



[www.trackedinamerica.org](http://www.trackedinamerica.org)

## For Educators

### Introduction

**Tracked in America** is an interactive Web site that explores how surveillance techniques were used against citizens and residents of the United States since World War I. Periods of history covered on this Web site are:

1. Before World War I
2. World War I
3. Pearl Harbor
4. McCarthy Era
5. Civil Rights
6. 1980-2000
7. After 9 /11

The Web site contains audio recordings collected for the project. Historians were interviewed in order to provide background and context to the issue of surveillance in the United States. Background information for each era of history documented on the website, and testimony from individuals tracked by the government is included. Most of the audio testimony was taken recently in interviews conducted by the producer of the website.

*Tracked in America* transcripts are provided with the audio recordings and a brief biography of each person is also included in the site, providing an ample supply of primary source documents and historian commentary, making this online documentary a perfect addition for standard curriculum as well as for advanced courses such as Advanced Placement/ US History.

Lesson plans provided can be used in a variety of ways. Educators can draw on the readings, audio clips, and questions provided on the site. Teachers can also use the lesson plans on this Web site as a thematic unit, or an excellent “May activity unit” for Advanced Placement classes. The site is a perfect resource for team teaching for social studies and language arts instructors. For example, this unit would compliment the teaching of *The Crucible*, by Arthur Miller, in a literature course.

The website can be used as a resource for students preparing projects or reports on historical time periods featured on this site. This site would be an excellent springboard for National History Day projects. Future themes for National History Day include: *Triumph and Tragedy in History* (2007) and *The Individual in History* (2008).

Grade level for activities is 9-12; however they may be appropriate for some middle school students. In the *For Educators* section there are guided reading questions to go with the background reading and two interview clips from each time period.

Finally, there are three brief lesson plans that will allow students to look at broader themes across the time periods covered and make connections with contemporary concerns today.

## **Technology Requirements**

This unit can be used without students having access to a computer/Internet. Teachers can play the audio portion of the Web site via an MP3 player (computer or other device) and provide the printable materials from each lesson for students. Lessons are designed to be easily implemented in a classroom with only one computer or MP3 player. If students do have access to an individual computer then they can listen to the audio clips and complete the activities at their own pace.

## **Lesson Plans**

### ***Introduction to Audio Clips with Guided Reading Questions***

Each unit provides the teacher with a historical background reading, two audio clips from people who had first-hand experiences, brief biographies of the persons interviewed, transcripts of the interviews, and questions for students.

Also, the National Archives provides a worksheet for students regarding sound recordings that you may want to use in addition to the question on the site. Download the [Sound Analysis Worksheet](#) from the Tracked in America Web site ([http://www.trackedinamerica.org/download/docs/Sound\\_Worksheet.pdf](http://www.trackedinamerica.org/download/docs/Sound_Worksheet.pdf))

## **World War I**

Review the historian commentaries and individual stories, and audio clips in this section of the web site at <http://www.trackedinamerica.org/timeline/ww1/intro/>

### **Vocabulary**

Alien  
Communism  
Conscription  
Immigrant  
Labor Union  
Socialism  
Surname  
Vigilantism

### **Guided Questions**

#### **Background Questions**

1. What nationalities and ethnic groups were targeted by the U.S. government and some Americans during World War I?
2. What group felt the most prejudice as a result of the U.S. participation in World War I?
3. Why were these groups the focus of strict surveillance?
4. What organization was established as a reaction to this growing prejudice?
5. Why was the Committee on Public Information (CPI) formed?
6. What organization was formed after the CPI to report on the activities of fellow Americans and aliens? What was the flaw of this organizations reporting process?
7. What acts did President Wilson pass to limit freedom of speech as a result of opposition to the war?

8. By the end of World War I what groups were marked for surveillance? What world events facilitated this?
9. What were the Palmer Raids? What were the consequences of the Palmer Raids?
10. Describe the state of civil rights in the U.S. immediately after World War I?

### **Will Bergfeld, Seguin, Texas**

1. Describe Will Bergfeld's economic situation prior to his arrest.
2. What is the FPLA?
3. What world events were occurring when Bergfeld was arrested?
4. What ethnicity was Bergfeld? Why did he experience prejudice?
5. Why was Bergfeld arrested?

