

12th History McCarthy
Classroom

[00:02:00]

Teacher: [crosstalk 00:00:04] [crosstalk 00:01:04] [crosstalk 00:02:04][crosstalk 00:03:04] [crosstalk 00:04:04] Hey, business first. During the period 5 I'm going to be setting up our lunch. We'll put our tables again like we did before, in the middle of the room. If you have food that needs to get warmed up, make sure that you have a post-it note on there so I can warm it up for you before lunch time. If you have food that should be in the cooler, make sure it's actually in the cooler, please don't smash the jello, because it's going to be delicious. Right?

Student: No, I haven't even tasted it.

Teacher: We are nervous about it. Yes? Cooler. You can bring it up.

Student: Where can I put this?

Teacher: Any place at this point. Put it by the microwave actually, it's about the only open space that's left. Just like last time, because there's lots of people who are invited, I strongly urge you to get here quick, so that you can get some of your food. There'll be lots of people.

Student: Don't we have orderly entrance, or VIP?

Teacher: I think I'll try to let you guys get in the line. We'll let you go over to make sure. We did invite counselors, administrators, various other teachers who are friends of ours. Hopefully they'll come. Last time we had a few people come. Did you pass out invitations?

Student: Yes.

Teacher: To teachers or your friends?

Student: Friends.

Teacher: Both, okay that's good. We'll see who comes. It will be fun. It'll be a little crazy in here. I did provide drinks, so there will be water, healthy. There will also be soda in bottles, which was big in the 50s. Also, we will have Tang. How many of you have had Tang before?

[00:06:00]

Student: Yay!

Teacher: Tang was a new thing in the 50s, so I'll be making Tang during fifth period, for you to have some Tang. Any other thoughts or questions about lunch, because we're not going to talk about it for awhile?

Today we are going to be talking about a very important thing that happened in the 1950s, which is the Red Scare. [crosstalk 00:06:26] Quick Review from last time. Last time we talked about Communism and Capitalism and the difference between the two, and that the cold war was by and large a fight between two ideas about how to run a country or run society. I picked this particular graphic here. First, on the left, you have who?

Student: Uncle Sam.

Teacher: Symbolic of?

Student: America.

Teacher: America, that's pretty obvious right there. He is holding?

Student: A bag of money.

Teacher: The money symbol, this is a good visual representation for us to remember that America was the heart of capitalism. What city in America is the heart of capitalism?

Student: New York.

Teacher: What street?

Student: Wall Street.

Teacher: Very typical. On the other side, the bear represents?

Student: Russia

Student: Soviets.

Teacher: Russia, or at the time the Soviet Union. There you have the hammer sickle with a star, on what color flag?

Student: Red.

Teacher: Red was the symbol for communism. Capitalism doesn't have a particular color. I suppose red, white, and blue combined, [inaudible 00:07:44], but not [inaudible 00:07:46]. The symbol there, the hammer and sickle symbol represents two types of workers.

Student: The farmers and the ...

[00:08:00]

Teacher: Factory workers. It represents the two types of workers. The hammer and sickle symbol

keeps showing up over and over in communist countries. It started off in the Soviet Union. We see it used in China and Vietnam and other places also. North Korea [loves 00:08:11] this particular combination of symbols. Represents the workers, the idea that the people, the workers, run everything. Does it always work?

Student: No.

Teacher: No, it never has worked. We talked about that last time. The Red Scare, today goal: we're going to understand why we had a red scare around the year 1950. It started a little before, it extended a little after. It wasn't like suddenly now we have a red scare and tomorrow the red scare starts. It wasn't like that. It was a growing phenomenon and then it disappeared over time, but 1950 is a good way to remember [inaudible 00:08:41] the Red Scare happened. Understand who was involved, some of the people we need to know involved in this one.

First, why did we have a red scare? Hint: what did the USSR do in 1949? It's in your notes.

Student: Steal technology.

Teacher: Which technology especially?

Student: The atomic bomb.

Teacher: The atomic bomb, yes. The Soviet Union set off or tested their first atomic bomb in 1949. When did the United States first use our atomic bomb?

Student: 1947

Student: 1944

Student: When did World War II end? 45, yeah. 1945, we used the atomic bomb. We told the world, "Hey we have this fabulous new invention. Look what we can do." 1949, the Soviet Union tested theirs. It took them only how long?

Student: 4 years.

Teacher: Your math is good. 4 years to do it. Now, the United States borrowed a lot of German scientist at the end of the war. We went into Germany and we took some of the best German scientists home with us, and they helped build our [inaudible 00:09:41]. Our space program was built with a lot of help from German rocket scientists. The Germans had built rockets before the Americans. At the same time, the Soviet Union was moving into Germany at the end of the war, from the opposite direction, and they were doing the same thing. They were borrowing the German scientists, taking them back to Russia to help build a Russian Space Program and the Russian Missile Program and the nuclear program. The atomic bombs that were built in the Soviet Union were also built with a lot

[00:10:00]

of help from German scientists. Because there were some Americans who sold nuclear secrets to the Soviet Union. They'll come into play here.

We also had this idea of containment that was going on. Americans are scared by the testing of the atomic bomb, so we were not the nuclear power country in the world, get scared by that. Also this idea, what if the communist were already here? We were trying to contain communism, or keep it from spreading to new places. We were worried about Greece or Turkey or even France or West Germany, from falling into communist hands, so we had instituted this plan. This idea that if a country is in danger of falling into communism, we're going to put American money into there, to rebuild that place, make friends with those people, and they'll see the joys of capitalism, reject communism. We call this plan the what plan in Europe? Named after the guy who proposed it.

Student: Marshall.

Teacher: Marshall, there we go. I knew someone would remember. Thanks. The Marshall Plan was proposed by this guy Marshall, who was our secretary of state after the war, and this tied in with this idea of the Truman Doctrine, what President Truman wanted, this idea of containment. Truman didn't want to go in and destroy communism where it already existed. He did not want to fight World War III and try to fight the Soviet Union and fight Communist China. He wanted to just keep it from spreading. The idea was to contain it, like a container of food. You don't put the soup in the fridge by going like, "Oh, let me pour it in the fridge." You put it in a container. That was the idea of containment. Keep communism where it is, don't let it spread. We fought a whole war about this at the end of the 40s, trying to keep communism from spreading. Where was that war? Where?

