

12th History McCarthy
Main

Teacher: 30.

Student: Thank you.

Teacher: Did you make a note if I need to warm them up?

Student: You don't need to.

Teacher: Okay.

Student: I just want my plate back after.

Teacher: This is for cold? You need to keep it cold?

Student: Yeah.

Teacher: Okay. There's ice in the bottom, though.

Student: Don't put it on top of that.

Student: Should I put it on this?

Teacher: Yay. Very good. I have 30, I need what, [inaudible 00:01:01]?

Student: Okay. Did you bring the [crosstalk 00:01:13]?

Student: I forgot my ingredients, Teacher.

Teacher: Oh no. Do you know what they are?

Student: No.

Teacher: Oh no.

Student: Yeah. [inaudible 00:01:44] My auntie helped me make them.

Teacher: That's good. Does that need to get heated up at all?

Student: Yeah.

Teacher: Can you put a note on it? A post-it note? They're over there. Student has it. Tell me how long it needs to get warmed up for.

[00:02:00]

Student: Why are there numbers on this?

Teacher: How long it needs to get warmed up.

Student: Oh.

Teacher: So if you need me to microwave it, I'll do it during break. During the off period.

Student: Do you have colored pencils for my table tent?

Teacher: I do, but it's a little late right now.

Student: Really?

Teacher: Yes. We're going to do other stuff in class.

Student: Oh, okay.

Student: Can I have the paper?

Teacher: Yes. Where'd my pen go? There it is.

[00:04:00]

Student: You know them?

Teacher: Okay, business first. During the period five, I'm going to be setting up our lunch. We'll put out the 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 a cooler, make sure it's actually in the cooler. Please don't smash the jello, which is going to be delicious, right?

Student: He doesn't know. I haven't even tasted it.

Teacher: We're nervous about it. Yes. Cooler. Can bring it up. Any place at this point. You can 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: Can we have a party entrance for VIP [crosstalk 00:05:13]?

Teacher: Yeah, I think I'll try to let you guys get into the line. We'll let you go early, 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: Okay, good. To teachers or your friends?

Student: Friends.

Student: Both.

Teacher: Both. Okay, that's good. So we'll see who comes. It'll be fun. It'll be a little crazy in here. I did provide drinks, so there will be water, because that's 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?

Student: Yay.

[00:06:00]

Teacher: Yay. 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 a while. Okay.

Today we are going to be talking about a very important thing that happened in the 1950s, which is the Red Scare. To get us started ... 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. Of course on the left, we have who?

Student: Uncle Sam.

Teacher: Who is symbolic of?

Student: America.

Teacher: America. That's pretty obvious right there. And he is holding?

Student: A bag.

Student: Money.

Teacher: A bag with the money symbol, right? 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: And what street?

Student: Wall Street.

Teacher: Wall Street. Very typical. Okay, good. On the other side, the bear represents?

Student: The Soviets.

Student: Russia.

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

Student: Red.

Teacher: Red. Red was the symbol for communism. Capitalism doesn't have a particular color. I suppose red, white, and blue combined, because we're the heart of capitalism, but not particularly ... The symbol there, the hammer and sickle symbol, represents two types of workers.

Student: The farmers, and the ...

Teacher: [00:08:00] Factory workers, I guess. Factory workers. Represents the two types of workers. This hammer and sickle symbol keeps showing up over and over in communist countries. You'll see it started off in the Soviet Union. We see it used in China and in Vietnam and in other places also. North Korea loves 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, right? We've talked about that last class. The Red Scare. Today, goals: we're going to understand why we had a Red Scare around the year 1950. It started a little before, extended a little bit after. There wasn't a "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 dissipated over time. But 1950 is a good way to remember the Red Scare happened. 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 was 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? 19 ...

Student: '44.

Student: '40 ...

Teacher: When did World War II end?

Student: '45.

Teacher: '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 tests theirs. It took them only how long?

Student: Four years.

Teacher: Math is good. Four years to do it. The United States borrowed a lot of German scientists at the end of the war. We went into Germany, and we took some of the best German scientists home with us. They helped build our rocket program. Our space program was built with a lot of help from German rocket scientists. The Germans had built rockets before the Americans.

[00:10:00] 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 the Russian space program and the Russian missile program and the nuclear program. So the atomic bombs that were built in the Soviet Union were also built with a lot of help from German scientists, and because there were some Americans who sold nuclear secrets to the Soviet Union. They'll come into play there.

We also had this idea of containment that was going on. Americans are scared by testing the atomic bomb. Suddenly we're not the only nuclear-powered country in the world. Get scared by that. Also this idea, what if the communists were already here? Because 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 for 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 called this plan the what plan, in Europe? It was named after a guy who proposed it.

Student: Marshall?

Teacher: Marshall, good. I knew somebody would remember. Thanks. The Marshall plan was proposed by this guy, Marshall, who was Secretary of State after the war. 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. So the idea was to contain it, like a container of food. You don't put the soup in the fridge by going, "Oh, let me pour it into 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.