### **Max Werkenthin, Waco, Texas**

1. Why was Max Werkenthin detained during World War I?
2. Once detained, why did Werkenthin think he may be eligible for parole?
3. Describe a day in the camp according to Werkenthin.
4. Was the work that Werkenthin and other prisoners did voluntary? What happened if they did not volunteer?
5. How did Werkenthin feel about the United States before his internment and after?

## **Pearl Harbor**

Review the historian commentaries and individual stories, and audio clips in this section of the web site at [http://www.trackedinamerica.org/timeline/pearl\\_harbor/intro/](http://www.trackedinamerica.org/timeline/pearl_harbor/intro/)

### **Vocabulary**

Espionage  
Immigrant  
Incarcerated  
Internment  
Patriotism  
Quakers  
Relocation  
Reparations  
Sabotage

## **Guided Questions**

### **Background Questions**

1. Discuss the mood in America on the eve of entering World War II.
2. What happened at Pearl Harbor?
3. Who were Japan's allies in World War II?
4. What groups in the U.S. were targeted after Pearl Harbor? Why?
5. When did discrimination against people of Asian descent begin in the U.S.? What forms of discrimination did they face?

6. What type of investigation did Roosevelt order in 1941 concerning Japanese Americans? What was ordered after the investigation?
7. After Pearl Harbor Japanese Americans were often suspected of espionage. Was there any truth to these rumors?
8. What was Executive Order 9066 and “Military Area Number One?”
9. Who was impacted by Executive Order 9066 and “Military Area Number One?” What happened to them?
10. What was the fate of some people of German and Japanese descent in Latin America?
11. Describe conditions in the relocation camps.
12. Did any of the targeted groups serve in the U.S. military? If yes, then what can be inferred by this?
13. After World War II what happened to those interned?
14. What was the Commission on Wartime Relocation and Internment of Civilians (CWRIC)?
15. Outline the actions taken by the U.S. government after the CWRIC reported its findings.
16. Compare/contrast the connection between the actions taken against Japanese Americans in World War II and those taken against Arab Americans after 9-11.

#### **Arturo “Art” Shibayama, San Francisco, California**

1. Where is Art Shibayama from originally?
2. Describe how Shibayama and his family came to the U.S.?
3. What were the conditions they lived in after entering the U.S. during World War II?
4. After the war Shibayama was drafted to serve in the U.S. military. What did he do?
5. While in the military Shibayama was going to be deported. Why was he going to be deported? What is the irony of this scenario?

#### **Fred Korematsu**

1. Where was Fred Korematsu born? What was his citizenship?
2. What was the first indication that Korematsu was being discriminated against after Pearl Harbor?
3. What happened when he refused to enter a relocation camp?
4. Who was Ernest Besig? How was he able to help Korematsu? What happened despite Besig’s help?
5. Compare the court rulings concerning the Korematsu case between 1944 and 1983.
6. In 1998, what award did Korematsu win? Why do you think he was given this award?

## McCarthy Era

Review the historian commentaries and individual stories, and audio clips in this section of the web site at [http://www.trackedinamerica.org/timeline/mccarthy\\_era/intro/](http://www.trackedinamerica.org/timeline/mccarthy_era/intro/)

### Vocabulary

Blacklist  
Communism  
Dissent  
Propaganda  
Scapegoat  
Tenure

### Guided Questions

#### Background Questions

1. What did the U.S. consider to be a major threat to domestic security by the close of World War II? What geopolitical factors affected that mindset?
2. What was the Alien Registration Act? Why was it implemented?
3. What other groups besides communists were targeted during the Hysteria?
4. How were media outlets used to instill a fear of communism in the U.S.?
5. What was House Un-American Activities Committee (HUAC)?
6. Who led the anti-communist efforts in Washington, D.C. starting in the late 1930s?
7. What did it mean to be “Blacklisted?”
8. How were the names featured in *Red Channels* collected? Based on the way names were collected were those listed definitely communists?
9. After World War II the Cold War took effect. What was the Cold War? How did this war differ from World War II?
10. Review the First Amendment. Based on the Constitution, is being a communist in the U.S. illegal? Why or why not?

