \$18,000 from a group of my supporters. Not one cent of the \$18,000 or any other money of that type ever went to me for my personal use.

**NARRATOR.** Richard Nixon then proceeded to detail all of his family's assets and debts, with a focus on his modest upbringing and how he and his wife, Pat, were not rich. He then brought up a gift he planned on keeping.

**RICHARD NIXON.** One other thing I probably should tell you because if we don't they'll probably be saying this about me too. We did get something—a gift—after the election. A man down in Texas heard Pat on the radio mention the fact that our two youngsters would like to have a dog. And, believe it or not, the day before we left on this campaign trip we got a message from Union Station in Baltimore saying they had a package for us. It was a little cocker spaniel dog in a crate that he'd sent all the way from Texas. Black and white spotted, and our little girl named it Checkers. And you know, the kids, like all kids, love the dog and I just want to say this right now, that regardless of what they say about it, we're going to keep him.



## Richard Milhous Nixon: Play

**NARRATOR.** He continued by saying the Democrats should also come clean about their finances, and he finished by detailing why Eisenhower would make such a good president. The speech, now called the Checkers speech, was a huge hit. The Republican National Committee received over four million messages, mostly positive. Eisenhower kept Nixon as his running mate and they served two terms together (1952–1960).

**RICHARD NIXON** *stands up.*

**HISTORY PROFESSOR A.** And then you ran for president for the first time.

**RICHARD NIXON.** Against that man—the man that walks on water. He stole it from me in Illinois and Texas. Did you know that?

**HISTORY PROFESSOR A.** There is some evidence for voter fraud, particularly in Illinois, which then pushed the election to JFK. Why didn't you challenge it more? You just stepped down.

**RICHARD NIXON.** I thought it would hurt the nation to make a big fuss. What good would it do to make the country look corrupt? I wanted the United States to still look great in the eyes of the world. Maybe someone in the 2000 election could've taken what I did as an example.

**AL GORE.** No need to bring me into this.

**RICHARD NIXON.** Just saying. Something like that was avoided.

**AL GORE.** It's a good thing you didn't do anything to make this country look corrupt.

**HISTORY PROFESSOR A** *holds back RICHARD NIXON from attacking AL GORE.*

**RICHARD NIXON.** You're too boring to be corrupt!

**HISTORY PROFESSOR A.** Easy, there. Let's get to your presidency.

### scene 4. Positives about Nixon's Presidency

*There are three chairs at the front of the room facing each other. MAO and HENRY KISSINGER sit in two of the chairs. RICHARD NIXON and HISTORY PROFESSOR A stand at the front of the room.*

**RICHARD NIXON.** Two years later, I ran for governor of California. I thought it would be an easy victory. I had just been decimal points from winning the presidency, but I lost. The media declared my political career dead.

**HISTORY PROFESSOR A.** But you made quite the comeback. Six years later you squeezed out a presidential victory and followed it by a landslide reelection in 1972.

**RICHARD NIXON.** Yes, and I bet you see my presidency as a total failure.



**HISTORY PROFESSOR A.** Not true. I agree that you don't get enough credit for some of your presidential successes, like your visit to China in February of 1972.

**RICHARD NIXON.** The week that changed the world.

**RICHARD NIXON** *has a seat in the open chair. MAO and RICHARD NIXON shake hands.*

**MAO.** It's nice to meet you.

**RICHARD NIXON.** You as well. This is my national security advisor, Henry Kissinger.

**MAO and HENRY KISSINGER** *shake hands.*

**HENRY KISSINGER.** Thank you for welcoming us into your country.

**MAO.** You're the first U.S. president to visit since we became communist. What are you hoping to accomplish with this meeting?

**RICHARD NIXON.** For our countries to be on better terms.

**HENRY KISSINGER.** And to move toward more trade.

**MAO.** Us, too. But there's the issue of that rebellious island.

**RICHARD NIXON.** I can see how that would be a problem.

**MAO.** But your military is there. That island is part of China.

**HENRY KISSINGER.** We would be happy to decrease our military presence there. We're not interested in expanding into your territory, unlike the Soviet Union.

**MAO.** Yes, we're not happy with their moves on our border, but that island is in our territory.

**HENRY KISSINGER.** This is a very difficult subject. What if we agree to find a peaceful solution for this issue?

**MAO.** We can start there.

**NARRATOR.** Relations were not formally normalized for seven more years, and the "rebellious island's" (Taiwan's) independence continues to be an issue between the United States and China. Still, trade increased after this historic meeting and paved the way for more open relations between the two previous enemies.

*Exit MAO. LEONID BREZHNEV takes his place on the chair. AMERICAN NUKE sits on the floor next to RICHARD NIXON. SOVIET UNION NUKE sits on the floor next to LEONID BREZHNEV. The nukes sit as dogs would.*

**HISTORY PROFESSOR A.** Most historians feel you also handled relations with the Soviet Union well.

## Richard Milhous Nixon: Play

RICHARD NIXON. (*To BREZHNEV.*) So I know you love your nukes.

LEONID BREZHNEV. (*Petting SOVIET UNION NUKE.*) Are you here to take away my nukes?

RICHARD NIXON. (*To AMERICAN NUKE.*) Good, nuke. What a good nuke you are. (*To LEONID BREZHNEV.*) Look, I love my nuclear weapons as much as anyone.

HENRY KISSINGER. But we're thinking we both probably have enough.

LEONID BREZHNEV. (*Scratching SOVIET UNION NUKE under its chin.*) Didn't we already do this with the president before you? What was his name? He was very charismatic.

RICHARD NIXON. (*Rolls eyes.*) JFK.

LEONID BREZHNEV. And handsome—much more handsome than you. Who was that again?

RICHARD NIXON. (*Puts head in hands.*) JFK!

HENRY KISSINGER. With Kennedy, our countries agreed to limit testing, but both sides still have more than enough nuclear weapons.

LEONID BREZHNEV. (*To SOVIET UNION NUKE.*) They want me to put you to sleep.

RICHARD NIXON. (*To AMERICAN NUKE.*) Don't you worry, nukey nuke nuke. No one's putting you to sleep. (*To LEONID BREZHNEV.*) What if we just don't make any more?

LEONID BREZHNEV. No more?

HENRY KISSINGER. How about for each new one, we dismantle an old one, so the number at least stays the same.

NARRATOR. After multiple meetings, the United States and Soviet Union agreed to the Strategic Arms Limitation Talks (SALT I) in 1972, which froze the number of nuclear weapons both countries had and limited both countries in creating antiballistic missile systems (systems that stop nuclear missiles).

*Exit* HENRY KISSINGER, AMERICAN NUKE, SOVIET UNION NUKE, *and* LEONID BREZHNEV. RICHARD NIXON *gets up and stands next to* HISTORY PROFESSOR A. *Enter* HIPPIE.

HISTORY PROFESSOR A. Who would've guessed it? The man whose career began as an anticommunist would improve relations with the two communist superpowers.

RICHARD NIXON. I was just as anticommunist. It's called realpolitik. Shout out to Henry Kissinger. (*RICHARD NIXON and HENRY KISSINGER, from his seat, raise the roof.*) You have to be practical as the leader of the free world. It's what made me such an amazing president.

HISTORY PROFESSOR A. I also don't think many people know about your environmental record.

HIPPIE. Say what?

RICHARD NIXON. It's true. I was the first president to mention the environment in my State of the Union Address, I created the Environmental Protection Agency, and I supported the Clean Air Act.

HIPPIE. Am I hearing this right?

HISTORY PROFESSOR A. (To RICHARD NIXON.) You did veto the Clean Water Act.

RICHARD NIXON. I wasn't against clean water; I just thought it cost too much money. I think our friend here might be surprised to know I also supported civil rights, endorsed the Equal Rights Amendment, and pushed to increase health care coverage.

HIPPIE. Tricky Dick, we are brothers!

RICHARD NIXON. I wouldn't go that far.

HIPPIE. I love you man!

HIPPIE *gives* RICHARD NIXON *such a big bear hug that he lifts him off the floor.*

## **scene 5. Vietnam**

FRENCH GUY, LYNDON B. JOHNSON, *and* JOHN F. KENNEDY *sit in chairs next to each other.* RICHARD NIXON *and* HISTORY PROFESSOR A *stand in front of them.*

HISTORY PROFESSOR A. Now let's start getting to some of the more controversial issues.  
First up: Vietnam.

RICHARD NIXON. Another issue I am unfairly maligned for! Let's look at the facts. (*To the seated men.*)  
What was the first country to colonize Vietnam?

FRENCH GUY. (*Raises hand.*) *Oui, oui.*

RICHARD NIXON. And who was the U.S. president who sent the first soldiers there?

LYNDON B. JOHNSON. Uh, that would be Eisenhower, when you were vice president.

RICHARD NIXON. Oh, that's right. But who increased the number of soldiers and money we were sending there? Who really got the ball rolling in Vietnam?

JOHN F. KENNEDY. (*Raises hand and mumbles.*) Me.

RICHARD NIXON. What was that? I couldn't hear you, golden boy.

JOHN F. KENNEDY. Me.

RICHARD NIXON. And who increased our troop levels to over half a million?

## Richard Milhous Nixon: Play

LYNDON B. JOHNSON. (*Raises hand.*) That would be me.

RICHARD NIXON. And who was in charge of this country during the horrific My Lai Massacre, where unarmed men, women, and children were killed by U.S. troops?

LYNDON B. JOHNSON. (*Keeps hand up.*) Me, again.

RICHARD NIXON. Most importantly, who was president when our troop numbers dropped from over half a million to 25,000?

*No hands are raised at first. After a moment, RICHARD NIXON raises his.*

RICHARD NIXON. Oh, that's right. It was me. The man who didn't start the war, but who started to get us out of it. And who was president when a man landed on the moon?

JOHN F. KENNEDY. What does that have to do with Vietnam?

RICHARD NIXON. Nothing, but everyone thinks it was one of you two.

LYNDON B. JOHNSON. We were the ones who increased spending for it. And later you cut funding for NASA.

RICHARD NIXON. But I talked to Neil Armstrong while he was on the moon—which neither of you two did!

JOHN F. KENNEDY. Congratulations. Can we go now?