Teacher: [00:12:00] Korea, yeah. We fought a war in Korea, because the communists 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 a 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 communists were already here? What if your teacher was a communist? What if your minister at your church was communist and 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 communists here already, in our midst. And so we have a Red Scare, and we get lots of good propaganda like this one. We were terrified. It was a scare. We're going to bring us to our class activity. First, you're going to play a game. It involves some teamwork. It involves some strategy and possibly some deception. Oh, yay! Extra credit can be earned, but only if you adhere to the rules. You must follow the rules 100%. Paper, take out your packets. Rather than plain paper, take out your packets.

[00:14:00] 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20. 2, 4, 6, okay, good. [inaudible 00:13:54]

Okay. Each person is going to receive a paper. It says either red or green on it, okay? You may not divulge, divulge means to tell or show, you may not divulge the color of your paper. Absolutely not. It will ruin the activity if you show or tell anyone what's on your paper. Make sense? As soon as you get it, you see it, put it in your pocket. Don't let anyone else see it. That's what I just said.

Student: Oh!

Teacher: That was my class when I had Chinese-speaking students and they had to know what to do. Each green paper is worth one point and each red paper is worth zero points.

Student: Aww.

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

[00:16:00] There's some more instructions in Chinese. Red papers ... If you have a red paper, you acquire points by joining or infiltrating the green teams. For example, a red paper joins with 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. So you reds, you do not want to have more than one red in the group. Any group with a red paper in it, the greens do not get any points. So 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. So greens, keep the red people out. Make sense?

Student: Yeah.

Teacher: Any questions?

Student: No.

Teacher: There's directions in Chinese, and once again, upon receiving your color, do not divulge it to anyone. You cannot be in a group by yourself. You have to at least be in a pair. A pair would be the absolute minimum. We're going to take about five or ten minutes to form groups, so you're going to get up, you're going to walk around, form groups. You may end up shifting groups as you go. The first group you want might not be the one you end up with in the end. Once you go in a group, once you say, "Okay, 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, okay?

Are we good? All right. You're going to draw the cards. I think there's one or two more chips than we have people, so we'll see. Don't trust Student.

Are you sleepy today?

Student: Oh, sorry. Yeah.

Teacher: I love this game.

Student: Just because I'm wearing red does not mean ...

Teacher: Yeah, what about this? You were in my class before, right? You know about the Red Scare.

Student: Oh, yeah.

Teacher: Hm.

[00:18:00]

Student: But I didn't play this.

Teacher: No, we didn't play this game last time you were in the class. Do you trust him? Should you trust him?

Student: Trust who?

Teacher: He's got the red string on his thing, though. Okay, I think we're going to have just enough.

Student: Don't trust them, then ...

Teacher: Hm. You look suspicious. Yeah, Student, why doesn't anybody trust you?

Student: Communists. They're crazy. They're crazy.

Teacher: They're crazy.

Student: Oh, I took ... Oh, never mind.

Teacher: You got one or two? Have I miscounted? I've got to throw a couple more in there. How come there's staples on your [inaudible 00:19:11]?

Student: Oh, I got two on accident.

Teacher: If you have two, throw one back. Oh, perfect. Four more. Make sure your paper is safely in your pocket. Only you know the color.

Student: What happens-

Teacher: You're going to walk around, move around the room, form up some teams. We have about five or ten minutes, and then we're going to see how the teams shake out. You cannot sit down. You have to get up and walk around. Yes. Yes.

Student: What if [inaudible 00:19:49] takes it?

Teacher: That will be sad.

Student: Does that mean you're out?

Teacher: You have to be in a group.

Student: Get out of here!

Student: How dare you!

Teacher: Just three? You all trust each other?

Student: No.

[00:20:00]

Teacher: No? But you're going to stick together? You all mistrust each other, but you're okay.

Student: Yeah.

Teacher: These two, they're not going to steal your point?

Student: Who cares?

Teacher: You can get extra credit.

Student: Are you guys [crosstalk 00:20:06]?

Teacher: Yeah, you can tell. You can totally tell if somebody's lying, right?

Student: I don't want to anymore. I [crosstalk 00:20:13]

Teacher: You got thrown out. You got to go find a group. Can't be by yourself. Oh, you got another one? You brought in another green into the fold, huh? How happy he is about this.

Student: We stabilized our group. Get in our group.

Teacher: You have three?

Student: Yes.

Teacher: You trust each other?

Student: No.

Teacher: Should you? No. You don't have to have her in your group, if you think she's shifty eyes over there.

Are we a team of three?

Student: Yes.

Teacher: We're comfortable with this?

Student: Yes. We're best friends.

Teacher: You've been best friends for life, but can you trust her?

Student: Yes.

Teacher: Okay. We'll see. How is this? This is a team of six going.

Student: Yeah. We're not confident here.

Teacher: You're not confident.

Student: Yeah, no one's lying.

Teacher: You could leave. If you think there's a red somewhere in here and you're green, you could go and go away from this red who's going to steal your points.

Student: Just because I'm red doesn't make me a communist!

Teacher: Toby, you're back over here?

Student: Yeah.

Teacher: You keep ping-ponging between the groups.

Student: He keeps trying to irritate everyone.

Teacher: He's what?

Student: He keeps trying to irritate everyone.

Teacher: But do you trust him? You'll always take him back?

Student: Yeah. According to my list.