Student: Korea

[00:12:00]

Teacher: Korea, yeah. We fought a war in Korea because the communist in North Korea had invaded the south and we didn't want communism to spread, so we went and defended South Korea. We had already been fighting the war, but all of this was far away. This was in Germany, and this was in Korea, and this was far away from the United States borders, but people in America started to get worried at the end of the 40s. What if the communist were already here? What if your teacher was a communist? What if your minister at your church was a communist? He was secretly putting communist messages into the sermon. What if the police officer was communist and at some point when the Russians invaded, the police officer was going to help the communist soldiers invading the United States? What if there was a general in the military who was secretly communist? Americans started to become fearful of this idea that there were communist here already, in our midst. So we had the Red Scare. You get lots of good propaganda like this one. We were terrified. It was a scare.

We're going to bring this to our activity, class activity. First, you're going to play a game

that involves some teamwork. It involves some strategy and possibly some deception. Extra credit can be earned, but only if you adhere to the rules. You must follow the rules a 100%. Paper, take out your packets. Rather than plain paper, take out your packets.

[00:14:00]

[crosstalk 00:13:36]

Each person is going to receive a paper. It says either red or green on it. You may not divulge ... Divulge means to tell or show. You may not divulge the color of your paper, absolutely may not. It will ruin the activity if you show or tell anyone what's on your paper. Make sense?

Student: Yeah.

Teacher: As soon as you get it, you see it, put it in your pocket. Don't let anyone else see it.

Student: Whoa.

Teacher: That was class when I had Chinese Peking Soup and they didn't know what to do.

Student: Oh.

Teacher: Each green paper is worth one point and each red paper is worth zero points.

Student: Oh.

Teacher: You don't even know how the game goes. The object of the game of course, is to acquire as many points as possible by building teams. For example, a group of six students that were joined together would earn 6 points. One point for each green paper. We're going to be building teams of people with green papers.

Student: We don't know who has them. [crosstalk 00:15:21]

Teacher: Red paperers, if you have read papers you acquire points by joining or infiltrating the green teams. For example, a red paper joins the six green papers, the red person earns six points. You can see where this is going because if two or more red papers are in a group they have to split. If you have six greens and two reds, each of the reds gets three. You reds, you do not want to have more than one red in a group. Any group with a red paper in it, the greens do not get any points.

[00:16:00]

Student: Oh my Gosh.

Teacher: If you have six greens and that's it, you all get six points each. If you have six greens and one red, only the red person gets six points. The greens get nothing. Greens, keep the red people out. Make sense?

Student: Yeah.

Teacher: Any questions?

Student: No. [crosstalk 00:16:22]

Teacher: Once again, non-receiving your color, do not divulge it anyone. You can not be in a group by yourself. You have to at least be in a pair. A pair is the absolute minimum. We're going to take about five or ten minutes to form your groups. You're going to get up. You're going to walk around, form groups. You're going to end up shifting groups as you go. The first group you want may not be the one you end up with in the end. Once you go in a group, like the three of us or the five of us are going to be a group, try to separate yourselves a little bit just so we can tell who the groups are. Don't just make a giant herd of 30 people in the middle of the room. Are we good? All right, going to draw the cards. I think there's one or two more just in. [crosstalk 00:17:15]

Student: Don't trust Student.

[00:18:00]

Teacher: [crosstalk 00:17:23] [crosstalk 00:19:23] Make sure it's safely in your pocket. Only you know the color. You're going to walk around. Walk around the room, form up some teams. In about five or ten minutes and then we're going to see how the teams shape up. [crosstalk 00:19:48]

Student: No, I don't want you here. [crosstalk 00:20:45]

[00:22:00]

Student: I don't know if I can trust you guys. [crosstalk 00:21:05]

[00:24:00]

Student: Shifty eyes over there. [crosstalk 00:23:01] [crosstalk 00:24:21]

Teacher: One more minute to finalize your teams.

Student: I'm going to cry and I'm going to give up.

Teacher: Are we settled?

Student: Yes.

Teacher: Slide over there a little bit. You come over here. Guys you can go there. Just so we can see clearly who the groups are. We have a group of four, three, three, three, these are the nervous people over here. We have a group of six. Student can you stand up for me? We have a group of five and a group of five. Apparently this is the trusting group here. [00:26:00] [crosstalk 00:25:59] Before we review all of the actual colors that you have. A little [inaudible 00:26:07] here, you are all friends. You came in the room as friends and you will leave the room as friends, even though some of you have done a very good job of deceiving your friends. We're going to start with the small groups first because I'm

curious to know about this line. We'll go with our groups of three. Groups of three, the actual color you have is?

Student: Green.

Student: Green.

Student: Green.

Teacher: All right. Three points, good job. My three girls over here, we have?

Student: Green

Student: Green

Student: Green

Teacher: In this group of three we have?

Student: Red

Teacher: Who's going? Let's go with our team of four.

Student: Red.

Student: Green.

Student: Green.

Student: Green. [crosstalk 00:27:18]

Teacher: Over here, let's see what you have.

Student: Green.

Student: Green.

Student: Green.

Student: Green.

Student: Green.

Teacher: Nobody wanted to have you in their team. Five points, very good. All right, my team of six you're very quiet. Very quiet throughout the whole game. You all just clumped together and then you stayed together, so let's see how this goes. We'll start this side

Student.

[00:28:00]

Student: Red.

Student: Red.

Student: Green.

Student: Green.

Student: Red.

Teacher: You're a red also, so each of you gets one point. There are three greens but also three reds, so each of you gets one point. Too many reds concentrated. In the back we have?

Student: Green.

Student: Green.

Student: Green.

Student: Green.

Student: Green.

Teacher: All right good job. [crosstalk 00:28:27] Go ahead and have a seat. [crosstalk 00:28:39] Let's talk about this and follow up and see how it connects to history. That was fun?

Student: Yes.

Teacher: All right, I always like playing this. Sneaky friends over here. First of all, I want you to think about this before we share. Can you describe the experience of trying to [inaudible 00:29:05]? What was it like trying to [inaudible 00:29:07]?