HISTORY PROFESSOR A. Hold on here. (*To Nixon.*) You've left some important facts out. Have a seat, Nixon.

FRENCH GUY. (*Stands up and waves to everyone.*) *Au revoir.*

*Exit FRENCH GUY. NIXON takes his seat.*

LYNDON B. JOHNSON. I think this is going to be fun.

HISTORY PROFESSOR A. You may have started the process to leave the war, but not before some escalation of your own. Who spread the war into Cambodia and Laos? (*Nixon raises hand.*) It is estimated that 2.7 million tons of bombs were dropped on Cambodia. This was done without congressional approval. Also, who considered using nuclear weapons?

RICHARD NIXON. Wait a second you don't know that. (*Thinks.*) Oh yeah, I guess people found that out. Let the record stand that we didn't. Anyway, it was just to end the war as soon possible.

HISTORY PROFESSOR A. And who was president when the National Guard fired 67 rounds at unarmed student protesters at Kent State University?

RICHARD NIXON. (*Raises hand.*) But it's not like I ordered it.

**HISTORY PROFESSOR A.** They were protesting your action in Cambodia. Four students were killed.

**RICHARD NIXON.** It was a tragedy. Tensions rose and some National Guardsmen made a terrible decision that day. I just wish people weren't protesting in the first place. I could never figure out why those protesters hated me so much, but I tried to understand.

**HISTORY PROFESSOR A.** That's right. You met with them once. Let's finish with that scene.

*Exit JOHN F. KENNEDY and LYNDON B. JOHNSON. SECRET SERVICE AGENT stands next to RICHARD NIXON. Enter PROTESTER 1, PROTESTER 2, and PROTESTER 3, who march in a circle while holding picket signs.*

**NARRATOR.** The following event really happened at around 4:40 a.m. on May 9, 1970, five days after the Kent State shootings.

**RICHARD NIXON.** Have you ever seen the Lincoln Memorial at night?

**SECRET SERVICE AGENT.** Can't say I have. You realize there will be protesters there.

**RICHARD NIXON.** I hope so.

*RICHARD NIXON and SECRET SERVICE AGENT walk up to the protesters.*

**PROTESTERS.** *(At the same time.)* Babies not bombs. Babies not bombs. Babies not bombs. Babies not bombs. Babies not . . . Nixon?

*They stop protesting. RICHARD NIXON shakes their hands.*

**RICHARD NIXON.** It's nice to meet all of you

**PROTESTER 1.** Are you really Richard Nixon?

**PROTESTER 2.** What are you doing here?

**SECRET SERVICE AGENT.** *(Shaking his head.)* My thoughts exactly.

**RICHARD NIXON.** I realize most of you don't think much of me, but I understand how you feel.

**PROTESTER 3.** And how is that?

**RICHARD NIXON.** Angry. Angry that people have to die. Did you know I was raised as a Quaker? I was taught God is in everyone, and so no one should be harmed.

**PROTESTER 1.** Then why have you increased the bombings? Or is God not in Vietnamese civilians?

**RICHARD NIXON.** It's complicated. Sometimes you need to use violence to achieve peace.

**PROTESTER 2.** And we're going to use peace to achieve peace. And I hope you realize that we're willing to die for what we believe in.

## Richard Milhous Nixon: Play

RICHARD NIXON. I certainly realize that. The point is that we are trying to build a world in which you won't have to die for what you believe in.

SECRET SERVICE AGENT. *(To RICHARD NIXON.)* There's starting to be a crowd. We need to leave.

RICHARD NIXON. *(To the PROTESTERS.)* I should be going, but it was nice getting your perspective. Maybe now you see a bit better where I'm coming from.

RICHARD NIXON *shakes the 3 protesters' hands.* RICHARD NIXON *and* SECRET SERVICE AGENT *walk off to the side.*

PROTESTER 3. Did that really just happen?

### scene 6. Watergate

HISTORY PROFESSOR A *and* RICHARD NIXON *stand on the left side of the room.* PLUMBER 1, PLUMBER 2, *and* PLUMBER 3 *stand at the front of the room.* COP *hides behind the teacher's desk.*

HISTORY PROFESSOR A. And now we get to Watergate.

RICHARD NIXON. Let's get this over with.

HISTORY PROFESSOR A. There's a lot to it. Watergate was a specific incident, but it usually refers to the whole scandal. Let's start with the first break-in, at the office of Daniel Ellsberg's psychiatrist.

PLUMBER 1. What are we looking for?

PLUMBER 2. *(Whispering.)* Talk quieter.

PLUMBER 3. *(Whispering.)* We need to find some files on Ellsberg.

PLUMBER 1. *(Whispering.)* What did he do again?

PLUMBER 2. *(Whispering.)* Talk quieter.

PLUMBER 3. *(Whispering.)* He's the guy who released the Pentagon Papers to the press.

PLUMBER 1. *(Whispering.)* The classified papers about the war? Oh, I get it. We're here to get some dirt on him—things he told his psychiatrist.

PLUMBER 2. *(Whispering loudly.)* Quiet!

PLUMBER 1. *(Whispering loudly.)* You be quiet!

PLUMBER 3. *(Whispering.)* Here's the file cabinet.

*They walk up to a file cabinet in the room. PLUMBER 2 tries to open it. After struggling for a little, he smashes the top of the file cabinet with a screwdriver. He then opens it and looks through some files.*

**PLUMBER 2.** (*Whispering.*) It's not here. Let's go.

**HISTORY PROFESSOR A.** On June 17, 1972, there was another break-in. This time it was at the Democratic National Committee's headquarters in the Watergate complex.

**PLUMBER 1, PLUMBER 2, and PLUMBER 3** go around the front of the room looking through things, opening file cabinets, checking under books. **PLUMBER 2** messes with the phone. **The COP** stands up.

**Cop.** (*Shouts.*) Stop! What do you guys think you're doing?

**PLUMBER 1.** Um, cleaning up?

**Cop.** And you, with the phone, are you tapping it?

**PLUMBER 2.** (*With a phone in his hand.*) Who, me?

**Cop.** You guys are coming with me to the station.

**Cop** leads all three **PLUMBERS** to the door of the room.

**RICHARD NIXON.** How does this connect to me?

**NIXON SUPPORTER, PLUMBER 1, and JOHN MITCHELL** come to the front of the room.

**HISTORY PROFESSOR A.** It's unknown if you ordered these or if you just covered it up. What is known is that funds from the Committee for the Re-Election of the President (called CREEP by the press) were being used to support the break-ins. Money from the fund was in one of their bank accounts, and later, \$500,000 was used to pay their legal bills and keep them quiet.

**NIXON SUPPORTER.** I would like to pledge some money to Nixon's campaign. (*Hands a check to JOHN MITCHELL.*)

**JOHN MITCHELL.** Thanks! This will greatly help him. (*Hands check to PLUMBER 1.*)

**PLUMBER 1.** Thank you. (*Takes out wallet and places check in it.*)

**JOHN MITCHELL.** (*Looks at HISTORY PROFESSOR A.*) What's the big deal?

**HISTORY PROFESSOR A.** Money to reelect a president was just paid to a man caught breaking into an office.

**JOHN MITCHELL.** I don't see the problem. The country *not* finding out these messy details will definitely help his reelection campaign.

**HISTORY PROFESSOR A.** It should also be mentioned that your vice president had to resign.

**RICHARD NIXON.** Now *that* I really had nothing to do with.

## Richard Milhous Nixon: Play

**HISTORY PROFESSOR A.** True, but he was your vice president, and it is believed that he accepted over \$100,000 in bribes as governor of Maryland. What message was sent to U.S. citizens when they discovered both of their heads of government were involved in serious scandals?

**RICHARD NIXON.** What proof do you have that I was involved with any of this?

**HISTORY PROFESSOR A.** In the tapes you recorded in the White House that the U.S. Supreme Court forced you to release, you agree that one of the plumbers should be paid to keep quiet. That happened after you had told the country you had no knowledge of the break-in. And then there's the 18½ minutes missing from them. Do you want to come clean about what you were discussing during that time?

**RICHARD NIXON.** Nothing important. My secretary accidentally erased them.

**HISTORY PROFESSOR A.** (*Doubtfully.*) Really. Forty-eight government officials were found guilty in this scandal, including your chief of staff and the attorney general. The only thing that saved you from prosecution was Gerald Ford pardoning you after you resigned and he became president. What do you have to say for yourself?

**RICHARD NIXON.** (*Unconvincingly.*) I'm not a crook?

### scene 7. Assessment

**HISTORY PROFESSOR A, HISTORY PROFESSOR B, and RICHARD NIXON** *stand at the front of the room. WARREN HARDING stands off to the side.*

**HISTORY PROFESSOR B.** You guys were gone for a while. Did he manage to convince you at all?

**HISTORY PROFESSOR A.** A little

**RICHARD NIXON.** I knew it!

**HISTORY PROFESSOR B.** Really?

**HISTORY PROFESSOR A.** It depends on what the question is. He certainly still wins for which president was caught in the biggest scandal.

**RICHARD NIXON.** Think of all the scandals we just don't know about.

**HISTORY PROFESSOR A.** True, but still, Watergate manages to look even worse when you look back at it. And who knows what happened that we didn't find out about. But . . .

**HISTORY PROFESSOR B.** But?

**HISTORY PROFESSOR A.** I was reminded about how much he accomplished. Better relations with China, freezing the number of nukes, removing troops from Vietnam, pushing for more health care, supporting civil rights.



**RICHARD NIXON.** *(He does the Nixon pose—sticking out both arms wide with his middle and pointer fingers pointing out.)* That's right.

**HISTORY PROFESSOR A.** Don't get too full of yourself. There are some other issues we didn't discuss.

**HISTORY PROFESSOR B.** Like?

**HISTORY PROFESSOR A.** Having Chile's president replaced with a general. How you had the IRS audit people on your enemy list. The price controls that caused a food shortage.

**RICHARD NIXON.** But if you had to say, where would you rank me?

**HISTORY PROFESSOR A.** Too hard to answer—your record is all over the place. Let's just say you're coming out ahead of Warren Harding.