Teacher: Your secret list. Just a team of three?

Student: Yeah.

Student: All hail Stalin!

Student: All hail Stalin!

Teacher: One more minute to finalize your choices. That was a pretty unified decision right there. Do not trust him.

Student: We're going to get a new one, right?

Teacher: Well, I'll tell you.

Student: Are we going to do this again?

Teacher: Maybe. Are we settled? I want to have the groups separate, so you guys slide over a little bit. Slide over. This group here, can you come over here. Separate, and 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, not trusting. We have a group of six. [Student 00:21:51], can you stand up for me. We have a group of five and a group of five. Apparently this is the trusting group here.

[00:22:00]

Before we reveal the actual colors that you have, a little qualifier here: you are all friends. You came into the room 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 one, so we'll go with the groups of three. Groups of three, the actual color you have is?

Student: Green.

Student: Green.

Student: Green.

Teacher: All right, so each of you is going to get three points. Good job. My three girls over here, we have ...

Student: Green.

Student: Green.

Student: Green.

Teacher: All right! Trust has worked out for you! We have a group of three. We have ...

Student: Red?

Student: Green!

Student: Green.

Teacher: Green? Oh, and she steals their two points. And you trusted ... Oh, no! Let's go with our team of four. Student, you have ...

Student: Red.

Teacher: Red.

Student: Student!

Teacher: Green.

Student: Green.

Teacher: Student, you did such a good job! Even you are wearing red today, but you were ... Oh, no. So let's see. We have two teams of five. I just want to wait til you guys are last, actually. Over here, Student, you have?

Student: Green.

Student: Green.

Student: Oh no!

Student: Green.

Student: Green.

Student: Green.

Teacher: All right! For all that nobody wanted to have you on their team, Toby, you were safe all along. Each of you gets five points. This is very good. This is very good. My team of six, you were very quiet, very quiet throughout the whole game. You all just clumped together, and then you stayed together. Let's see how this goes. We'll start this side. Student?

Student: Red.

Teacher: He's a red.

Student: I knew she was ...

Teacher: So you're also red?

Student: Yes.

Student: Green.

Student: Green.

Student: Oh, two more reds?

Student: Hi, I'm a green.

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

Student: Green.

Student: Green.

Student: Green.

Student: Green.

Student: Green.

Teacher: Good job. All greens, so all of you get five points over there. All right, go ahead and have a seat. You can keep the papers as your souvenir. Let's talk about this and follow up and understand how it connects to history. That was fun?

Student: Yeah.

Student: Yes.

Teacher: Okay, that was fun. I always like playing that game. Sneaky friends over there. First on, I want you to think about this before we share. Can you describe the experience of trying to join a group? What was it like to try to join a group? Think for a minute first, and then we'll share.

Student: We had to make consequences, in case they didn't ...

Teacher: Wait a minute. You had to make consequences? What does that mean?

Student: You don't want to know.

Teacher: "If you lie, I'm going to something to you later on"?

Student: Yeah.

[00:24:00]

Teacher: Oh, there was a consequence for being a liar in here.

Student: Yeah.

Teacher: Interesting. So there was some sort of law about being a red.

Student: Yeah.

Teacher: Ah, interesting. Let's get to another group. Student ... Where is Student? Student, you're a sneaky person, apparently. What was it like trying to join a group? You ended up with a group of four.

Student: I just [inaudible 00:24:12]

Teacher: It wasn't hard. You just walked over, and then everyone was happy to have you in their group? No problem.

Student: She's so innocent.

Teacher: She's so what?

Student: She's so innocent.

Teacher: Oh, we just trust her from before, because she's a trustworthy person. No one would have thought.

Student: It was hard for me!

Teacher: Student, I'm not surprised to hear that. Student, why was it hard for you?

Student: Because they thought I ...

Student: That guy was fishy from the start!

Teacher: He was fishy from even before he walked into this room! You all think he's a fishy guy. Describe this for you. Trying to join a group.

Student: It was very discriminatory. Anybody with six letters in their name, with "L" in them, was very discriminated against.

Teacher: Yeah.

Student: Because you have "L" in your name.

Student: And it has six letters.

Teacher: So nobody wanted you, you felt like that, or what?

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

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

Student: It was.

Teacher: It was made for him.

Student: It was especially applied to him.

Teacher: Especially applied to Student.

Student: They didn't believe me until the very end, when I said [inaudible 00:24:55]

Teacher: Let's get at least one more. Student? Where'd Student end up? Student, what was it like trying to join a group?

Student: It was easy.

Teacher: Because?

Student: I have a list.

Teacher: Tell me about this list, Mr. McCarthy.

Student: It says "list of communists: Student ... "

Teacher: Student. McCarthy never gave away his list, though. He never told anybody who was on the list. You already knew from the start who you thought was communist?

Student: Mm-hmm (affirmative).

Teacher: You already knew who was going to be a red from the start?

Student: Yeah. Yeah.

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

Student: He's McCarthy, and [inaudible 00:25:27]

Teacher: Oh, you got this premonition of the future. Let me ask you here before we move on to the next question, though. Did this affect who was in the group, your preconceived ideas about 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 kind of fun also to see people squirm under his crazy accusations. Before you talk, think for a minute. How did you determine if somebody was telling the truth or being deceptive? How could you tell?