Student: It's awful. [crosstalk 00:29:16]

Student: We had to make consequences just in case.

Teacher: Wait a minute, you had to make consequences, what does that mean?

Student: You don't want to know.

Teacher: I am going to do something to you later on?

Student: Yeah.

Teacher: Oh, there was a consequence for being a liar in here. Interesting, so there was some sort of law about being a red.

Student: Yeah.

Teacher: Interesting. Student, where is a Student. You're a sneaky person I'm telling you. What was it like trying to join the group? You ended up with a group of four.

Student: It wasn't ... I just got together.

Teacher: It wasn't hard. You just walked over and everyone was happy to have you in their group.

Student: She's so innocent.

Teacher: She's what?

Student: She's so innocent.

[00:30:00]

Teacher: Oh, you just trusted her from before because she's a trustworthy person. No one would've thought.

Student: Hard for me.

Teacher: I'm not surprised. Why was it hard for you?

Student: They thought I was, especially from the start.

Teacher: He was [fishy 00:30:15] before he walked into this room y'all think. [inaudible 00:30:20]

Student: It was very discriminatory. Anybody with six letters in their name with L in it felt very discriminated against.

Student: I have L in my name.

Student: You don't have six letters.

Teacher: Nobody wanted you, you felt like that?

Student: I had to force my way into the group.

Teacher: Really? The law, was that made for him?

Student: It was. [crosstalk 00:30:43] It especially applied to him.

Teacher: Let's go at least one more. Student. Student, what was it like trying to join n a group?

Student: Easy.

Teacher: Because?

Student: I had a list.

Teacher: Tell me about this list Mr. McCarthy.

Student: It says list of communist, Student.

Teacher: How did you know they were in the group? You already knew from the start. [inaudible 00:31:18]communists? You already knew who was going to be a red from the start?

Student: Yeah.

Teacher: This was totally random. I let you draw the chips. I didn't even know who ended up being red.

Student: He's McCarthy, that's why.

Teacher: Premonition of [inaudible 00:31:36]. Let me ask you, before we move out of this, did this effect who was in the group, your preconceived ideas of who it might be?

Student: Not really.

Teacher: Not really, it was just fun. It was just fun for you.

Student: Yeah.

Teacher: I imagine for McCarthy it was fun also, seeing people squirm under his preset decision. I need to talk to you for a minute, how did you determine somebody was telling the truth or being honest? How could you tell? [00:32:00]

Student: [crosstalk 00:32:03]

Teacher: I'm going to call on some people then we'll take volunteers also. [Evie 00:32:10], how could you tell?

Student: They looked so suspicious, everyone of them. They looked suspicious.

Teacher: Everyone in your group looked suspicious. [inaudible 00:32:19] What about them makes them look suspicious?

Student: They were throwing their eyes left and right.

Teacher: Oh my God, I know. Shifty eyes, that's a suspicious look.

Student: Then constantly accusing me of being things. If you accuse me of being a communist, that means you're probably a communist too. I'm sorry.

Teacher: Over accuser.

Student: It turns out that he was a communist too, why was he accusing me?

Teacher: Interesting. Maybe he was trying to get rid of you. [crosstalk 00:32:50] Nathaniel, how could you tell who to trust or who not to trust?

Student: I looked at their eyes.

Teacher: Their eyes, so similar thing. What about their eyes would give it away?

Student: If you're looking down.

Teacher: Why do you keep looking at Student? Was he looking suspicious?

Student: Yeah.

Student: It's how you play the game.

Teacher: What do you mean it's how you play the game?

Student: Can't let them know if you're green or red.

Teacher: You just look at the floor the whole time?

Student: Yeah.

Teacher: Green or red, you just look around at the floor. Don't make any contact with anybody and it's safe. Interesting. Any of you reds out there, you tried this trick, just don't look at anybody?

Student: No.

Teacher: No. You decided you were too good of a faker.

Student: I'm loud and abrasive, if I'm loud people don't suspect me.

Teacher: Because?

Student: Because I look trustworthy.

Teacher: [00:34:00] Oh, she looks trustworthy. Did anyone think she did not look trustworthy today? There's some people you did not fool.

Student: You go in a group with me even though ...

Teacher: You joined the group even though you thought she was a red.

Student: I thought she was okay at first, but then after I was like, "You're a commie." She was like, "No I'm not." I was like okay. All right.

Teacher: How did you know she was a red? At first you didn't think so, but then you changed your mind. What made you change your mind?

Student: She got too agitated. Too much.

Teacher: Did anyone else use this method? If somebody seemed agitated or nervous you thought they must be lying.

Student: Yeah.

Teacher: Who did you mistrust because of this method?

Student: Student.

Teacher: Student they said you were nervous, so everyone thinks you were lying, but you weren't right? No, he was just nervous. What made you nervous?

Student: I was [inaudible 00:34:45] pick me up.

Teacher: Anyone else have another method of telling if somebody was lying or not?

Student: What their favorite color was.

Teacher: what do you mean? You asked them what their favorite color was?

Student: Then you use that scale and whatever color in that scale is closer to, that's what they were.

Teacher: Using some art logic over here.

Student: We had a red [inaudible 00:35:08] and we took it. [inaudible 00:35:16]

Teacher: Raise your hand, did you accuse somebody of being a red? Haven't heard from you guys over here. Who did you accuse?

Student: [inaudible 00:35:34]

Teacher: You accused her, why?

Student: I accused Student because he's wearing red.

Teacher: Because he was wearing red, you just thought he was wearing red, he must be red. Does that make any sense at all?

Student: No.

Teacher: You went ahead and did it anyway, just because.

Student: Just because.

Teacher: Did you actually think he was red because he was wearing red?

[00:36:00]

Student: It has [inaudible 00:35:53] too calm [inaudible 00:35:58]

Teacher: [inaudible 00:35:58], but then you were like it showed up this time, so it was suspicious. You accused somebody of being red. Who did you accuse?

Student: I thought it was Student.

Teacher: Mary you were green too right? Then both of your friends were accusing you of being red.

Student: Yeah.

Teacher: They both accused you. You accusers, why did you accuse her of being red?

Student: She kept smiling and she looked fidgety.

Student: We already played this other game that was similar and I was like, "Student are you the spy?" She started laughing really bad, so we knew. She was laughing this time too.