**WARREN HARDING** *walks up to them.*

**WARREN HARDING.** *(Clears throat.)* Ahem.

**HISTORY PROFESSOR B.** Warren Harding?

**WARREN HARDING.** It's time for me to defend my legacy.

**THE WHOLE CLASS.** Noooooooooo!

Name. \_\_\_\_\_

Date. \_\_\_\_\_

# Nixon Questions

1. What did Richard Nixon do every day before going to high school?
2. Why do you think people liked Richard Nixon's Checkers speech so much?
3. What were some of Nixon's accomplishments as president?
4. What changes did Nixon make in Vietnam?
5. Why was Daniel Ellsberg's psychiatrist's office broken into?
6. Why do you think the people who broke into the Democratic National Committee's headquarters at the Watergate complex were called plumbers?
7. What were the connections between Watergate and Richard Nixon?

Name. \_\_\_\_\_

Date. \_\_\_\_\_

# **Nixon's Presidency: A Persuasive Essay**

Your job is to write a convincing paper about how good of a president Richard Nixon was, whether you really agree with your argument or not. Answer the questions below to prepare yourself.

1. What are some positive achievements Richard Nixon attained before he became president?
2. What did Nixon accomplish during his presidency?
3. Argue that Richard Nixon handled Vietnam well.
4. Defend Richard Nixon's actions in the Watergate scandal.

Name. \_\_\_\_\_

Date. \_\_\_\_\_

# Nixon Vocabulary Activity

Write the letter of the definition in front of the vocabulary word. Use the context sentences (all from the play) for help.

- A. Deciding policy based on being practical, not on one's ideals
- B. Excusing someone of a crime
- C. Incident during which the U.S. government secretly rented an oil reserve cheaply to oil companies in exchange for money; it occurred during Warren Harding's presidency
- D. To inspect someone's financial accounts
- E. System of government in which all property is held by the state and wealth is divided equally
- F. Slandered
- G. Infectious disease that often attacks the lungs
- H. Belief that all disputes can be resolved without violence

\_\_\_\_\_ TUBERCULOSIS

We lost our second child to **tuberculosis**.

\_\_\_\_\_ TEAPOT DOME SCANDAL

I'll never forget the day he was reading about that terrible **Teapot Dome Scandal**.

\_\_\_\_\_ PACIFISM

Being a Quaker, a religion known for its **pacifism**, he did not have to enter the military.

\_\_\_\_\_ COMMUNIST

Smart, a veteran, from one of the biggest states in the country, an anti**communist**.

\_\_\_\_\_ REALPOLITIK

It's called **realpolitik**.

\_\_\_\_\_ MALIGNED

Another issue I am unfairly **maligned** for!

\_\_\_\_\_ AUDIT

How you had the IRS **audit** people on your enemy list.

\_\_\_\_\_ PARDONING

The only thing that saved you from prosecution was Gerald Ford **pardoning** you after you resigned and he became president.

# And the Berlin Wall Came Crumbling Down

## ● The Cold War Extravaganza! ●

In 1989 the Berlin Wall, and everything it represented, was destroyed. To find out why this was such a historic event, act out *The Cold War Extravaganza*, which summarizes the main events in the Cold War between the United States and the Soviet Union.



# And the Berlin Wall Came Crumbling Down: The Cold War Extravaganza!

## Characters

- Narrator
- Communist
- Capitalist
- Berlin Wall Section 1
- Berlin Wall Section 2
- Berlin Wall Section 3
- Berlin Wall Section 4
- Berlin Wall Section 5
- Teacher
- Confused Student
- Lenin
- Poor Peasant 1
- Poor Peasant 2
- Deng Xiaoping
- Yes Man
- U.S. Delegate
- U.S.S.R. Delegate
- U.S.S.R. Leader
- U.S. Leader
- Lithuanian Girl
- Polish Guy
- Korean Guy
- Ho Chi Minh
- Fidel Castro
- Air Raid Siren
- Joe McCarthy
- Patrick Henry
- Sputnik
- Shocked American
- Blasé American
- Reagan
- Gorbachev
- East German 1
- East German 2

## scene 1. The Wall

*All the sections of the BERLIN WALL stand in a line facing the class. COMMUNIST stands on one side of the wall, CAPITALIST, on the other.*

**NARRATOR.** Rivalries among countries are common through history. The Cold War stands out because it involved most of the world and because the two key players, the United States and the Soviet Union, never actually invaded each other. Most of the world had to decide, or had it decided for them, which side they'd be on. Nothing more represented this split than the Berlin Wall, a literal wall that separated Berlin into two halves. The west side was supported by the United States, while the east side was controlled by the U.S.S.R.

**CAPITALIST.** *(Yelling over the wall.)* Commie!

**COMMUNIST.** *(Yelling over the wall.)* Capitalist pig!

**CAPITALIST.** *(Yelling over the wall.)* You people have no freedom!

COMMUNIST. (*Yelling over the wall.*) You people have too much crime!

CAPITALIST. (*Yelling over the wall.*) Your system isn't natural!

COMMUNIST. (*Yelling over the wall.*) Your system is unequal!

CAPITALIST. (*Yelling over the wall.*) Nanny nanny poo poo.

COMMUNIST. (*Shrugging his shoulders.*) Got me there. You win. (*Walks off.*)

## **scene 2. Explaining Communism**

TEACHER *stands at the front of the room.* CONFUSED STUDENT *stays at seat.* LENIN, POOR PEASANT 1, and POOR PEASANT 2 *stand to the left of them.* DENG XIAOPING and YES MAN *stand to the right.*

CONFUSED STUDENT. I don't get it.

TEACHER. Get what?

CONFUSED STUDENT. I'm not sure. And what is communism?

TEACHER. Communism is a political system where property is owned by everyone. People work and get paid according to what they need.

CONFUSED STUDENT. Huh?

TEACHER. Let's see it acted out.

LENIN. I just finished Marx and Engels's *Communist Manifesto* and it has given me some great ideas on how to improve Russia.

POOR PEASANT 1. How?

LENIN. You see how rich that guy is there?

POOR PEASANT 2. It's hard not to notice. He has so much extra money that he spends it on silly luxuries.

LENIN. And you know how poor most Russians are.

POOR PEASANT 1. I can barely afford food.

LENIN. What if instead of him being rich, he was just average.

POOR PEASANT 2. And who gets his money?

LENIN. We do.

POOR PEASANT 1. I like how you think. Tell me more.

## And the Berlin Wall Came Crumbling Down: Play

LENIN. That's it. If food and money were split equally, there'd be enough in our country for everyone. No one should be hungry.

POOR PEASANT 2. I totally agree. Let's do this!

LENIN, POOR PEASANT 1, and POOR PEASANT 2 *jump and three-way high five.*

CONFUSED STUDENT. (To TEACHER.) I'm even more confused. I thought that communism was supposed to be a bad thing?

TEACHER. But the practice of it proved tricky.

LENIN. We won!

POOR PEASANT 1. (Excitedly.) Yes! Now we get to distribute the wealth equally!

LENIN. Definitely.

POOR PEASANT 2. I think . . .

LENIN. (Interrupts.) No need for that.

POOR PEASANT 1. Wait, don't you want to hear my opinion?

LENIN. Not really. Just be happy that you'll have more food. Having a totally controlled economy means we need a few less voices.

TEACHER. To create this system of equality, the government had to take over most aspects of the economy. In the U.S.S.R., dissent was not accepted. Lenin died soon after the revolution (LENIN *collapses to the floor*). Stalin took over in the 1920s and terrorized anyone who opposed him. By one estimate, 1.5 million people were executed and 5 million sent to Gulag camps under Stalin. A different downside to communism is that it tends to slow down economies.

POOR PEASANT 1. How much are you getting paid?

POOR PEASANT 2. The same as you.

POOR PEASANT 1. But you barely work! And, no offense, but you're not very smart either.

POOR PEASANT 2. We get paid the same either way, right?

POOR PEASANT 1. Right.

POOR PEASANT 2. So . . . Who's the dumb one?

POOR PEASANT 1. (Scratching his chin.) You make an interesting point.



TEACHER. (To CONFUSED STUDENT.) It was more complicated than everyone getting paid the exact same, but it was much more equal than in capitalist economies. This led to an economy where everyone might have a job, but there wasn't much incentive to work hard or create new inventions.

CONFUSED STUDENT. Then why is China doing so well?

TEACHER. Their economy took off when they freed up their economy.

DENG XIAOPING. I'm thinking we should let our economy be competitive like a capitalist one, but . . .

YES MAN. Yes?

DENG XIAOPING. Keep some parts from our communism. Like, not having real elections or allowing much free speech. What do you think?

YES MAN. (Enthusiastically.) Yes!

TEACHER. It should be mentioned that many democracies are socialist, which allows for freedom of speech and free markets but taxes the rich at high rates to keep incomes more equal.

CONFUSED STUDENT. Kind of communist-lite?

YES MAN. Yes!

TEACHER. Please don't ever write that on a test.

### **scene 3. Tensions Rise**

U.S. DELEGATE and U.S.S.R. DELEGATE *stand at the front of the room.*

NARRATOR. Although at the end of World War II the United States and the U.S.S.R. were allies, it wouldn't be long before they became bitter enemies.

U.S. DELEGATE. Wassup?

U.S.S.R. DELEGATE. Yo, Yankee. Good to see you.

*They fist bump.*

U.S. DELEGATE. We took those Axis powers down.

U.S.S.R. DELEGATE. And then some!

*They chest bump.*

U.S. DELEGATE. But there was something we wanted to talk to you about.

## And the Berlin Wall Came Crumbling Down: Play

**U.S.S.R. DELEGATE.** (*Puts his hand on the shoulder of the U.S. DELEGATE.*) Anything.

**U.S. DELEGATE.** You're planning to remove your troops from Eastern Europe and let them elect their own governments, right?

**U.S.S.R. DELEGATE.** (*Takes a step back.*) You realize we lost around 27 million people in the war.

**U.S. DELEGATE.** I'm sorry about that, but what does that have to do with . . .

**U.S.S.R. DELEGATE.** (*Interrupts.*) We'll protect our borders however we see fit. And what's it to your country? You live halfway across the world.