Student: You interrogate them.

Teacher: I'm going to call some people and then we'll take volunteers also. Katie, how could you tell?

[00:26:00]

Student: They looked so suspicious, every one of them.

Teacher: Everyone in your group looked suspicious. Half of them, apparently. What about them makes them look suspicious?

Student: They were darting their eyes left and right.

Teacher: Shifty eyes, kind of? That's a suspicious look?

Student: Yeah. When there's somebody who's been accusing me of being ... If you accuse me of being a communist, you're probably a communist too. I'm sorry.

Teacher: Ooh. The over-accusers were ...

Student: It turned out that he was a communist too! What was he doing?

Teacher: Oh, interesting. Maybe he was trying to get rid of you. Interesting. Interesting. Let's get another one. Daniel, how could you tell who to trust and who not to trust?

Student: I looked at their eyes.

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

Student: If they're looking down ...

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

Student: It's how you play the game.

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

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

Teacher: So you just look at the floor the whole time?

Student: Yeah.

Teacher: Green or red, you just look around at the floor and you don't make any contact with anybody, and then you're safe. Hm. Interesting. 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. You could pull it off.

Student: [crosstalk 00:33:39]

Teacher: Ah. Because?

Student: Because first off, I looked trustworthy.

Teacher: Oh, she looked trustworthy! Did anyone think she did not look trustworthy today? There's some people you did not fool. Oh no.

Student: You joined the group, even though you ...

Teacher: Wait a minute. 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 communist." She was like, "No I'm not!" I was like, "Oh, okay, all right."

Teacher: Okay, so wait a minute. 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.

Teacher: Interesting. Somebody who was agitated ... Anyone else use this method? If somebody seemed agitated or nervous, then you thought they must be lying?

Student: Yeah.

Teacher: Yeah. Who did you mistrust because of this method?

Student: Student.

Student: Student.

[00:28:00]

Teacher: Student! Oh, Student, you look nervous, and so everyone thinks you're lying. Which you weren't, right? No, he was just nervous. What made you nervous?

Student: Because I was afraid they could kick me out.

Teacher: Ah. Afraid of losing your position. Anyone else have another method of telling if somebody was lying or not? We've done the looking ...

Student: What their favorite color was.

Teacher: What do you mean? You asked them, "What's your favorite color?"

Student: Then you use that scale, and whatever color on that scale it's closer to, that's what they [crosstalk 00:28:24]

Teacher: Applying some art logic over here to this. The closer they are.

Student: [crosstalk 00:28:28] red pen and then [inaudible 00:28:28] took it ...

Teacher: It was some sort of a trick test here. It's a total witch hunt. Raise your hand: did you accuse somebody of being a red? Okay. We haven't heard from you guys over here. Who did you accuse? You accused her. Why?

Student: I accused him because he was wearing red.

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

Student: No.

Teacher: No. But you went ahead and did it anyway, just because.

Student: Yes. Just because.

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

Student: A bit of his behavior was too calm, but that was it.

Teacher: Apparently you're more chaotic in normal life, but then you were really chilled out this time, so you looked suspicious. You accused somebody of being red. Who'd

you accuse?

Student: Oh, I thought it was Student.

Teacher: Oh, Student. You were green too, right? Then both of your friends were accusing you of being red.

Student: Oh yeah.

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

Student: Because smiling, and ...

Student: Yeah. Before, we were playing this other game that was similar, and then I was like, "Student, are you the spy?" She started laughing really hard, so we knew ...

Student: Yeah, she was lying.

Student: I laugh under pressure!

Teacher: You laugh under pressure. Yeah. Last time I played this, somebody said, "Every time she smiles, then she's lying." She smiles all the time, every day! You're a pretty happy person, right? Yeah. 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. Even your best friends told us this. They know you pretty well, I guess. Who else accused somebody of being a red? [Student 00:29:57], we haven't heard from you too much. What's up?

[00:30:00]

Student: Student.

Teacher: You accused Student. Everyone's accusing Student. Why'd you accuse Student?

Student: Because he's Student.

Teacher: Are you just picking on him?

Student: No, he was just like [inaudible 00:30:09]. But then ...

Student: He gave us all this good stuff.

Teacher: He's just straight up acting more suspicious than usual.

Student: Yeah. The first thing he did when we stood, he approached me.

Student: I knew he was a communist.

Student: [crosstalk 00:30:18] went towards the greens.

Teacher: Wait a minute. Student, you said you knew he was communist.

Student: Yes. You can tell. He gives off that Ho Chi Minh.

Teacher: He's got a communist vibe?

Student: Yeah, the Viet Cong, [crosstalk 00:30:34]. You never know.

Teacher: You never know. Actually, that's kind of true. We'll talk about that later. We have this issue here of you guys mistrusting each other. Did anyone accuse somebody because you were afraid they would accuse you? Yes. So we had this.

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

Teacher: So you're like, "I need to accuse somebody else, so people will think I'm a green. They'll trust me."

Student: Yeah, that's exactly what I did.

Teacher: All right, good. Anyone else do this? You're the only one who tried this strategy. We talked about this one. Did anyone accuse you? Raise your hand. Did anyone accuse you?