Student: I laugh under pressure.

Teacher: You laugh under pressure. [inaudible 00:36:34] plays with somebody they said every time she smiles she's lying. She smiles all the time, every day. You're a pretty happy person right. Now we know, every time you come in and you're laughing and you're smiling, then we know you're up to no good.

Student: No.

Teacher: Your best friends told us this. They know you pretty well I guess. Who else accused somebody of being red? All right Student, I haven't heard from you too much, what's up?

Student: I'm good.

Teacher: You're a good guy. Who was accusing you and why were you being accused by them?

Student: Because I'm good.

Teacher: Are they just picking on you?

Student: [inaudible 00:37:10]

Student: Do you want some of this good stuff?

Teacher: He just [fibbed 00:37:18] acting more suspicious than you?

Student: Yeah.

Student: The first thing he did we split, he approached [inaudible 00:37:28] and stuff. He wanted [inaudible 00:37:30] towards the greens.

Teacher: You knew he was communist.

Student: Yes sir, I could tell. He gives off the Ho Chi Mien.

Teacher: He's got a communist vibe?

Student: Yeah, they get calm. You never know.

Teacher: You never know. Actually, that's coming too. We'll talk about that later. We have this issue of you guys mistrusting each other. Did anyone accuse somebody because you were afraid they would accuse you? Yes [inaudible 00:38:00].

Student: I accused him because he was trying to accuse me.

Teacher: You were like, "I need to accuse somebody else so people will think I'm a green?"

Student: Yeah. That's exactly what I did.

Teacher: Good. Anyone else do this? All right, you're the only one who tried this. We'll talk about this one. Okay, did anyone accuse you?

Student: Yeah.

Teacher: You poor people who got accused a lot, Student, you got accuse of being a red hen.

Student: I was red.

Teacher: You were red. What was it like to be accused?

Student: It was okay.

Teacher: You fooled your team anyway. You were chill with this, you were like, "I got it. They're all in the dark anyways." What did you do? You just played it cool or what?

Student: Yeah.

Teacher: It was like, "Oh, thanks." What?

Student: No, I just looked away.

Teacher: They didn't think that was weird?

Student: It was weird.

Teacher: It was, but then you stayed with her anyway. You didn't throw her out, like leave the group.

Student: That's okay.

Teacher: Who else got accused? Student you got accused. We heard the accusers point of view. When you got accused, what was that like?

Student: A felt discriminated.

Teacher: Discriminated against?

Student: Yeah. It's like when she accused me it's like all five of them were like, "Yeah," [inaudible 00:39:31].

Teacher: Suddenly on the bandwagon, let's all kick Student out.

Student: No, I figured even if you ... I was accusing her a lot, but then I was like, "Oh, even if I accuse her, I don't think she'll leave so whatever.""

Teacher: You're just going to have to deal with the anxiety of being in the situation.

[00:40:00]

Student: Yeah, I was like oh whatever.

Teacher: Student D. you also got accused. Who accused you?

Student: [inaudible 00:40:06]

Teacher: What was it like?

Student: I didn't care.

Teacher: You didn't care. You were green.

Student: Yep.

Teacher: You were like, "It doesn't matter. I'm green anyway."

Student: Yeah.

Teacher: Did you tell them, did you protest? Did you say, "No, no I'm green."

Student: I was like, "Okay whatever you think."

Teacher: Did you think that was suspicious? You were accusing him.

Student: [inaudible 00:40:24]

Teacher: When you accuse somebody like, "uh-huh," does that mean I don't have to worry about them, they don't seem to care to get accused, so they must be safe?

Student: Yeah.

Student: Mixed message.

Teacher: You're okay with it, you said that's fine. Did you use that as a test? Let me accuse somebody and if they're cool with being accused that's okay.

Student: Oh no, yeah for him, but he kept coming back to me, so I'm thinking he's probably red.

Teacher: Who else over here got accused?

Student: [inaudible 00:40:57]

Teacher: Toby we're going to get over to you. You got accused a lot. By many different people. There was time when we weren't sure you were going to be even in a group. What was this like?

Student: It was hurtful.

Teacher: Hurtful. Why?

Student: A lot of people didn't want me.

Teacher: Why? You are a very popular person at school, are you not?

Student: No.

Teacher: People like [inaudible 00:41:25], I know this is true, but suddenly here in this game, lots of people didn't want you around.

Student: I just wanted to join the group and they were like, "No."

Teacher: You were green. You were safe.

Student: Yeah, they didn't know.

Teacher: We're you, "No, no, I'm green." Were you trying to convince them?

Student: Yeah, I just wanted to join them.

Student: Aw.

Student: You're a guy. [crosstalk 00:41:47]

Teacher: Who emerged as the leaders of the group?

Student: Student.

Teacher: Student, you're very quite [inaudible 00:41:58], but they seem to think you were a leader. Why did she end up being a leader of the group? Why would you follow her? [00:42:00]

Student: She's very anti-Student.

Teacher: She took the right stance here. She was the most anti-Student.

Student: She was the one that made the consequences.

Student: No I didn't. I said there should be a consequence, but they made up the consequence

Student: She theorized it though.

Teacher: You came up with the idea of a way to prove, the way to make sure. Who else evolved as group leaders?

Student: Student.

Teacher: Student, they trusted you. Why did you guys trust Student?

Student: He had a list.

Teacher: What?

Student: He had a list.

Teacher: That's right, McCarthy over there had the list. Somehow you felt like he had the information. He had the [inaudible 00:42:54].

Student: Yeah which he put us all on the list.

Teacher: McCarthy, everybody was on there, equal opportunity accuser. Then you trusted him anyway, against probably your better judgement.

Student: We said we'd get him after if he lied to us.

Teacher: Then were you okay with being the one people were trusting and following?

Student: Yeah.

Teacher: You were good with this. [inaudible 00:43:20] We had some small groups right. Some of those were bigger groups. The small groups of three, did you end up with a group leader [inaudible 00:43:28]?

Student: No, not really.

Teacher: Not exactly. Our other group of four?

Student: No.

Teacher: Nobody, didn't have a group leader? Not really. You were a three for a long time, then you gained one more person at the very end.

Student: Yeah.