**U.S. DELEGATE.** Nothing personal, but we're hoping the world doesn't become communist.

**U.S.S.R. DELEGATE.** We do take offense to that! By the way, when are you guys leaving Berlin?

**U.S. DELEGATE.** I don't know. When are *you* guys leaving Berlin?

**U.S.S.R. DELEGATE.** I don't like your tone.

**U.S. DELEGATE.** I don't like your attitude.

**U.S.S.R. DELEGATE.** (*Raises fist.*) Let's go.

**U.S. DELEGATE.** (*Raises fist.*) You think I'm scared of you?

**U.S.S.R. DELEGATE.** (*Drops his arms.*) I'm going to tell my leader on you.

**U.S. DELEGATE.** Me, too. And you'll be in big trouble.

*They both storm off. Enter U.S. LEADER, U.S.S.R. LEADER, LITHUANIAN GIRL, POLISH GUY, HO CHI MINH, and KOREAN GUY.*

**NARRATOR.** Being the Cold War, the United States and U.S.S.R. never directly came to blows over this. But, indirectly, they were involved in many battles. After World War II, most of the world was deciding whether to be communist or not. This led to many civil wars that the Soviet Union, China, and the United States got involved in to varying degrees. In the following scene, U.S. Leader and U.S.S.R. Leader represent various leaders both countries had during the Cold War.

**U.S.S.R. LEADER.** Fantastic! It looks like Poland, Romania, Hungary, Czechoslovakia, and East Germany will become our communist comrades!

**POLISH GUY.** Wait, we have a choice?

**U.S.S.R. LEADER** *stares coldly at* **POLISH GUY.**

**POLISH GUY.** I mean. Yes, comrade, that sounds wonderful.

**U.S. LEADER.** What about Moldova, Ukraine, Georgia, the Baltic countries?

**U.S.S.R. LEADER.** Oh, I think you're confused. Those are republics in our country. They're part of our country.

**LITHUANIAN GIRL.** Whether we like it or not.

**U.S.S.R. LEADER.** What was that?

**LITHUANIAN GIRL.** Oh, nothing.

**U.S.S.R. LEADER.** Who's staying on your side?

**U.S. LEADER.** Pretty much all of Western Europe, Canada, Australia, New Zealand, the Americas . . . But we don't really think of it as a side. We believe that all countries should get to freely pick their own government.

**U.S.S.R. LEADER.** So I'm sure you won't mind Greece becoming communist.

**U.S. LEADER.** Excuse me?

**U.S.S.R. LEADER.** It appears the majority of people in Greece want to be communist.

**U.S. LEADER.** That can't happen. Greece is the birthplace of democracy. And if they fall, who knows who would be next?

**U.S.S.R. LEADER.** Well, you better hurry then to stop it, because a civil war has broken out there. We'll sit this round out, but I hear Yugoslavia and Albania are supporting the communist side.

**U.S. LEADER.** Then we're going to fund the other side.

**NARRATOR.** And so they did. Under what would be called the Truman Doctrine, the United States sent money to anticommunists around the world. Greece and Turkey were the first recipients, getting \$500 million in 1947. Greece's government army defeated the communists and probably wouldn't have without U.S. funding. Although many in the United States thought the U.S.S.R. was supporting the Greek communists, most historians believe they were not involved. Korea, though, will be another matter.

**KOREAN GUY.** Who gets us?

**U.S. LEADER.** We do.

**U.S.S.R. LEADER.** We do!

*They both grab a different hand of KOREAN GUY and pull him back and forth.*

## And the Berlin Wall Came Crumbling Down: Play

**NARRATOR.** After World War II, the Soviet Union troops occupied the north of Korea while American troops were stationed in the south. In 1950, northern Korea, with support from the Soviet Union, invaded the south. This resulted in the Korean War, which lasted until 1953. The United States sent over 300,000 troops; Russia, over 25,000. The biggest foreign actor was communist China, an on-and-off ally to Russia, which supplied over one million soldiers. Despite various gains and losses during the war, it ended with the borders more or less as they started. Korea has been two separate countries ever since.

**U.S. LEADER.** So we get the south side then?

**KOREAN GUY.** (*Terrified.*) Excuse me?

**NARRATOR.** Don't worry; we won't split you in half. In reality, you ended up on one side or the other. And that arbitrary border led to drastic differences. Today, South Korea is a democracy with a rich world economy. In North Korea many people are starving and are ruled by an eccentric dictator who gives his people very few rights. As of 2013, the GDP per person in South Korea is estimated at almost \$32,000. In North Korea? Under \$2,000 per person. And then there was Vietnam . . .

**Ho CHI MINH.** Guess what! We just won a victory and got rid of our colonial power, France. Just like you guys 200 years ago with Britain! Aren't you proud of us?

**U.S. LEADER.** Uh, this is different.

**Ho CHI MINH.** How?

**U.S. LEADER.** Now the colonizers are our friends. And, we think you sound like a communist.

**Ho CHI MINH.** Well then, we'll turn to China and Russia for help.

**U.S. LEADER.** Good luck with that.

*Over twenty years later.*

**Ho CHI MINH.** Had enough?

**U.S. LEADER.** (*Looking exhausted.*) Yes.

**Ho CHI MINH.** Sweet! Independence at last!

**NARRATOR.** And there were many repercussions. The United States spent an estimated \$738 billion (in today's money), had almost 60,000 casualties, and suffered over 300,000 injuries. Vietnam may have lost up to 4 million people. The United States also sprayed up to 12 million gallons of Agent Orange onto their forests, successfully thinning the forest but causing untold amounts of side effects, including cancer and birth defects. China and Russia did not send in many troops, but they gave the Vietnamese most of their weapons, clearly adding to the escalation of the fighting.

**U.S. LEADER AND U.S.S.R. LEADER.** *(At same time.)* Aren't you glad we supported you!

**Ho CHI MINH.** You dropped more explosives on us than you did in all of World War II. We were a tiny country that just wanted to rule ourselves. We may have, by choice, become communist. Next time leave us out of your fight.

#### **scene 4. The Cuban Missile Crisis**

**FIDEL CASTRO, U.S. LEADER, and U.S.S.R. LEADER** *stand at the front of the room.*

**NARRATOR.** One of the scariest foreign entanglements the two superpowers had is called the Cuban Missile Crisis. It started with a revolution in 1959.

**FIDEL CASTRO.** We're tired of American companies dominating our economy and our people being so poor. We've taken over and kicked out all the American companies.

**U.S. LEADER.** You'll regret this!

**FIDEL CASTRO.** We can still be friends, but those companies aren't coming back.

**U.S. LEADER.** Then we're your enemy!

**FIDEL CASTRO.** *(Turns to U.S.S.R. LEADER.)* Will you friend us?

**U.S.S.R. LEADER.** As long as you don't send too many "Farmville" updates. And we'll also send you lots of aid.

**U.S. LEADER.** A communist country in our backyard? Not going to happen.

**NARRATOR.** The United States was home to many recent Cuban exiles. And they despised Fidel Castro. The CIA trained and armed them to overthrow Castro. Their failed attack in 1961 was called the Bay of Pigs.

**U.S.S.R. LEADER.** Did you just get beaten by an island the size of Tennessee?

**U.S. LEADER.** The United States actually never invaded. We just helped a group who wanted to.

**FIDEL CASTRO.** How very Cold War of you.

**U.S.S.R. LEADER.** Hey, Fidel, we were wondering if you could do a favor for us.

**FIDEL CASTRO.** What do you need?

**U.S.S.R. LEADER.** We have so many nuclear weapons that now we don't know what to do with them.

**FIDEL CASTRO.** You want to keep some on my island?

**U.S.S.R. LEADER.** *(Slaps FIDEL CASTRO on the back.)* That would be great!

## And the Berlin Wall Came Crumbling Down: Play

U.S. LEADER. A nuclear weapon ninety miles from our coast?! Not okay.

U.S.S.R. LEADER. But it's okay for your country to have nuclear weapons near us in Turkey?

U.S. LEADER. (*Angrily.*) Totally different situation. You need to dismantle your Cuban nukes now!

U.S.S.R. LEADER. (*Defiantly.*) Or what?

NARRATOR. Cuba and the Soviet Union refused to dismantle the nuclear weapons, resulting in two weeks where the world held its breath, terrified a nuclear war might happen. After heated negotiations, JFK got the Soviet Union to remove the nuclear weapons in exchange for the United States agreeing to not attack Cuba and to dismantle their own nuclear weapons in Turkey and Italy.

U.S. LEADER. That was close.

U.S.S.R. LEADER. Too close. Let's try to communicate better in the future.

U.S. LEADER. I'll work on my "I" statements.

NARRATOR. The United States and the U.S.S.R. set up a communication system to avoid a future nuclear showdown. This was called the Moscow-Washington hotline, a special direct line they could use before either country "pushed the button."

### scene 5. Cold War at Home

*Enter* TEACHER *and* AIR RAID SIREN. AIR RAID SIREN *stands on a chair*. CONFUSED STUDENT *stays at his/her desk*.

NARRATOR. In 1949 the Soviet Union set off its own atomic bomb. The United States followed by creating a hydrogen bomb, which was about one thousand times stronger than the atom bombs that leveled Hiroshima and Nagasaki. Soon after, the U.S.S.R. set off its own hydrogen bomb, and the world shuddered as it realized that with rockets, both countries could destroy any country in the world. This "threat of mutual destruction" may have led to peace between the two superpowers, but the stockpile of weapons definitely put the United States on edge.

TEACHER. Okay, class, when the siren goes off we are going to duck and cover.

CONFUSED STUDENT. Why do we do this?

TEACHER. In case we're hit with a nuclear missile.

CONFUSED STUDENT. How is sitting under a desk going to protect us from an H-bomb?

TEACHER. Uh...

AIR RAID SIREN. (*Makes siren sound.*) Wooooo wooooo wooooo wooooo wooooo . . .

*The AIR RAID SIREN should continue while everyone in the class follows the teacher's instructions.*

**TEACHER.** (*Loudly.*) First duck. Under your desks! Now cover. A nuclear bomb will burn you, so you need to cover your skin. Place your hands on the back of your neck. Keep your face and the back of your neck covered tightly. Cover any exposed flesh. Hold this position until the danger has passed.

**AIR RAID SIREN.** Wooooo wooooo wooooo wooooo wooooo. (*Siren ends.*)

**TEACHER.** Good job class. You can come up now.

*Students get back into their seats. Exit TEACHER and AIR RAID SIREN. Enter JOE McCARTHY. PATRICK HENRY stands off to the side.*

**NARRATOR.** Air raid sirens were common during the Cold War. There were also public bomb shelters, and some families had their own, just in case. Another domestic concern was that there could be a communist threat within our borders.