Student: Yeah.

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

Student: I were a red.

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

Student: It was okay.

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

Student: Yeah.

Teacher: You're just like, "Oh, thanks." What?

Student: [inaudible 00:38:53]

Teacher: They didn't think that was weird?

Student: It was weird!

Teacher: It was.

Student: Yeah.

Teacher: But then you stayed with her anyway. You didn't throw her out or leave the group.

Student: That's okay.

Student: Communist!

Teacher: She stole your points! Who else got accused? Student, you got accused. What was it like? We heard the accuser's point of view. You got accused. What was that like?

Student: I felt discriminated against.

Teacher: Discriminated against, yeah?

[00:32:00]

Student: When she accused me, all five of them, all at once, like, "Yeah!" [crosstalk 00:32:02]

Teacher: Oh. It was like suddenly on the bandwagon, let's all get Student out.

Student: I figured even if you ... I wasn't accusing her a lot, but then I figured ... I was like, "Oh, even if I accuse her, I don't think she'll leave."

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

Student: Yeah, so I was like, "Oh, okay, whatever."

Teacher: All right. Student D, you also got accused. Who accused you? They did. What was that like?

Student: I didn't care.

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

Student: Yeah.

Teacher: Okay. So you were like, "It doesn't matter. I'm green anyway." Did you tell them? Did you protest? Did you say, "Hey, no, no, I'm green!"

Student: No, I was like, "Okay, whatever you say."

Teacher: And did you think that was suspicious, you who were accusing him? When you accuse somebody and they're like, "Eh," does that mean, "Okay, 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: Oh, mixed message. But you're okay with it. [Student 00:33:00], you said that's fine? Did you use that as a test? "Let me accuse somebody, and if they're cool with being accused, then that's okay"?

Student: Oh, no. I mean, yeah, for him.

Teacher: For him.

Student: He kept coming back to me, so I figured he's probably ...

Teacher: He's probably safe. All right. Who else over here got accused?

Student: Raise your hands [inaudible 00:33:24]

Teacher: Toby, we're going to get over to you. You got accused a lot, by many different people. In fact, there was a 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. Aww.

Student: Because a lot of people didn't want me.

Teacher: Why? Oh my god. You are a very popular person at school, are you not?

Student: No.

Teacher: No. Come on, you guys. No, people tend to like you. I know this is true, but then suddenly here in this game, lots of people didn't want you around.

Student: I just wanted to join their group, and they're like, "No!"

Teacher: But you were green!

Student: Yeah.

Teacher: You were safe!

[00:34:00]

Student: Yeah. They didn't know.

Teacher: Were you protesting? You were like, "No, no, I'm green!" Were you trying to convince them?

Student: Yeah. I just wanted to join them.

Teacher: Poor guy. They're throwing him out! This is the interesting question. Who emerged as the leaders of the group?

Student: Student.

Teacher: Student. Okay. You were very quiet, and in fact you haven't even spoken up yet, but they seemed to think you were a leader. Why did she end up being a leader of the group? Why would you follow her?

Student: She's very anti-Student.

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

Student: She was the one that made the consequences.

Student: Yeah, she made the consequences.

Student: No I didn't! I said there should be a consequence, but they made [inaudible 00:34:32]

Student: She theorized it, though.

Student: Yes.

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

Student: Student.

Teacher: Student. They trusted you. Why did you guys trust Student?

Student: He had the list.

Teacher: What?

Student: He had a list.

Teacher: Oh, that's right. McCarthy over there had the list, so somehow you felt like he had the information. He had the inside source.

Student: Yeah, but he put us all on the list, so [crosstalk 00:35:02]

Teacher: Like McCarthy, everybody was on there. Equal opportunity accuser. But then you trusted him anyway! Against probably your better judgment.

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

Teacher: Oh, okay. Were you okay, being the one who people were trusting and following.

Student: Yeah.

Teacher: Yeah. You were good with this?

Student: I felt powerful.

Teacher: Ooh. Ooh. He felt powerful. You guys didn't hear that. He felt powerful. Interesting. We had some small groups, right? Those are some of the bigger groups. The small groups of three. Did you end up with a group leader, Student and company?

Student: No, not really.

Teacher: Not exactly. Our other group up here of four. Darla, did you have a group leader?

Student: Not really.

Teacher: Not really. You were a three for a long time, and then you gained one more person at the very end, yeah? Who decided that it was okay to let that person in? Or you just were three standing there and suddenly he was there also, and you were like, "Well, okay."

Student: Yeah.

Teacher: It was a non-leadership decision.

Student: Yeah.

Teacher: Okay. Did anyone else emerge as group leaders? No. Last thoughts before we talk about the real history connection here? Any final thoughts?

Student: Better dead than red.

Teacher: Better dead than red. Interesting. Interesting connection. Any other final thoughts?

Yes?

Student: I didn't choose this life.

Teacher: You what?

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

Teacher: You didn't want to be red, but you were anyway!

Student: I know, but I ruined a friendship!

Teacher: Aww. Remember what I said, though. You were friends on the way in, you are still friends on the way out. Now you just know what to watch out for. Actually, this is good. Those of you who ended up red. Who are our reds? Raise your hand. Was it uncomfortable being the red?