Teacher: Who decided that it was okay to let that person in? Or were you three just standing there and suddenly he was there also and you were like okay.

Student: Yeah.

Teacher: It was more of a non leadership decision.

[00:44:00]

Student: He just stood there.

Teacher: Did anyone else emerge as group leaders? Last thoughts before we talk about the real history connection. Any final thoughts?

Student: Better dead than red. [crosstalk 00:44:21]

Teacher: Yes.

Student: I didn't choose this life.

Teacher: What?

Student: I didn't choose this life. I didn't want to be red.

Teacher: You didn't want to be red, but [inaudible 00:44:30]

Student: I know, but I ruined our friendship.

Teacher: Remember what I said, "You were friends on the way in. YOU're still friends on the way out." [inaudible 00:44:43][crosstalk 00:44:43] Actually this great. Where are our red hands? Was it uncomfortable being red?

Student: Yes.

Teacher: You were okay being red.

Student: Yeah.

Teacher: You're okay?

Student: I didn't really care.

Teacher: You didn't really care.

Student: I wish I was red.

Teacher: This is my chance to see how sneaky I can be. How many of you had some guess as to how many reds there were? What did you think?

Student: I thought the majority was green, so there was only a small pool of red.

Student: Yeah, I thought that.

Student: I thought everybody was going to end up being red. Be like, "Oh, you're red. I'm red."

Teacher: [inaudible 00:45:30] that way.

Student: I thought you were doing that, like you me and everyone green, and you made us accuse each other of being red [inaudible 00:45:41]

Teacher: Everyone was going to be?

Student: Yeah, green.

Student: Show how dumb the Red Scare was.

Teacher: It was in a lot of ways dumb, you're right. Basically it's very very few if any communist infiltration anywhere. I put in enough reds to make it fun, so you guys could get some points, but really, the majority of you are green and lots of you greens got accused of being red, just like a lot of people were not communist at all, got accused of being a communists.

[00:46:00]

Let's do those historical connections. The Red Scared happened in the early 50s, late 40s, early 50s. You can remember that date, it's the time of the Red Scare. When Truman was president, this fear started getting going. His response was the Truman Loyalty Oaths. I do hereby swear that I am loyal to the United States, to the government of the United States. I will not try to overthrow the government of the United States.

Of course, if you were a communist and you wanted to overthrow the government of the United States, would you refuse the oath.

Student: No.

Teacher: No, you'd be like, "I swear," and ha ha ha on the side, like you reds were infiltrating the other groups. No, I'm not red, same deal. The Loyalty Oaths were the first attempts. Not particularly effective, but it's the first time that we really see this in this particular Red Scare. HUAC. HUAC was the quick name for the House Unamerican Activities Committee. In congress we have two parts of congress, the senate and the house of representatives. In the house of representatives they created a special committee, HUAC, and their job is to go hunt down and to figure out who was communist in America, that was their mission. The most famous member of HUAC was Richard Nixon. He was a member of the house of representatives. Richard Nixon gets a reputation from very early in his career as a communist hunter. He's going to go out and get the communists. The HUAC committee, we'll come back to that in a minute, in terms of who they were accusing, but in the house of representatives, HUAC, this committee becomes the main communist hunters. On the other side of congress, in the senate you get Joseph McCarthy.

[00:48:00] McCarthy was a senator. He decided his mission in life is going to be to hunt the communists. I honestly don't think that he was that excited about finding real communists. He got a whole lot more excited about accusing people of being

communist. Because he had some?

Student: Power.

Teacher: Power, yes. It's very powerful to be in the position, to accuse other people, to be able to hold up the list. I have here a list of x-number ... He kept changing the number. People in the state department who are known to be communist, of course, he would never tell anybody who he knew were communist, but it gave him a lot of power. People were very afraid of him, particularly.

He accused a lot of people who were straight up his political enemies. He was republican. He accused a lot of democrats of being communists and this trend didn't get noticed right away. At first, everyone was like, "Ooh, he knows the communist. We should listen to what he says." Like you listened to him even though you knew his list was bogus. He gets a lot of attention in this way. Over time and frighteningly a long time it took, before people started to realize he was just making this stuff up. He was ruining people's reputations. He was politically motivated or just personal, in a lot of ways, and finally people started refuting him and going against him and criticized him, and the fear of him went away. People basically said, "If we all pull together here and we criticize him instead of letting him terrify us, we can turn things around."

In 1950, no 1952 Eisenhower becomes president. Eisenhower is a republican and there was a lot of pressure on Eisenhower in the beginning to come out and criticize McCarthy and put a stop to it, and even Eisenhower waited awhile before he was willing to do it. Because there was such a fear of him.

Toby this is you. You're being blacklisted. Almost. What is getting blacklisted?

Student: Being put on a list.

[00:50:00]

Teacher: It wasn't always exactly a list, but it was a list in a way like a mental list. What did it mean to be blacklisted?

Student: No one wanted you.

Teacher: No one wanted you. You had gotten accused of being a communist. Enough people believed that accusation that in the end no one took you. A teacher, you kids went home and you told your parents that Teacher is telling us things about how we should all work together and it's important to share and if you have a pencil and your friend needs one you should give it to them. That's such a communist evil idea or whatever, and the word gets out among the parents, and "Oh, I have a kid in high school who has this teacher who's spreading these bad ideas amongst the students," and the parents write letters to the principal. The principal comes down and sees my room and I have red things. I keep wearing red shoes everyday, and then pretty soon everyone thinks I'm a communist and I get fired, and then I go to some other school. I go up to Roosevelt or

wherever and I say, "I want to work here." They call my old boss and say, "Hey, what do you know about the Teacher guy?" "Oh, don't hire him. He's communist." That's getting blacklisted. Where you can not get a job anywhere just because you're suspected of being communist. You're on the blacklist. Black for do not hire. [inaudible 00:51:04]. I don't know where the name comes from, but getting blacklisted.

Americans started to turn in their neighbors. They actually would do this. Sometimes because they thought their neighbors looked suspicious, spending a little too much time away from home late at night, maybe. My neighbor, I see him and he's playing with the drones. He must be up to no good. I saw him shopping and he was buying binoculars, or whatever. People would come up with all kinds of crazy reasons to suspect something. Just like you guys, they got the shifty eye. He's wearing the red shirt, or whatever. You come up with crazy ideas to suspect. Sometimes it was just, in your case, I don't want someone to accuse me, so I'm going to hurry up and?