**JOE McCARTHY.** (*Mumbling to himself.*) I smell a commie. (*Looks under a desk.*) You can't hide from me, commie. (*Looks in a corner.*) I'm going to get you, commie. (*Grabs a random student by the shoulders.*) Are you or have ever been a communist?

**RANDOM STUDENT.** No.

**JOE McCARTHY.** Liar!

*JOE McCARTHY drags the random student to the back of the class and leaves him/her there. JOE McCARTHY comes back to the front of class.*

**NARRATOR.** After it came to light in 1951 that some Americans had passed government secrets to the U.S.S.R., many people began to get accused of being communist sympathizers or spies. Joe McCarthy was not alone in accusing people, but no one did it quite as much or as loudly. On the Senate floor, McCarthy claimed 209 state department workers were communists and then subjected many of these people to tough questionings without having any evidence or ever proving any were spies.

**JOE McCARTHY.** (*Mumbling to himself.*) Commies come in packs, so there must be more. (*Sniffs loudly.*) Oh, that commie smell. I'm getting close.

**PATRICK HENRY** *walks up to him.*

**PATRICK HENRY.** Hello, senator.

**JOE McCARTHY.** Commie!

**PATRICK HENRY.** What makes you think that?

**JOE McCARTHY.** Do you deny it?

**PATRICK HENRY.** I don't need to. According to the Fifth Amendment, I have the right to remain silent.

## And the Berlin Wall Came Crumbling Down: Play

**JOE McCARTHY.** That sounds like a commie answer.

**PATRICK HENRY.** And what does it matter? The First Amendment states that Congress shall make no law prohibiting the freedom of speech.

**JOE McCARTHY.** The commies take away those freedoms.

**PATRICK HENRY.** So you're going to take them away first? That's why I pushed so hard to have a Bill of Rights in the Constitution. I know your enemy is communist, but that doesn't mean every communist is an enemy or a spy. Why can't they believe what they want?

**JOE McCARTHY.** They need to prove they won't be participating in any un-American activities.

**PATRICK HENRY.** You have a pretty messed up idea of what it is to be an American.

**JOE McCARTHY** *mumbles incomprehensibly as he tries to think of a comeback and then spontaneously combusts (be creative, student playing JOE McCARTHY).* Exit **JOE McCARTHY** and **PATRICK HENRY.** Enter **SHOCKED AMERICAN, U.S. LEADER, and BLASÉ AMERICAN.** **SPUTNIK** *stands on a chair.*

**NARRATOR.** This is referred to as the Red Scare and also includes the House Committee on Un-American Activities getting hundreds of actors, directors, and writers blacklisted for being suspected communists (McCarthy was not involved in this). Charlie Chaplin and Orson Welles would be among the three hundred people who couldn't get jobs in Hollywood due to this. Later that decade, the space race, where the U.S.S.R. and the United States competed to make advances in space exploration, dominated American consciousness. In 1957 the Soviet Union got off to a head start.

**SPUTNIK** *leaps from a chair and floats around the room.*

**SHOCKED AMERICAN.** (*Shocked.*) Did the commies just send the first satellite into space?

**BLASÉ AMERICAN.** Sure looks that way.

**NARRATOR.** And the U.S.S.R. also sent the first astronaut into space.

**SHOCKED AMERICAN.** And now the first person?! What's wrong with our country?

**BLASÉ AMERICAN.** Perhaps we'd rather spend money on improving things at home.

**NARRATOR.** But the United States didn't. They really wanted to win the space race. The United States spent over \$20 billion during the 1960s on space programs.

**U.S. LEADER.** America will land a man on the moon before the end of this decade.

**NARRATOR.** And the United States did. In 1969, Neil Armstrong took the first human steps on the moon.

**SHOCKED AMERICAN.** Phew. We are still the best.



BLASÉ AMERICAN. (*Unenthusiastically.*) Yahoo.

## **scene 6. Reagan and Gorbachev**

*Enter REAGAN and GORBACHEV.*

NARRATOR. Under Nixon, an easing of tensions began between the United States and U.S.S.R. This was called détente and led to two arms-reduction deals. After Reagan was elected president in 1980, these policies were reversed.

REAGAN. Détente? Isn't that what a turkey has with his farmer—until Thanksgiving Day?

NARRATOR. Instead of decreasing our nuclear arsenal, Reagan massively raised defense spending (from \$134 billion a year to \$253 billion when he left). He also made clear his feelings about communism and the U.S.S.R.

REAGAN. The Soviet Union is an evil empire. The forward march of freedom and democracy will leave Marxism-Leninism on the ash heap of history.

NARRATOR. But then the Soviet Union got a new leader, Mikhail Gorbachev. His country was struggling economically under the pressures to keep up with making nuclear missiles and a war in Afghanistan. Additionally, Saudi Arabia lowered their oil and gas prices, resulting in the U.S.S.R. getting less money for these resources. Gorbachev felt things had to change. He and Reagan met multiple times.

*REAGAN and GORBACHEV sit in chairs facing each other.*

REAGAN. So, Gorbachev.

GORBACHEV. Please, call me Gorby.

REAGAN. Okay, Gorby. I hear you have some new ideas.

GORBACHEV. Yes, I would like to bring perestroika and glasnost to my country.

REAGAN. (*Confused.*) Hmmm . . .

GORBACHEV. Oh, you don't speak Russian, do you?

REAGAN. Not really. Or, to be more precise, not at all.

GORBACHEV. No problem. "Perestroika" means "restructuring"—like in improving our economy.

REAGAN. By making it more like ours?

GORBACHEV. No need to brag. And "glasnost" means "opening."

REAGAN. You want to give your people more freedom?

## And the Berlin Wall Came Crumbling Down: Play

GORBACHEV. Yes, and I feel the two are linked.

REAGAN. What about the Eastern European countries. How will this affect them?

GORBACHEV. They'll get to choose how they want to be ruled.

REAGAN. This seems too good to be true. What do you want from me?

GORBACHEV. Let's reduce our arsenal of nuclear weapons.

REAGAN. No problem, Gorby.

*They shake hands. GORBACHEV stands. Exit REAGAN. Enter POLISH GUY and LITHUANIAN GIRL.*

NARRATOR. Change began to happen fast. Possibly too fast for Gorbachev.

POLISH GUY. Is it true you're going to allow us to rule ourselves?

GORBACHEV. Yes.

POLISH GUY. Okay, well we don't want to be communist anymore.

GORBACHEV. That was quick.

LITHUANIAN GIRL. And we're going to break off.

GORBACHEV. What? Come on, it's about to get better here.

LITHUANIAN GIRL. The only reason we're part of your country is that you took us over. Even if we were freer, we'd still want to run ourselves. Sorry.

GORBACHEV. This isn't going like I expected.

*Exit LITHUANIAN GIRL and POLISH GUY. Enter the BERLIN WALL SECTIONS, EAST GERMAN 1, and EAST GERMAN 2.*

NARRATOR. Gorbachev received a Nobel Peace Prize in 1990. Unfortunately for him, the next year the Soviet Union would lose twelve of its republics and return to being just Russia, and Gorbachev would be forced to step down. Still, his actions directly ended the Cold War, and no greater metaphor for this happened in Berlin on November 9, 1989.

EAST GERMAN 1. We want out!

EAST GERMAN 2. Let us through!

EAST GERMAN 1. We want out!

EAST GERMAN 2. Let us through!

**NARRATOR.** On November 4, around half a million people gathered in East Berlin's Alexanderplatz Square, clamoring to be allowed to cross to West Berlin. On November 9, news media announced the border was open. Thousands of East Germans gathered at the checkpoints along the wall. Overwhelmed guards didn't know what to do and eventually let the masses through with little to no checking of their identity.

**EAST GERMAN 1** *and* **EAST GERMAN 2** *push through the wall.*

**NARRATOR.** By the end of the next year, Germany was reunified and most of the wall destroyed.

*All the BERLIN WALL sections fall to the ground. EAST GERMANS celebrate.*

**NARRATOR.** There were still communist countries like China, North Korea, Vietnam, and Cuba. But with the fall of the Soviet Union, there were numerous new democracies, and America's biggest rival was gone. *(To class.)* The end of this play was truly an end to an era. Did you guys enjoy it?

**YES MAN.** *(Yells from audience.)* Yes!

Name. \_\_\_\_\_

Date. \_\_\_\_\_

# Cold War Questions

1. Why was it considered a “cold” war between the United States and the U.S.S.R.?
  
  
  
  
  
  
  
  
  
  
2. What is a positive about communism?
  
  
  
  
  
  
  
  
  
  
3. What is a negative about communism?
  
  
  
  
  
  
  
  
  
  
4. What kind of drills do we do at schools today? Why do we do them?
  
  
  
  
  
  
  
  
  
  
5. What was the Red Scare?
  
  
  
  
  
  
  
  
  
  
6. What caused the Cold War to end?

Name. \_\_\_\_\_

Date. \_\_\_\_\_

# Cold War Events: Cause and Effect Chart

Pick one of the below events and create a Cause and Effect Chart. This can be done on the computer or hand drawn. Start with one event from below and place it in a circle. Add causes/effects of this event and also place these in circles. Connect the events with an arrow that points toward the effect. Add other causes and effects to any circle on the chart. Once done, write a ½- to 1-page summary explaining the causes and effects of the event you picked.

## Events

1. Russian Revolution
2. Chinese Civil War
3. Greek Civil War
4. Korean War
5. Vietnam War
6. Space Race
7. Cuban Missile Crisis
8. Red Scare
9. Hungarian Uprising of 1956
10. Velvet Revolution
11. Glasnost
12. Berlin Wall Falls

Name. \_\_\_\_\_

Date. \_\_\_\_\_

# Cold War Vocabulary Activity

Write the letter of the definition in front of the vocabulary word. Use the context sentences (all from the play) for help.