Student: Yes.

Student: No, I loved it.

Teacher: Oh, okay. "Nah, I was all right with that. It was fun." But you were okay being red?

Student: Yeah.

Teacher: Yeah.

Student: Ex-KBG?

Teacher: You were okay?

Student: I didn't really care.

Teacher: You didn't really care.

Student: I wish I was red.

Teacher: Were you like, "This is my chance to see how sneaky I can be"?

Student: It wasn't so bad.

Teacher: It was "eh, okay one way or another." How many of you had some guess as to how many reds there were? What did you think?

Student: Oh, I thought the majority was green, so there was only a small [inaudible 00:37:31]

Student: Yeah.

Teacher: You thought that too.

Student: [crosstalk 00:37:38] everyone was going to end up being red. They're going to be like, "Oh, [inaudible 00:37:36], you're red, I'm red."

Teacher: You got outplayed that way.

Student: I thought he was doing that thingy where you, me, and everyone's green, and he made us interrogate each other, and then in the end, there was [crosstalk 00:37:45]

Teacher: Everyone was going to be?

Student: Yeah, green.

Student: To show how dumb the Red Scare was.

Teacher: [00:38:00] Yeah. It was. It was in a lot of ways dumb. There were basically very, very few, if any, communist infiltration anywhere. I put in enough reds to make it fun, so you guys can 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 who were not communist at all got accused of being communist.

Let's do those historical connections. The Red Scare happened in the early '50s. Late '40s, early '50s. You can remember that date is the time of the Red Scare. When Truman was President, this fear started getting going, and his response was the Truman Loyalty Oaths. You had to swear, "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: Right, you'd be like, "Okay, I swear, and ha ha, I'm on the side," right? Like you reds who were infiltrating the other groups. "No, I'm not red!" Same deal. The loyalty oaths were the first attempt, not particularly effective, but it's the first time that we really see this in this particular Red Scare.

HUAC. HUAC was the quick or short name for the House Un-American Activities Committee. You know 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 was to go hunt out and figure out who was

[00:40:00] communist in America. That was their mission. The most famous member of HUAC was Richard Nixon. When he was a member of the House of Representatives, he was there. So 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 them 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. McCarthy is a Senator. He decides 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 communists, because he had some ...

Student: Power.

Teacher: Power, yes. It's very powerful to be in this position, to accuse other people, yeah? To be able to hold up the list, and "I have here a list of X number," he kept changing the number, right? "People in the State Department who are known to be communists." Of course he would never tell anybody who he knew were communists. But it gave him a lot of power. People were very afraid of him, particularly.

[00:42:00] He accused a lot of people who were straight up his political enemies. He was Republican. He accused a lot of Democrats of being communist, and this trend didn't get noticed right away. At first everyone was like, "Oh, he knows who's communist, so we should listen to what he says!" Like you guys listened to him even though you knew his list was bogus, right? So 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 all 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 to repudiate him and go against him and criticize him. The fear of him went away, and 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 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. Even Eisenhower waited a while before he was willing to do it, because there was such a fear of him. Toby, this is you. Getting blacklisted. Almost. Almost. What is getting blacklisted?

Student: Getting put on a [inaudible 00:42:57] list.

Teacher: You get put on a list. There 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 to. 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, and that's such a communist, evil idea or whatever. Then the word gets out among the parents that McKinley High School has this evil communist teacher who's spreading these bad ideas amongst the students, and then the parents write letters to the principal, and the principal comes down and sees my room and how I have red things and I keep wearing red shoes every day. Pretty soon everyone thinks I'm a communist and I get fired.

[00:44:00]

Then I go to some other school, I go up to Roosevelt or wherever, and I say, "I want to work here." They call up my old boss and say, "Hey, what do you know about this Loomis guy?" They say, "Oh, don't hire him. He's communist." That's getting blacklisted, where you cannot get a job anywhere just because you're suspected of being a communist. You're on the blacklist. Black, for "do not hire." It's bad in some way. 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, you know? He must be up to no good, right? I saw him shopping, and he was buying binoculars, or whatever. People would come up with all kinds of crazy reasons to suspect somebody. Just like you guys, like, "Oh, they got the shifty eyes," or "He's wearing a 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.

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

Student: Ronald Reagan [inaudible 00:45:54]

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

Student: Hollywood.

[00:46:00]

Teacher: Hollywood. There was a group of ten of them, so they got called the Hollywood Ten. They were producers and writers, and the people, especially in HUAC in the House of Representatives, accused them. They brought them in and said, "Are you

communist? Do you believe in these communist ideas?" 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. If I want to say, I'll say. If I don't want to say, you can't force me to say." Of course that makes them especially looking suspicious. There's 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 on it.

We're going to read a poem. The poem is called "The Hangman." Open up your packets. Find the page with "The Hangman." Page 20. This poem has four parts, so we're going to have four different readers. The first part is the first column. Student, 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 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 little more, than 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 innocent though we were, with dread we passed those eyes of buckshot lead til 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. The special word for that frame. The poem calls it a scaffold, also, like scaffolding on the side of a building that's being built. The gallows are the frame and the noose. The people ask, "Who is he? Who did you come to hang?" And?