Student: Accuse them.

[00:52:00]

Teacher: Accuse them. Who is the most famous group of people who were accused of being communist and blacklisted during the Red Scare?

Student: Ronald Reagan's list.

Teacher: Ronald Reagan was a big communist hunter also, but who was the accused group? Where did they work?

Student: Hollywood.

Teacher: Hollywood, and there was a group of ten of them, so they got called the Hollywood ten. They were producers and writers and the people, especially HUAC in the house of representatives, accused them. They brought them in and said, "Are you communist? Do you believe in these communist ideas?" Then, very appropriately, they said "I'm an American. I have the right of free speech and free press. I can believe whatever I want. You have no business asking me what my political views are. I want to say it I'll say it. If I don't want to say it, you can't force me to say it." Of course, that makes them especially looking suspicious, so there was a group of these ten Hollywood producers and writers and so on, who actually had to leave the country, because nobody would give them any work in the United States. They had to go elsewhere to make their movies. They made really good movies, but alas, we lost out.

All right, I'm going to read a poem. The poem is called the Hangman. Open up your packets. Find the page with the Hangman, page [20 00:53:31]. This poem has four parts, so we're going to have four different readers. The first part is the first column. Okay, Andy can you read for us, the first column?

Student: Into our town the hangman came smelling of gold, and blood, and flame, and he paced

[00:54:00] our bricks with a different air and built his frame on the courthouse square.

Teacher: Keep going.

Student: The scaffold stood by the courthouse side, only as wide as the door was wide; a frame as tall, or a little more, than the capping sill of the courthouse door. And we wondered, whenever we had the time, who the criminal, what the crime. The hangman judged with the yellow twist of knotted hemp in his busy fist. And though we were, with dread we passed those eyes of buckshot lead; Till one cried, "Hangman, who is he, for whom you raise the gallows-tree?"

Teacher: Just a moment, the gallows is the frame that you hang somebody from, a special word for that frame. The poem calls it a scaffold also. The scaffolding on the side of a building that's being built. The gallows are the frame of the noose. If people ask, who is he? Who did you come to hang? Ant.

Student: Then a twinkle grew in the buckshot eye, and he gave us a riddle instead of reply. "He who served me the best," said he, "Shall earn the rope on the gallows-tree." And he stepped down. and laid his hand on a man who came from another land. And we breathed again, for another's grief at the Hangman's hand was our relief, and the gallows-frame on the courthouse lawn by tomorrow's sun would be struck and gone. So we gave him a way, and no one spoke out of respect for his Hangman's cloak.

Teacher: Underline or highlight, who is the first person that the hangman hangs?

[00:56:00]

Student: Immigrants.

Teacher: Immigrant, the man from foreign lands. He stepped up and laid his hand on a man who came from another land. Reminds you of somebody, doesn't it?

Student: Student.

Teacher: No, somebody you read about last night, who was blaming problems on people from foreign lands. Yes, our friend Trump is out there doing this exact same thing. If you watch the supporters at Trump's rallies, do they do anything to stop him?

Student: No.

Teacher: They sure do not, just like the people in Guam, that breathed again for another's grief was their relief. Vince, can you read us the second column, the second part?

Student: The next day's sun looked mildly down on roof and street in our quiet town, and stark and black in the morning air, the gallows-tree on the courthouse square. And the Hangman stood at his usual stand With the yellow hemp in his busy hand; with his buckshot eye and his jaw like a pike and his air so knowing and business like. And we

[00:58:00] cried, "Hangman, have you not done yesterday with the alien one?" Then we fell silent, and stood amazed, "Oh, not for him was the gallows raised." He laughed a laugh as he looked at us, "Did you think I'd gone to all this fuss To hang one man? That's a thing I do To stretch a rope when the rope is new." Then one cried "Murder!" One cried "Shame!" And in our midst the Hangman came to that place. "Do you hold," said he, "with him that was meant for the gallows-tree?" And he laid his hand on that one's arm, and we shrank back in quick alarm, and we gave him way, and no one spoke out of fear of his hangman's cloak. That night we saw with dread surprise the hangman's scaffold had grown in size. Fed by blood beneath the chute, the gallows-tree had taken root; now as wide, or a little more, than the steps that led to the courthouse door, as tall as the writing, or nearly as tall, halfway up on the courthouse wall.

Teacher: Who's the next person that gets hung?

Student: The people who stayed.

Teacher: Very good, the one who speaks up. How many people spoke up?

Student: Two.

Teacher: Two, one cried, "murder," one cried "shame." I don't know actually, it could be the same one, one or two [inaudible 00:58:49], but the one who speaks up, calls out against it, is the one who gets taken down next. Like my poor friends who didn't like living in communism and I drive you off to the gulag up here in front of the room. Nobody else said that that wasn't right, did you? Third section of the poem is the shortest. Steven can you read that one for us please?

Student: Not here.

Teacher: Student's not here either. Student B. can you read that one for us please.

[01:00:00] Student: The third he took, we had all heard tell was a user and infidel, and "What," said the hangman "have you to do with the gallows-bound, and he a Jew?" And we cried out, "Is this one he who has served you well and faithfully?" The Hangman smiled: "It's a clever scheme to try the strength of the gallows-beam." The fourth man's dark, accusing song had scratched out comfort hard and long; and what concern he gave us back, "Have you for the doomed, the doomed and the black?" The fifth, the sixth, and we cried again, "Hangman, Hangman, is this the last?" "It's a trick," he said, "that we hangmen know For easing the trap when the trap springs slow." We ceased, and asked no more, as the Hangman tallied his bloody score, and sun by sun, and night by night, the gallows grew to monstrous height. The wings of the scaffold opened wide till they covered the square from side to side, and the monster cross-beam, looking down, cast its shadow across the town.

Teacher: Who's the next one? Good guy, right? Then?

Student: Then he starts the dark guy.

Teacher: The dark man, the one with the dark skin, then we have a fifth and a sixth and we don't even know what was wrong with those people. Is this gallows symbolic of something? We'll come back to that. The last section ... Student, she's here right? Student can you read the last section?