- A. To differ in opinion
- B. Group of people labeled untrustworthy, which can result in not being able to get a job
- C. Easing of hostile relations between two countries
- D. A representative
- E. Political system in which goods are owned in common
- F. Network of forced labor camps where many people died in the Soviet Union
- G. Defoliant chemical used by the United States in the Vietnam War
- H. Something that motivates effort

\_\_\_\_\_ **COMMUNISM**

**Communism** is a political system where property is owned by everyone. People work and get paid according to what they need.

\_\_\_\_\_ **INCENTIVE**

There wasn't much **incentive** to work hard or create new inventions.

\_\_\_\_\_ **DISSENT**

In the U.S.S.R., **dissent** was not accepted.

\_\_\_\_\_ **DÉTENTE**

**Détente**? Isn't that what a turkey has with his farmer—until Thanksgiving Day?

\_\_\_\_\_ **AGENT ORANGE**

The United States also sprayed up to 12 million gallons of **Agent Orange** onto the forests.

\_\_\_\_\_ **DELEGATE**

Puts his hand on the shoulder of the U.S. **DELEGATE**.

\_\_\_\_\_ **BLACKLISTED**

This is referred to as the Red Scare and also includes the House Committee on Un-American Activities getting hundreds of actors, directors, and writers **blacklisted** for being suspected communists.

\_\_\_\_\_ **GULAG**

By one estimate, 1.5 million people were executed and 5 million sent to **gulag** camps under Stalin.

## ● I Always Feel Like Somebody's Watching Me ● Government Protection vs. The Bill of Rights

After 9/11, the U.S. government passed the Patriot Act, a controversial bill that gave much more power to government authorities. Was this necessary to protect civilians or taking away our rights? Perform *I Always Feel Like Somebody's Watching Me* to watch this dilemma repeatedly playing out, from the beginning of our country to today.



# I Always Feel Like Somebody's Watching Me: Government Protection vs. The Bill of Rights

## Characters

- Narrator
- Mother
- Son
- Politician
- Senator 1
- Senator 2
- ACLU Girl
- What's The Big Deal Guy
- Cop 1
- Cop 2
- Guantánamo Inmate 1
- Guantánamo Inmate 2
- Kung Fu Librarian
- FBI Agent
- Government Lawyer
- Disgruntled Employee
- Boss
- Loudmouth
- Wacky Husband
- Embarrassed Wife
- James Callender
- Judge
- Matthew Lyon
- Benjamin Bache
- Japanese American
- J. Edgar Hoover
- Edward Snowden
- Joe Schmoe
- Joe Clapper
- World of Warcraft Player

## scene 1. 9/11

MOTHER *sits in a chair facing the class. She is watching a TV set in front of her. SON stands behind her looking tired.*

MOTHER. This can't be.

SON. *(Rubbing his eyes.)* What is it, mom?

MOTHER. Something horrible has just happened. Someone flew a plane into the World Trade Center.

SON. What's that?

MOTHER. A major skyscraper in New York.

SON. Why would . . .

MOTHER. *(Screams.)* No!

SON. What happened now?



MOTHER. A different plane hit the other building.

SON. (*Stands next to MOTHER.*) Who would do this?

MOTHER. Monsters.

*They stand there in stunned silence staring at the TV.*

NARRATOR. It was soon discovered that al-Qaeda, a terrorist group made up of men from Saudi Arabia, was behind it. Al-Qaeda wanted to punish the United States for its foreign policy in the Middle East. The attacks at the World Trade Center killed over 2,500 people. Two other planes were part of the plot. A third hit the Pentagon, killing the 64 people in the plane and 125 at the Pentagon. On the fourth plane, the passengers rose up and took it over, ultimately resulting in the plane crashing but missing its intended target (either the White House or the U.S. Capitol). The World Trade Center attacks alone were, by far, the most lethal terrorist attacks of all time.

## **scene 2. Patriot Act**

*Enter POLITICIAN, SENATOR 1, and SENATOR 2.*

NARRATOR. Although the attackers were from Saudi Arabia, al-Qaeda is a global terrorist network. In late 2001 al-Qaeda was centered in Afghanistan and permitted to be there by the then-rulers, the Taliban. Within a month, the United States and its allies had taken over Afghanistan. On the home front, things continued to be tense. Letters containing anthrax spores were sent to news media offices and politicians, killing five unintended victims. What should the government do to protect Americans?

POLITICIAN. I'm proposing a bill called the Patriot Act to help keep us safe.

SENATOR 1. Sounds great! Where do I sign?

SENATOR 2. Wait, what's it about?

SENATOR 1. What, aren't you a patriot?

SENATOR 2. Yes, but I still want to see the details.

SENATOR 1. Who has time for that? It's over three hundred pages long.

POLITICIAN. Trust me; the Patriot Act is going to make sure 9/11 doesn't happen again.

SENATOR 2. How?

POLITICIAN. By giving authorities more power to catch terrorists.

SENATOR 2. I'm not so sure about this.

## Government Protection vs. The Bill of Rights: Play

*Exit* POLITICIAN, SENATOR 1, and SENATOR 2. ACLU GIRL and WHAT'S THE BIG DEAL GUY *stand at the front of the room.* COP 1 and COP 2 *stand on the right side of the room.*

NARRATOR. But most politicians were. The act passed both houses, with the Senate voting 98 to 1. Soon, though, issues began to pop up. The ACLU is a group devoted to protecting people's civil liberties. The Patriot Act made them irate.

WHAT'S THE BIG DEAL GUY. I don't get it. What's the big deal?

ACLU GIRL. (*Furiously.*) Grrrrrrrrrrr!

WHAT'S THE BIG DEAL GUY. You're going to need to be more articulate.

ACLU GIRL. Where do I start? First of all, if people think all these new powers are only going to be used for terrorists, I have a bridge in Brooklyn I'd like to sell you.

WHAT'S THE BIG DEAL GUY. Really? How much.

ACLU GIRL. (*Face palms.*) This might be tougher than I thought. Look, there are direct rights put in the Bill of Rights, rights every human should have, and the Patriot Act goes against these.

WHAT'S THE BIG DEAL GUY. Like what?

ACLU GIRL. For example, everyone knows you need a warrant before you search someone's house. Or do you?

COP 1. I really wish we didn't need a warrant to go in this guy's house. I know we don't have enough evidence yet, but I'm sure with just a quick look in there we could find what we want.

COP 2. Let's just do a sneak and peek.

COP 1. What's that?

COP 2. We go and look and then get the warrant after.

COP 1. (*Enthusiastically.*) Sweet!

*Exit* COP 1 and COP 2. *Enter* GUANTÁNAMO INMATE 1 and GUANTÁNAMO INMATE 2.

WHAT'S THE BIG DEAL GUY. So? If they don't have anything to hide, the police won't find anything.

ACLU GIRL. (*Furiously.*) Grrrrrrrrrrr!

WHAT'S THE BIG DEAL GUY. You're going to have to do better than that.

ACLU GIRL. What do you think about the indefinite jailing of people without a trial?

GUANTÁNAMO INMATE 1. So what are you in for?

**GUANTÁNAMO INMATE 2.** My neighbor wanted my land. He told the police I was a terrorist.

**GUANTÁNAMO INMATE 1.** I wish I'd thought of that. I can't stand my neighbor.

**GUANTÁNAMO INMATE 2.** I'm not particularly fond of mine either anymore.

**WHAT'S THE BIG DEAL GUY.** Keeping prisoners at Guantánamo Bay was in the Patriot Act?

**ACLU GIRL.** No, but it was part of the same mentality that ran roughshod over people's rights.

**WHAT'S THE BIG DEAL GUY.** But we're at war with them!

**ACLU GIRL.** People have been in jail for over a decade without a trial or any evidence that they are terrorists, were involved in 9/11, or had anything to do with the war in Afghanistan!

**WHAT'S THE BIG DEAL GUY.** They didn't give us a trial before running a plane into the World Trade Center!

**ACLU GIRL.** (*Furiously.*) Grrrrrrrrrrr!

*Exit GUANTÁNAMO INMATE 1 and GUANTÁNAMO INMATE 2. Enter FBI AGENT and KUNG FU LIBRARIAN.*

**WHAT'S THE BIG DEAL GUY.** What else do you have? Because, so far, I love the Patriot Act.

**ACLU GIRL.** How about that under the Patriot Act the FBI can look at your library, business, hospital, and financial records without a warrant?

**KUNG FU LIBRARIAN.** (*Sweetly.*) And how can I help you?

**FBI AGENT.** I need to see the library records of Mr. What's The Big Deal Guy.

**KUNG FU LIBRARIAN.** (*Not so sweetly.*) Excuse me.

**FBI AGENT.** He's suspected for some terrorist activities.

**KUNG FU LIBRARIAN.** (*Getting angrier.*) Where's your warrant?

**FBI AGENT.** I don't need one ma'am. It's under section 215 of the Patriot Act.

**KUNG FU LIBRARIAN.** (*Just plain mad.*) People should be able to read what they please. If this man truly is a terrorist, I'm sure you won't have trouble getting a warrant.

**FBI AGENT.** I'm not going to ask again.

**KUNG FU LIBRARIAN.** This is what I think of your Patriot Act. Hiyah!

**KUNG FU LIBRARIAN** *roundhouse kicks FBI AGENT in the head. He drops to the floor.*

**WHAT'S THE BIG DEAL GUY.** Okay, I'm not sure how I feel about that.

ACLU GIRL. Finally.

NARRATOR. The Patriot Act was renewed in 2005 and 2011, and there have been some changes.

For example, in 2004, sneak and peek was deemed unconstitutional, but much was left the same, including the library provision. Despite some very hostile librarians, the Supreme Court determined that the FBI could search third-party records. The issue at Guantánamo Bay has been more complicated. The Supreme Court decided that the prisoners deserve more legal protections and some type of trial. In 2002, 779 men were brought to Guantánamo Bay; 149 remained in June 2014.

### scene 3. First, Fourth, and Fifth Amendments

ACLU GIRL and GOVERNMENT LAWYER stand at the front of the room. DISGRUNTLED EMPLOYEE and BOSS stand on the right side of the room.

ACLU GIRL. I can't believe that our politicians would ever pass such a gross injustice of the law!

GOVERNMENT LAWYER. Don't you think that's going a bit too far?

ACLU GIRL. Who are you?

GOVERNMENT LAWYER. A lawyer.