#### Charles Muscatine, Berkeley, California

1. What was Charles Muscatine’s occupation in 1947? Why did he lose this position?
2. What is a loyalty oath?
3. What type of loyalty oath was Muscatine required to take by the university? Why did he choose not to take it?
4. What were the repercussions for professors who did not sign the oaths?
5. Many teachers and professors are still required to sign loyalty oaths which require them to uphold the U.S. Constitution. How is signing such an oath different than the type Muscatine was required to sign?
6. Do you think academic freedom can exist if loyalty oaths exist? Why or why not?

**Vincent & Vivian Hallinan, San Francisco, California**

1. Who was Vincent Hallinan? Why was he targeted during the Red Scare?
2. Who was Harry Bridges and why was he considered a threat to the U.S.?
3. What happened to Hallinan because of his political activities?
4. How did Vincent and Vivian Hallinan handle telling their five sons about their political activities?
5. The narrator, Conn, of the audio clip is the Hallinans' youngest son. Give two examples of how his childhood was impacted by his parents' political activities.

# Civil Rights

Review the historian commentaries and individual stories, and audio clips in this section of the web site at [http://www.trackedinamerica.org/timeline/civil\\_rights/intro/](http://www.trackedinamerica.org/timeline/civil_rights/intro/)

## Vocabulary

Civil liberties

Civil rights

Ethos

Terrorism

## Guided Questions

### Background Questions

1. What was the civil rights movement?
2. Why do you think the U.S. Government would want to derail the civil rights movement?
3. Who did J. Edgar Hoover think was involved in the civil rights movement and why was that a concern to him?
4. Many civil rights activists also began to protest the war in Vietnam. Why would that be worrisome to individuals like Hoover?
5. What actions did the U.S. Government take to stifle anti-war protests during the Vietnam era?

### Congresswoman Eleanor Holmes Norton, Washington, DC

1. What does Eleanor Holmes Norton do today?
2. What was Holmes Norton's role in the civil rights movement?
3. Based on Holmes Norton's account, what was the White Citizens Council? Was it a government organization?
4. *"Larry Guilot had been let out every night to be beat and brought back in by the White Citizens Council, the law enforcement. They belong to the White Citizens Council, but they don't beat them, they give it over to their brothers in the White Citizens Council to beat them....These people just used surveillance as overt intimidation...That was my initiation into the state of Mississippi in 1963."*

According to the quote from Holmes Norton above, why did groups like the White Citizens Council use surveillance?

5. Can you give another example of when surveillance was used to intimidate people in the U.S.? (Refer to other audio clips on the Web site).

### Julian Bond, Washington, DC

1. What was Julian Bond's role in the civil rights movement?
2. Why would Black leadership in the 1960's be considered "a suspect class?"
3. What types of surveillance were used against those participating in the civil rights movement?
4. What was the impact of surveillance on Bond's behavior?

5. Who was Stanley Levinson and how did surveillance affect his role in the civil rights movement?

*Read the quote from Bond below and answer the following questions.*

There is a large body of opinion in the United States then and now that says something like this: the country is under attack, then from the Soviet Union and international communism, today from Al Qaeda and international Islamic-based terrorism and as a consequence we've got to surrender some of our civil liberties and civil rights in order to stop these people from attacking us again and, of course, you've got to be fearful. You saw what happened on 9-11 in New York City and Washington, you see what has happened in Spain and England and other parts of the world and so you've got to think it could happen again here, and that you might possibly be a victim of it. And so you begin to say to yourself well maybe I could surrender a little bit of my civil rights. But then hopefully, you catch yourself and you say no, that it's all the more important to have civil rights and civil liberties in these times.

1. When are civil liberties most likely to be restricted? Why?
2. Why is it important to maintain civil liberties?
3. Why are civil liberties so important to Julian Bond? (Consider his own life experiences living in the U.S.)