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 hands 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 way and no one spoke, out of respect for his hangman's cloak.

[00:48:00]

Teacher: Okay. Underline or highlight, who was the first person that the hangman hangs?

Student: The immigrant.

Teacher: The immigrant. The man from the foreign lands. "And he stepped down and laid his hand on a man who came from another land." Huh. Reminds you of somebody, doesn't it?

Student: Student.

Teacher: No. Somebody you read about last night, who is blaming problems on people from a foreign land.

Student: Trump.

Teacher: 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: Nope. They sure do not. Just like the people in the poem that "breathed again, for another's grief" was their relief. Hm. Thank you, Student. [Student 00:48:32], 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 jaw like a pike, and his air so knowing and businesslike. And we cried, "Hangman, have you not done yesterday with the alien one?" Then we felt 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 the rope when the rope is new."

Then one cried, "Murderer!" One cried, "Shame!" And into our midst, the hangman came to that man's place. "Do you hold," said he, "with him that was meat for the gallows tree?" And he laid his hand on the one's arm, and we shrank back in quick alarm, and we gave him way and no one spoke out of the fear of his hangman's cloak. That night we saw with dread surprise the hangman's scaffold had grown in size. Fed by the blood beneath the chute, the gallows tree had taken root. Now as wide, or 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 door.

Teacher: Hm. Who is the next person that gets hung?

Student: The people who said, "Murderer!"

Teacher: The one who speaks out, right? How many people spoke up?

Student: Two.

[00:50:00]

Teacher: Two, right? One cried, "Murderer," one cried, "Shame." I don't know, actually. It could be the same one, I suppose. One or two. I guess it's not clear. But the one

who speaks up, calls out against it, is the one who gets taken down next. Kind of like my poor friends who didn't like living in communism and I dragged you off to the gulag up here in front of the room, right? Nobody else said that that wasn't right, did you? Hm. The third section of the poem is the shortest. David, can you read that one for us, please?

Student: Not here.

Teacher: Not here today, yeah. [Student's 00:50:27] not here either. Student D, can you read that one for us please?

Student: The third he took, we had all heard tell, was a usurer 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 fifth, the sixth, and we cried again, "Hangman, is this the man?" "It's a trick," he said, that we hangmen know for easing the trap springs slow." And so 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, til they covered the square from side to side. And the monster cross-beam, looking down, cast its shadow across the town.

Teacher: So who's the next one?

Student: The Jew?

Teacher: The Jewish guy, right? And then?

Student: It's the dark man.

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 question. The last section, the last section, Student. Student's here, right? Student, can you read for us 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 hempen strand. And he whistled his tune as he tried the snap, and it sprang down with a ready snap. And then a smile of awful command, he laid his hand upon my hand.

[00:52:00]

"You tricked me, hangman," I shouted then. "That your scaffold was built for other men! And I'm no henchman of yours," I cried. "You lied to me, hangman, foully

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 more faithfully than you with your coward's hope?" said he. "And where are the others that might have stood side by side in the common good?" "Dead," I whispered, and amiably. "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, none had 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?

Let's get some ideas here. Student, what do you think of this poem?

Student: It's descriptive. Descriptive.

Teacher: Descriptive of what?

Student: The basis [inaudible 00:53:10]

Teacher: Describing the basis by which we choose people? How the hangman picked people. Okay. The hangman, does he ever give a reason?

Student: No.

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

Student: The people.

[00:54:00]

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

Student: [inaudible 01:04:38]

Teacher: One more time. I'm old.

Student: I don't understand why he was hanging so many.

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

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

Teacher: Who's the one who'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 is something else to this.

Student: It's saying that the hangman's the Red Scare, and how he's picking out people [inaudible 00:55:58]

[00:56:00]

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

Student: Embodiment.

Teacher: The embodiment of the Red Scare, symbolic of the Red Scare. How does that work?

Student: He's accusing people. It's like in World War II, how everybody was afraid to stop Germany. It was like, "First they came for the geese, then they came for the ducks. When they came for me, no one spoke up."

Teacher: What is that? It came for the geese, then came for the ducks?

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

Teacher: Because?

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

Teacher: Like in the end of the poem, right? There's no one left to speak up. What would [00:58:00] have happened if people spoke up at the beginning, when the hangman first showed up?

Student: They would have hung the hangman.

Teacher: Maybe. They would have hung the hangman. That's hard to say, yeah? Yeah, it could have been. Does this relate to our life at all?

Student: Yes.

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, Martin. How can this relate to us?

Student: We don't know who lies.

Teacher: What do you mean?

Student: The person who accuses people of being communist, he says, "You lied to me, hangman, fously lied." We don't know if the people in authority are actually good or bad.

Teacher: Kind of like our game, right? 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: Yeah.

Teacher: Possibly

Student: Possibly

Teacher: Possibly. You want to add to that thought, [Student 00:59:20]?

[01:00:00]

Student: It has nothing to do with accusing people or anything, but standing up together as one.

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

Student: If we all just collaborated and spoke up [crosstalk 01:00:49]. You know, senior prom and spring concert. We could all perhaps come by and talk to everybody at once. You could say something, but we're probably not going to do that.