ACLU GIRL. Then you should be horrified by laws that mock the Bill of Rights.

GOVERNMENT LAWYER. You can't take those so literally.

ACLU GIRL. Excuse me?

GOVERNMENT LAWYER. Let me give you a review of what these rights protect and what they don't.

ACLU GIRL. This should be interesting.

GOVERNMENT LAWYER. *(To the class.)* First off, can someone in this class remind us what the First Amendment protects?

GOVERNMENT LAWYER *calls on someone in class who answers the question. No matter what they say, he says . . .*

GOVERNMENT LAWYER. Yes, among other rights, it protects the right to free speech. But that doesn't mean someone can say anything they want.

DISGRUNTLED EMPLOYEE. According to the First Amendment, I have the right to free speech. So I'd like you to know that I hate this job and that you're the worse boss I've ever had.

BOSS. I'm sorry you feel that way.

DISGRUNTLED EMPLOYEE. Aren't you mad?

**Boss.** You have the right to your opinion.

**DISGRUNTLED EMPLOYEE.** I feel so much better now.

**Boss.** But you will be getting fired.

*Exit DISGRUNTLED EMPLOYEE and Boss. Enter LOUDMOUTH, COP 1, and COP 2.*

**GOVERNMENT LAWYER.** The First Amendment protects you from going to jail, not from losing your job. Remember that the next time a media figure is fired after they say something controversial. They had every right to say it, and their boss had every right to fire them for losing them business. But even the First Amendment doesn't allow you to say anything without getting in trouble.

**LOUDMOUTH.** My best friend stole my Pokémon card. I'm going to hurt my best friend!

**COP 1.** That's threatening!

**LOUDMOUTH.** Fine. I'm going to stand outside his house with a radio blaring the Pokémon theme song.

**COP 2.** No way. That's disturbing the peace.

**LOUDMOUTH.** Alright then. I'm going to spread rumors that he stole all of his best cards from the corner store.

**COP 1.** You can't make up lies about someone. That's slander.

**LOUDMOUTH.** Then what can I do?

**COP 2.** Have you tried having a problem-solving session with him yet?

*Exit COP 1, COP 2, and LOUDMOUTH. Enter AIRPORT SECURITY, EMBARRASSED WIFE, and WACKY HUSBAND.*

**GOVERNMENT LAWYER.** So, despite the First Amendment, it is still illegal to slander someone, cause disturbances, or threaten people. On to the Fourth Amendment. Who knows what that protects?

**GOVERNMENT LAWYER** *calls on someone in class that answers the question. No matter what they say . . .*

**GOVERNMENT LAWYER.** Nice job, \_\_\_\_\_! This class is full of geniuses! It is true that the Fourth Amendment says there should not be unreasonable searches. But that doesn't mean warrants are required before any search.

**AIRPORT SECURITY.** You'll need to place your bag on the carousel to be X-rayed.

**WACKY HUSBAND.** Where's your warrant!

**EMBARRASSED WIFE.** (To WACKY HUSBAND.) Honey, not today.

## Government Protection vs. The Bill of Rights: Play

**AIRPORT SECURITY.** We don't allow people on planes without being checked. If you're not okay with this, please step aside.

**WACKY HUSBAND.** Where does it say in the Fourth Amendment that there's an exception for airports?

**EMBARRASSED WIFE.** Please, hubby wubby, I really want to go to Mexico.

**WACKY HUSBAND.** (*Loudly.*) Give me liberty or give me death!

**AIRPORT SECURITY.** Sir, you'll need to come with me.

**AIRPORT SECURITY** *drags WACKY HUSBAND off to his seat, then returns to his own seat.*

**EMBARRASSED WIFE.** (*Shrugs shoulders.*) I might as well make the best of it.

**EMBARRASSED WIFE** *walks through security and off to Mexico.*

**GOVERNMENT LAWYER.** Okay, now a tougher one. Anyone know what the Fifth Amendment is about?

**GOVERNMENT LAWYER** *calls on someone in class that answers the question. No matter what they say . . .*

**GOVERNMENT LAWYER.** Are you kidding me? How could you possibly think that? The Fifth Amendment is sometimes described as the rights of the accused, and it guarantees the right to due process. But it's important to note that it clearly states that not everyone gets a trial. It adds, "except in cases arising in the land or naval forces, or in the militia, when in actual service of war or public danger." This is why Guantánamo is actually not unconstitutional, no matter what our friend says over there.

**ACLU GIRL.** Are you finished yet?

**GOVERNMENT LAWYER.** I'm just getting started.

### scene 4. Historical Restrictions on Freedom

**WHAT'S THE BIG DEAL GUY and ACLU GIRL** *stand at the front of the room. On the left side of the room there are four chairs, one facing three others. JUDGE sits at the front of these, and MATTHEW LYON, JAMES CALLENDER, and BENJAMIN BACHE sit in the three facing him. On the right side of the room, COP 1 and JAPANESE AMERICAN stand.*

**WHAT'S THE BIG DEAL GUY.** That lawyer made some really good points.

**ACLU GIRL.** Are you serious?

**WHAT'S THE BIG DEAL GUY.** Yeah, I'll be telling my boss what I think of her tomorrow.

**ACLU GIRL.** Is that what you got out of it?

**WHAT'S THE BIG DEAL GUY.** And that there are times when we have to give up our rights for more protection.

**ACLU GIRL.** Like during this endless War on Terror?

**WHAT'S THE BIG DEAL GUY.** For example.

**ACLU GIRL.** The government will always come up with a reason to take away our rights. Do you think this is the first time?

**WHAT'S THE BIG DEAL GUY.** (*Uncertainly.*) Yes?

**ACLU GIRL.** Let's take a look back in history to revisit other times this has happened. Let's start with our second president breaking the First Amendment about eight years after the Bill of Rights was passed.

**JAMES CALLENDER.** John Adams is a repulsive pedant and gross hypocrite!

**JUDGE.** (*Bangs gavel.*) Go to jail for nine months!

**MATTHEW LYON.** This administration is ridiculous, foolish, and selfish!

**JUDGE.** (*Bangs gavel.*) Go to jail for four months!

**BENJAMIN BACHE.** John Adams is blind, bald, argumentative, crippled, toothless, and thinks he's a king!

**JUDGE.** (*Bangs gavel.*) Go to jail for . . .

**BENJAMIN BACHE** *keels over and dies.*

**JUDGE.** I guess that won't be necessary.

**WHAT'S THE BIG DEAL GUY.** What's going on?

**ACLU GIRL.** People are being sent to jail for breaking the newly passed Sedition Act, which states that you're not allowed to be critical of the government. This happened while John Adams was president.

**WHAT'S THE BIG DEAL GUY.** Why?

**ACLU GIRL.** In France the French Revolution was causing all sorts of chaos. They thought it might spread here. Fortunately, Thomas Jefferson pardoned everyone affected by it when he became president in 1801, and then he let the law expire.

*Exit* **JUDGE, MATTHEW LYON, JAMES CALLENDER, and BENJAMIN BACHE.**

**WHAT'S THE BIG DEAL GUY.** I have to admit, that was a little surprising. But a few months in jail isn't that big of a deal.

## Government Protection vs. The Bill of Rights: Play

**ACLU GIRL.** Well then maybe we should visit what happened to Japanese Americans during World War II, where we ignored the Fifth Amendment due to it being wartime.

**COP 1.** I'm giving you notice that next week you'll need to leave your house and come with us. You can bring whatever you can carry.

**JAPANESE AMERICAN.** What did I do?

**COP 1.** You're Japanese, and we're fighting the Japanese. You might be a spy.

**JAPANESE AMERICAN.** Do you have evidence that I'm a spy?

**COP 1.** No, but we're taking all the Japanese to camps just in case.

**JAPANESE AMERICAN.** What happens to my business? My house? My kids?

**COP 1.** Your kids will come with you. I don't know about your house and business.

**JAPANESE AMERICAN.** You realize I've lived in this country for fifty years. When is my trial?

**COP 1.** There won't be a trial.

**JAPANESE AMERICAN.** That's right. Because I'm already guilty—of being Japanese.

**JAPANESE AMERICAN** *shakes his head.* *Exit JAPANESE AMERICAN and COP 1. Enter J. EDGAR HOOVER and FBI AGENT.*

**WHAT'S THE BIG DEAL GUY.** I learned about that in history class. That was totally messed up.

**ACLU GIRL.** Many lost their property and businesses while they were gone. But, then again, it's a war, so why should they have a trial? That's how you feel, right?

**WHAT'S THE BIG DEAL GUY.** Come on. No one is arguing that should ever happen again.

**ACLU GIRL.** What about the government ignoring the Fourth Amendment and snooping without a warrant? That's certainly been in the news a lot lately. And people claimed that ended after J. Edgar Hoover.

**WHAT'S THE BIG DEAL GUY.** What did he do again?

**ACLU GIRL.** What didn't he do?

**J. EDGAR HOOVER.** I need information on some American radicals.

**FBI AGENT.** Do you want me to read their Wikipedia accounts?

**J. EDGAR HOOVER.** No, Wikipedia hasn't been invented yet. I was thinking something more like bugging their phones, spreading rumors about them, auditing their financial records . . . maybe even joining the group and trying to turn people against their leader.



**FBI AGENT.** That sound like a lot more than just gathering information. And this is for peace and civil rights activists?

**J. EDGAR HOOVER.** What's your point?

**FBI AGENT.** None, I'm right on it.

**NARRATOR.** Hoover was the first director of the FBI and served until his death in 1972. He was known for being a great organizer and was applauded for his job in modernizing the department. At the end of his reign, though, a pacifist Quaker group broke into his office, stole files, and released many of their discoveries. These documents showed that the FBI had been spying on many peaceful, law-abiding citizens and had been trying to actively disrupt various activist groups. The public was particularly shocked to find an anonymous letter the FBI had sent to Martin Luther King Jr. that seemed to imply he should kill himself within the next thirty-four days.

**ACLU GIRL.** So are you a Hoover defender?

**WHAT'S THE BIG DEAL GUY.** Of course not, but we found out about it, and things changed.

**ACLU GIRL.** We only found out about it because someone broke into his office!

**WHAT'S THE BIG DEAL GUY.** Regardless, I don't see what this has to do with today.

**ACLU GIRL.** Really.

**WHAT'S THE BIG DEAL GUY.** Oh wait, you think this applies to the NSA controversy?

**ACLU GIRL.** We have just learned about mass spying on the American people and we only know about it because someone illegally released the documents.