## **Sanctuary**

Review the historian commentaries and individual stories, and audio clips in this section of the web site at <http://www.trackedinamerica.org/timeline/sanctuary/intro/>

### **Vocabulary**

Asylum  
Deportation  
Indicted  
Persecution  
Migrant  
Refugee  
Sanctuary

### **Guided Reading Questions**

#### **Background Questions**

1. Where did the Sanctuary movement begin? Why is it a logical location for it to start, geographically speaking?
2. What kind of refuge did those in the Sanctuary movement offer? Why?
3. What is civil disobedience?
4. Why did organizers of the Sanctuary movement believe that it was acceptable to engage in civil disobedience?
5. What historical examples did they cite to support their position of committing civil disobedience?
6. Describe the role of religion in the Sanctuary movement.
7. Discuss how the federal government's tactics could be construed as surveillance?
8. What was the outcome of the case against those in the Sanctuary movement?
9. Why did those arrested file a lawsuit against the attorney general?
10. Did movement members believe the trial was a success or failure? Why?

#### **Rev. John Fife, Tucson, Arizona**

1. What was John Fife's role in the Sanctuary movement?
2. What were the charges brought against Fife?
3. Describe Fife's concern about disparities in the immigration policy at the time.
4. Discuss Fife's view concerning the maintenance of human and civil rights in the U.S.

#### **Peggy Hutchison, Tucson, Arizona**

1. When did Peggy Hutchison get involved in the Sanctuary Movement?
2. Who was Hutchison trying to help? Why?
3. Why was Peggy Hutchison arrested?
4. How was evidence collected to arrest Hutchison?

### **Supporting an Argument**

*"The whole time that we were involved in the sanctuary movement we anticipated that at some point we would be in direct conflict with the government and usually the way the government does conflict is to try to criminalize people who are involved in social change or social reform."*

1. Fife makes a presumption that the U.S. will try to criminalize those involved in social change. Can you support this viewpoint with evidence from the other clips on this Web site? Write a brief paragraph supporting Fife's perspective (you can use Will Bergfeld's testimony for your paragraph).
  
2. Is breaking the law ever justified? Give a historical or contemporary example to support your perspective.

## **After 9 /11**

Review the historian commentaries and individual stories, and audio clips in this section of the web site at [http://www.trackedinamerica.org/timeline/after\\_911/intro/](http://www.trackedinamerica.org/timeline/after_911/intro/)

### **Vocabulary**

INS (Internal Naturalization Service)

Juvenile

Lebanon

Muslim

Registration

U.S. PATRIOT Act

Vegan

Virulence

### **Guided Questions**

#### **Background Questions**

1. What prompted the rise in surveillance in 2001?
2. How did the “war on terrorism” affect Muslims in America and peace activists?
3. What was “Special Registration?”
4. Why do you think “No Fly Lists” were used?
5. What was the impact of the policies above on many living in America?
6. What is “private customer data?” Why was it collected?

#### **Roxanne Attie, New Jersey**

1. Why did Roxanne Attie’s family have to register?
2. What happened to Attie’s family by the end of the day on February 4, 2002?
3. Why was Attie’s marriage to Ricardo considered an illegal union?
4. Why do you think Ricardo and Elias chose a “voluntary departure?”
5. Where did Ricardo and Elias go after they left the U.S.?
6. Based on Attie’s testimony, how has the policy of registering Muslims in the U.S. affected her life?

#### **Ruth Jorgensen, Fresno, California**

1. Describe Ruth Jorgensen’s activities at Fresno State University.
2. Who is Gary Rossi?
3. Why do you think surveillance was employed during Rossi’s lecture at Fresno State?
4. What did Jorgensen do when confronted with the possibility that her organization was under surveillance?
5. What were Jorgensen’s demands when she confronted the administration at Fresno State?
6. What was the final result of Jorgensen’s efforts?

**Samina Sundas, San Jose, California**

1. Samina said that many Muslims in the U.S. were concerned about being placed in camps. Based on the information from the section on World War II: Pearl Harbor, why would this be a logical conclusion for Muslims in the U.S. after 9-11?
2. Why was a help line established for Muslims in the U.S. after 9-11?
3. According to Samina, how many people were registered by the U.S. government? How many terrorists were caught through the registration process?
4. Samina argued that deporting Muslims without credentials would only be just under what circumstances?
5. After listening to Samina's testimony, what has been the impact of registration on Muslim communities in the U.S.?