Student: Then through the town the hangman came and called in the empty streets my name, and I looked at the gallows soaring tall, and thought, "There is no one left at all for hanging." And so he calls to me to help pull down the gallows-tree, and I went out with right good hope To the hangman's tree and the hangman's rope. He smiled at me as I came down to the courthouse square through the silent town, and supple and stretched in his busy hand was the yellow twist of the strand. And he whistled his tune as he tried the trap and it sprang down with a ready snap, and then with a smile of awful command, he laid his hand upon my hand.

[01:02:00]

"You tricked me. Hangman!," I shouted then. "That your scaffold was built for other men, and I no henchman of yours," I cried, "You lied to me. Hangman, you fully lied!" Then a twinkle grew in the buckshot eye, "Lied to you? Tricked you?" he said. "Not I. For I answered straight and I told you true" The scaffold was raised for none but you. For who has served me more faithfully than you with your coward's hope?" said he, "And where are the others that might have stood side by your side in the common good?" "Dead," I whispered, and sadly "Murdered," the hangman corrected me. "First the alien, then the Jew. I did no more than you let me do." Beneath the beam that blocked the sky. No one stood so alone as I and the hangman strapped me, and no voice there cried "Stay!" for me in the empty square.

Teacher: Talk to each other, what do you think of this poem? [crosstalk 01:03:04] Let's get some ideas here. Student, what do you think of this poem?

[01:04:00]

Student: It's descriptive.

Teacher: Descriptive about what?

Student: About how [inaudible 01:04:05].

Teacher: Describing the basis by which we choose people?

Student: No, McCarthy.

Teacher: How the hangman picked people. The hangman, does he ever give a reason?

Student: No.

Teacher: Not really, he just picks people. Who produces the reason?

Student: The people.

Teacher: The people around, they say, "Oh it must be because ..." Student, what do you think of this poem?

Student: I just never [inaudible 01:04:42].

Teacher: Why did he hang so many people? What do we think about?

Student: He's the one that's a communist.

Teacher: Who's the one that's communist?

Student: The hangman.

Teacher: The hangman is the one who's communist. What do we think of that?

Student: Could be.

Teacher: Could be. You think there's something else to this?

Student: Hangman's the Red Scare [inaudible 01:05:10]

Teacher: He's not a person, he's the?

Student: Embodiment.

Teacher: Embodiment of the Red Scare, symbolic of the Red Scare, so how does that work?

Student: He's accusing people and always [inaudible 01:05:25] They came for me and none spoke out.

Teacher: What is that, he came for the beast and came for the ducks?

Student: It's from that story. First he came for the Jews then he came for the other people. When he came for me no one spoke out.

Teacher: Because?

Student: There's nobody else there to speak out.

Teacher: In the poem there's no one left to speak out. What would have happened if people spoke up at the beginning, when the hangman first showed up?

Student: They would have hung the hangman.

[01:06:00]

Teacher: Hung the hangman, that's hard to say. Yeah, it could have been. Does this relate to our life at all?

Student: Yes.

Teacher: I'm going to ask you why you think so, but I'm going to let you think for a second first. You all seem to think yes. All right Student, how can this relate to us?

Student: We don't know who's lying.

Teacher: What do you mean?

Student: When a person accuses a person of being communist and says, "You lied to me and foully lied." You don't know if people in authority are actually good or bad.

Teacher: Like our game, you didn't actually know if people were green or red. Could some of these people who got hung actually have been bad people?

Student: Possibly.

Teacher: Possibly, you want to add to that thought Student?

Student: [inaudible 01:07:14] accusing people or anything, but standing up together as one.

Teacher: What do you mean, standing up together as one?

Student: If we all started cooperating, spoke up for that one person, [inaudible 01:07:33], combine and talk about it at once [inaudible 01:07:40], but we're probably not going to do that.

Teacher: I sense there's some drama behind this story. If you all stood up together, you could make a change. You could stop something from happening that you don't like.

[01:08:00]

Student: Yeah, but that'll probably never happen.

Teacher: Why not?

Student: No one cares

Student: Too scared.

Teacher: Too scared, what are you scared of?

Student: Mrs. Hodges.[crosstalk 01:08:14]

Teacher: Student, you mean like the guy in the story, the narrator of the story?

Student: Yes, we're afraid of the narrator, I mean the hangman.

Teacher: You're afraid of the hangman, so people get picked off one by one and you don't speak up.

Student: Yes.

Teacher: Interesting. Are there historical examples of this?

Student: Yes.

Teacher: Nod your head yes, there are. Can we think of some?

Student: World War II.

Teacher: What about World War II? You like this example, what is it?

Student: When the Germans started invading, we started war with this country, and this one, and this one, and everyone was like, "Nah we can't stop. We're not saying anything." Until it was too late and it was just England and they were like, "Oh."

Teacher: Now what, right?

Student: Yeah, now what?

Teacher: Does anyone remember the name of the British Prime Minister who went and made the Munich crack with Hitler?

Student: Churchill.

Teacher: It was before Churchill. In fact, he got fired and Churchill replaced him because everyone was upset with [inaudible 01:09:11].

Student: Chamberlain.

Teacher: Neville Chamberlain. Now politicians look back and they're like, "Don't be like Neville Chamberlain. Don't appease somebody and give in." Good idea. Dr. Seuss made a very famous cartoon at that time, showing a woodpecker that had Nazi symbol on it, pecking down all these trees, and there's a bird sitting in the last one. It's the United States and the bird is dressed like Uncle Sam, like here we are ignoring this one by one all the other places are falling. In the forest, when are we going to finally stand up to this guy? Hitler very much did this. Hitler did it with the people of Germany also, not just with the

[01:10:00] countries of Europe. He picks out one minority group, no one stands up to him, so he can pick on another minority group. Do we have this in the United States?

Student: Yes.

Teacher: Nod your head yes. What examples?

Student: The Japanese immigrants.

Teacher: When?

Student: When they bombed Pearl Harbor, they [inaudible 01:10:15] camps.

Teacher: They had [inaudible 01:10:16] camps. Why didn't a whole bunch of other Americans stand up and say, "No, this is not okay to pick on this group of people that haven't done anything wrong?"