**WHAT'S THE BIG DEAL GUY.** I guess there might be a connection.

## **scene 5. NSA Controversy**

**GOVERNMENT LAWYER and EDWARD SNOWDEN** *stand at the front of the room.* **SENATOR 1 and JAMES CLAPPER** *sit in chairs facing each other on the left side of the room.* *On the right side of the room,* **JOE SCHMOE and WORLD OF WARCRAFT PLAYER** *sit in chairs.*

**SENATOR 1.** Does the NSA collect any type of data at all on millions or hundreds of millions of Americans?

**JAMES CLAPPER.** No, sir.

**SENATOR 1.** It does not?

**JAMES CLAPPER.** Not wittingly.

## Government Protection vs. The Bill of Rights: Play

EDWARD SNOWDEN. That's when I decided I'd heard enough.

NARRATOR. Soon after, Edward Snowden, a computer specialist for the CIA, began releasing information that directly contradicted what the director of national intelligence, James Clapper, had said to Congress. Snowden released the information in June of 2013 in Hong Kong and then, while in transit in Russia, the U.S. government took his passport from him. He spent two months in the airport before being given temporary asylum in Russia.

EDWARD SNOWDEN. All I can say right now is the U.S. government is not going to be able to cover this up by jailing or murdering me. Truth is coming, and it cannot be stopped.

GOVERNMENT LAWYER. Oh stop exaggerating. The United States isn't going to murder you—although we might put you in jail for treason. You released a lot of secrets that have gotten us into trouble with our allies, in particular Germany and Brazil.

EDWARD SNOWDEN. Then maybe you shouldn't be spying on them.

GOVERNMENT LAWYER. Like they aren't spying on us.

EDWARD SNOWDEN. And the U.S. government is spying on innocent civilians again. I don't want to live in a world where everything I do and say is recorded. Verizon handed over millions of phone records to the government. That isn't okay.

GOVERNMENT LAWYER. You make it sound like people were listening in on what people were saying. It was mostly computers, and they basically just found out info about the call—like where the call came from and for how long you talked.

EDWARD SNOWDEN. What about the government access to Google and Yahoo accounts? I, sitting at my desk, could wiretap anyone, from you or your accountant to a federal judge or even the president, if I had a personal email.

GOVERNMENT LAWYER. More exaggerations. Anyway, they're trying to stop the next 9/11. These investigators don't care about some Joe Schmo's personal life.

JOE SCHMOE. Really?

GOVERNMENT LAWYER. You have nothing to worry about, Joe.

JOE SCHMOE. But I have some really interesting things going on.

EDWARD SNOWDEN. We're sure you do, Joe. (To GOVERNMENT LAWYER.) But they could look into people's personal information, and did. Many investigators looked into what their love interests were up to. And they even had some people infiltrate World of Warcraft to learn about certain players.

WORLD OF WARCRAFT PLAYER, *unaware, pretends to play a video game.*

**JOE SCHMOE.** Did you hear that?

**WORLD OF WARCRAFT PLAYER.** Huh?

**JOE SCHMOE.** The NSA's been going into your video game to try to find out info about players.

**WORLD OF WARCRAFT PLAYER.** Are you saying I shouldn't have given my credit card number to that orc?

**JOE SCHMOE.** Uh, yeah. I wouldn't recommend that.

**GOVERNMENT LAWYER.** Look, I know this sounds bad. But governments need some leverage to protect their citizens. And the U.S. district judge agreed with us in December 2013, claiming that we may have stopped terrorist attacks and agreeing with the 1979 Supreme Court decision that ruled privacy rights don't extend to the information people give to third-party companies.

**EDWARD SNOWDEN.** We'll see what the Supreme Court says now. The information you can give to a third-party company has greatly increased since 1979.

**GOVERNMENT LAWYER.** And they'll side with us. But I have a question. How was it living in an airport for two months? Like, where'd you shower?

**EDWARD SNOWDEN.** Technically, the terminal extended a bit outside the airport; so I could stay in a hotel and there was even a T.G.I. Friday's nearby. It actually wasn't so bad—but thanks for your concern.

**GOVERNMENT LAWYER.** I was more worried about anyone who sat next to you in a terminal.

**NARRATOR.** As of the beginning of 2014, there was still much to this story to find out. What else would be discovered in the estimated 1.7 million files released? What would the Supreme Court decide? Would President Obama rein in the NSA on his own?

## **scene 6. Lessons Learned**

*Enter ACLU GIRL, WHAT'S THE BIG DEAL GUY, and GOVERNMENT LAWYER.*

**ACLU GIRL.** So what's your take on all of this now?

**WHAT'S THE BIG DEAL GUY.** That although the government overreaches at times, they are mostly bending the Bill of Rights to protect us.

**ACLU GIRL.** What?!

**WHAT'S THE BIG DEAL GUY.** Well, what's your take then?

**ACLU GIRL.** That the government is constantly looking for reasons to take away our rights. And that the people have to stand up to them—even if it is during a time of war. Since it's always a time of war!

## Government Protection vs. The Bill of Rights: Play

**WHAT'S THE BIG DEAL GUY.** (*To GOVERNMENT LAWYER.*) What do you think?

**GOVERNMENT LAWYER.** The law can be a very gray place.

**ACLU GIRL.** Thanks to people like you, always trying to break it! But what really matters is the opinion of them. (*Points to audience.*)

**WHAT'S THE BIG DEAL GUY.** (*Looks at the audience and seems surprised.*) Have they been here the whole time?

**GOVERNMENT LAWYER.** They have, and I'm sure they agree with me.

**ACLU GIRL.** They might. The early polls after the Snowden leaks found a majority of Americans were okay with what the NSA had been doing. But if they knew all the details, I can't imagine they wouldn't be upset.

**GOVERNMENT LAWYER.** Let's see. Hey, class, raise your hand if you're okay with what the NSA was doing. (*Counts hands.*) Raise your hand if you're not okay with what the NSA was doing. (*Counts hands.*)

### Ending #1: If a majority was okay with what the NSA was doing.

**ACLU GIRL.** Nooooooooooooo!

**ACLU GIRL** *collapses to the floor and begins beating it.*

### Ending #2: If a majority was not okay with what the NSA was doing.

**GOVERNMENT LAWYER** *shakes his head.* **ACLU GIRL** *jogs around room and waves her arms.*

**ACLU GIRL.** You've got to fight! For your rights! You've got to fight! For your rights . . .

Name. \_\_\_\_\_

Date. \_\_\_\_\_

# **Government Protection vs. The Bill of Rights Protection Questions**

1. How are the Taliban and al-Qaeda different?
  
  
  
  
  
  
  
  
  
  
2. What was controversial about the Patriot Act?
  
  
  
  
  
  
  
  
  
  
3. What kind of speech does the First Amendment not protect?
  
  
  
  
  
  
  
  
  
  
4. Which amendment do many argue the United States broke during the internment of Japanese Americans?
  
  
  
  
  
  
  
  
  
  
5. Do you think Edward Snowden is a traitor or a hero? Why or why not?
  
  
  
  
  
  
  
  
  
  
6. Did you find yourself agreeing more with ACLU Girl or What's the Big Deal Guy? What in particular did you agree with?

Name. \_\_\_\_\_

Date. \_\_\_\_\_

# Fourth Amendment Student Cases

There have been many cases that deal with the rights of students in schools; some have even made it to the Supreme Court. Pick one from the list, research it, answer the below questions, and then summarize your findings in a 1- to 2-page paper.

## Choices

- *New Jersey v. T. L. O.* (1985)
- *Vernonia School District 47J v. Acton* (1995)
- *Board of Education v. Earls* (2002)
- *Safford Unified School District v. Redding* (2009)
- *G. C. v. Owensboro Public Schools* (2013)

## Questions

1. What did the plaintiffs argue?
2. What did the defense argue?
3. What did the court decide?
4. Which side do you agree with? Why?

Name. \_\_\_\_\_

Date. \_\_\_\_\_

# Government Protection vs. The Bill of Rights Vocabulary Activity

Write the letter of the definition in front of the vocabulary word. Use the context sentences (all from the play) for help.

- |                                                                                                                                     |                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A. Infectious, usually fatal disease of warm-blooded animals, especially of cattle and sheep                                        | E. International organization of loosely affiliated cells that carries out attacks in the attempt to disrupt Western countries and advance Islamic fundamentalism |
| B. Crime of saying, writing, or doing something that encourages people to disobey their government                                  | F. Document issued by a court that gives the police the power to do something                                                                                     |
| C. U.S. government organization established to gather intelligence                                                                  | G. Fair treatment in legal proceedings                                                                                                                            |
| D. Group that works between the two main people. For example, a phone company connecting two people so they can have a conversation | H. Fundamentalist Muslim group that controlled much of Afghanistan from 1995 until U.S. military intervention in 2001                                             |

\_\_\_\_\_ **AL-QAEDA**

It was soon discovered that **al-Qaeda**, a terrorist group made up of men from Saudi Arabia, was behind it.

\_\_\_\_\_ **TALIBAN**

At that point, it was centered in Afghanistan and permitted to be there by the then-rulers, the **Taliban**.

\_\_\_\_\_ **ANTHRAX**

Letters containing **anthrax** spores were sent to news media offices and politicians, killing five unintended victims.

\_\_\_\_\_ **DUE PROCESS**

The Fifth Amendment is sometimes described as the rights of the accused, and it guarantees the right to **due process**.

\_\_\_\_\_ **SEDITION**

People are being sent to jail for breaking the newly passed **Sedition** Act.

## Government Protection vs. The Bill of Rights Vocabulary Activity

\_\_\_\_\_ **WARRANT**

How about that under the Patriot Act the FBI can look at your library, business, hospital, and financial records without a **warrant**?

\_\_\_\_\_ **NSA**

Oh wait, you think this applies to the **NSA** controversy?

\_\_\_\_\_ **THIRD-PARTY COMPANY**

The information you can give to a **third-party company** has greatly changed since 1979.



# Teacher Feedback Form

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# Release Form for Photographic Images

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