Student: They were scared.

Teacher: They were scared. Why aren't you standing up for the Japanese people? You really like Japan too. How about a little later, like in the late 1940s and early 50s?

Student: [inaudible 01:10:36]

Teacher: Before that, what have we been talking about today?

Student: McCarthyism

Teacher: McCarthyism, it's even named after him. McCarthyism, this fear of McCarthy. McCarthy starts accusing people, if you stand up for the sum ... The Hollywood Ten, you go, "Hey, this isn't right." People are going to think?

Student: You're a communist.

Teacher: You're a communist. Do we have this more recently?

Student: Yes.

Teacher: Like?

Student: Trump.

Teacher: Like Trump, yes. Not to bash Trump too bad, but he's doing this to people, and it gives him a lot of?

Student: Power.

Teacher: Power. It gives him a lot of power. People want to follow him. They trust him because somehow he knows who the bad guys are. People think that he might do something about it. I'm afraid of the idea of Trump becoming president. I'm afraid of that. People following him. He sounds a lot like Hitler. He sounds a lot like McCarthy. I read the reading last night. I combined the pictures. Did you notice that? The trump picture and the McCarthy picture, both of them holding up some paper?

Student: Yeah.

Teacher: Did you see that connection? I looked up pictures on Google search. McCarthy Google search Trump, and I was like these guys even look alike. It's history coming back all over again. I have no idea whether Trump will get president. I have no idea what he would actually do as the president, because that's the future, but he sure sounds a lot like McCarthy. He sure sounds a lot like Hitler. He does the same kinds of things, and people are falling for it for the same reason. They're giving in because they're afraid of getting accused also. As far as [inaudible 01:12:19], we could change this if?

Student: We vote. Oh sorry.

Teacher: No, we need to vote, but we need to vote as?

Student: One.

Student: Democratic.

Teacher: One group. If you're a democrat you don't want Trump there either, but you're on the right lines right.

Student: [inaudible 01:12:35]

Teacher: It's going to be an interesting campaign, because right now there's a whole lot of Republicans out there, so every time they have a primary it keeps splitting up the vote, but at some point the people getting not very much are going to start to drop out. It's already started happening. Probably pretty soon Jeb Bush, poor guy, and Ben Carson are going to be dropping out, because they just don't have enough support to keep going. We're going to be down to just three, maybe then two people. Once it's Trump and one other choice, we'll see people are still going to follow along from the start. When presented an alternative, people will give up. If they'll do like you guys are saying, stand up together and repute this guy and say, "No, we don't believe the things that you're saying. We don't like this way of doing things." It'll be interesting to see. There's more elections coming up. Nevada and South Carolina are going to be voting. Interesting, the Democrats and Republicans don't vote on the same day in those states. I don't know why it works like that. We'll see. Watch the elections. Pay attention to what's going on. See if you see the historical connections. What overlap there is from past to present. Any last thought on the Red Scare?

[01:14:00] We have just a few minutes left. We'll watch the video on it another time. The video is edited to this, but we don't have enough time. Before we go, I do want to hear about some of the food. We'll get to taste it at lunch time, but I want to hear about what's your name, and what it was like trying to make it. Before I call people though, does anybody really want to share the story of this 1950s food that you made? Who is dying to your friends you want to share? All right, what's up with your food?

Student: People say it's [inaudible 01:14:26], but on the package it said marinated short ribs, so I got it. [crosstalk 01:14:36]

Teacher: This is interesting because a lot of the GI's came back from far away and they came back with these foods that they had tasted and did it end up being the authentic food from far away?

Student: No.

Teacher: No, it was very Americanized. Who else wanted to share something? Strange making food.

Student: What if there was no recipe for baby pizzas, so I just made pizzas on English muffins.

Teacher: Yeah, [inaudible 01:15:07].

Student: I had to improvise.

Teacher: Does this connect?

Student: Is that okay. I searched for a 1950s baby pizza recipe, but nothing came up.

Teacher: Nothing came up, nothing came up. When your husband, who had been your boyfriend in the war came back and said I used to be in Italy during the war, there's this nice Italian family that I met there that made me this wonderful thing called pizza. There you are, the new wife at home, wanting to take care of your baby boomer family and then your husbands describing this thing called pizza and you?

Student: Try.

Teacher: You improvise. This is all American food ended up like the authentic foods from far away. Student, what was it like?

Student: I just got ham and put it in the oven.

[01:16:00]

Teacher: Ham in the oven, what were you trying to make here?

Student: Baked ham.

Teacher: Baked ham. [inaudible 01:16:06] Did you taste it yet?

Student: Yeah.

Teacher: It's good? [crosstalk 01:16:11] Does it have a glaze or anything on there?

Student: Honey.

Teacher: How many of you noticed a lot of food from the 50s is sweet? Yep, sweets were big in the 50s. Glazed ham fits right in. Amanda, what did you make?

Student: Mexican corn saute.

Teacher: Has anyone ever had this? No, this is a good example of a foreign food being an American variation. And?

Student: It's really inauthentic.

Teacher: It is. That's like you made chop suey and stuff, it's not authentic. Is it good?

Student: Yeah.

Teacher: It is good. It doesn't have to be authentic to be delicious. Would you serve this at a party?

Student: Yeah.

Teacher: Especially if you got in a time machine and went back to the 50s, it would be good. Yon, what'd you make?

Student: Mushroom and broccoli casserole

Teacher: Mushroom broccoli casserole, casseroles were good in the 1950s. Is it good?

Student: I haven't tried it.

Teacher: We'll see about this. How do you make a mushroom broccoli casserole? What goes in it? Mushrooms, broccoli, and?

Student: Onions, garlic, that's pretty much it.

Teacher: Does it include a Campbell's soup in some layer?

Student: No.

Teacher: No, it's not. This was big in the casseroles. Who else made a casserole with Campbell's soup? We didn't have any. Campbell's soup was a big thing. This is the days of Andy Warhol. He paints the Campbell soup art and that was a big thing. One of my mom's favorites, lot of dishes when I was young, had Campbell's soup somewhere in there.

[01:18:00] We'll try to get you in the front of the line so you can taste everything. Make sure your food is ready for me to heat up or whatever I need to do with it. I had fun today. I'll see you at lunch.