Teacher: [01:02:00] Hm. I sense there's some drama behind this story. Yeah, interesting. If you all stood up together, you could make a change. You could stop something from happening that you don't like.

Student: Yeah, but that will probably never happen.

Teacher: Why not?

Student: Nobody cares enough.

Student: They're too scared.

[01:04:00]

Teacher: They're too scared. What do you mean scared of?

Student: Mrs. [Haj 01:04:07].

Teacher: Wait a minute. 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: We are afraid of the hangman, so people get picked off one by one and you don't speak up?

Student: [inaudible 01:08:24]

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 start invading, they started, like, "Oh, this country, then this one, then this one, then this one, then this one." And everyone's like, "Nah, they're going to stop."

Teacher: That's right.

Student: Until it was too late, and Hitler was [inaudible 01:05:16], and they were like, "Oh."

Teacher: Now what, right?

Student: Now what?

Teacher: Yeah. Does anyone remember the name of the British Prime Minister who went and made the Munich Pact with Hitler? It was an appeasement deal.

Student: Churchill?

Teacher: It was before Churchill. In fact, he got fired and Churchill replaced him because everyone was upset what happened. Anyone remember?

[01:06:00]

Student: Chamberlain.

Teacher: His name was Neville Chamberlain. Now, politicians look back and they're like, "Oh, don't be like Neville Chamberlain. Don't appease somebody and give in." That idea. Dr. Seuss made a very famous cartoon at that time, showing a woodpecker that had a Nazi symbol on it, pecking down all these trees. There's a bird sitting, and the

[01:08:00] last one is labeled "United States," and then the bird is dressed like Uncle Sam. Here we are, ignoring this. One by one, all the other places are falling. In point of course, 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 countries of Europe. He picks on 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." Okay. What examples?

Student: The Japanese immigrants.

Teacher: What?

Student: The Japanese immigrants.

Teacher: When?

Student: When they bombed Pearl Harbor, they had internment camps.

Teacher: They had internment 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 are you standing up for the Japanese people? Maybe you really like Japan too." How about a little later, like in the late 1940s and early '50s?

Student: Civil rights.

Teacher: Before that. What have we been talking about today?

Student: McCarthyism.

Teacher: McCarthyism, right? It's even named after him. McCarthyism. This fear of McCarthy. McCarthy starts accusing people, "If you stand up for some ... " The Hollywood Ten, you go up and say, "Hey, this isn't right!" People are going to think?

Student: You're a communist.

Teacher: You must be communist, right? Interesting. Interesting. Do we have this more recently?

Student: Yes.

Teacher: Like?

Student: You mean Trump?

Teacher: Like Trump, yes! Not to bash Trump too bad, but he's doing this to people, right? 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 the idea of people following him. He sounds a lot like Hitler. He sounds a lot like McCarthy. You read the reading last night. [inaudible 01:09:43] I could find the pictures. Did you notice that? The Trump picture and the McCarthy picture, both of them holding up some paper?

Student: Yeah.

Teacher: [01:10:00] Did you see that connection? Yeah! I looked up pictures. Google search: McCarthy. Google search: Trump. I was like, "Wow, these guys even look alike." It's just history coming back all over again. I have no idea whether Trump will be President. I have no idea what he would actually do as President, because that's the future, but he sure sounds a lot like McCarthy, and 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. But of course, [Student 01:10:39], we could change this if?

Student: We vote!

Student: Strength in numbers.

Student: Oh, sorry.

Teacher: Yes, we would need to vote, but we need to vote as?

Student: One.

Student: Democratic ...

Teacher: One group, yes. We need to gather ... Now, certainly the Democrats don't want Trump there either, but you're along the right lines. You're along the right lines.

Student: I should have worn my "Feel the Bern" shirt today.

Teacher: Feel the Bern! Yeah. Feel the Bern. 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 election, they keep 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 if people are still going to follow along in this story. Or, presented with an alternative, if people will give up. If they'll do what you guys are saying, stand up together and repudiate this guy and say, "No, we don't believe the things that you're saying. We don't like this way of dealing with things." It will be interesting to see.

[01:12:00] There's more elections coming up. Nevada and South Carolina are going to be voting. Interestingly, the Democrats and Republicans don't vote on the same day in those states. I don't know why it works out that way. It does. 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 here.

Any last thoughts on the Red Scare? We have just a few minutes left. We'll watch a video another class. There's a video related to this, but we don't have enough time. Before we go, though, 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 you made and what it was like trying to make it and so on. Before I call people, though, does anybody really want to share the story of this 1950s food that you made? Anybody just dying to share? [Student 01:13:05], you want to share. All right, what's up with your food?

Student: People [inaudible 01:13:11] coffee, but on the package, it said "marinated short ribs," so I got it. I don't [inaudible 01:13:16]

Teacher: All right. This is interesting, because a lot of the GIs came back from far away, and they came back with these foods that they had tasted. Did it really end up being the authentic food from far away?

Student: No.

Teacher: No, it was very Americanized. Very Americanized. Anyone else want to share something, an experience making food?

Student: Wait, what if there was no recipe for baby pizzas, so I just made pizzas on English muffins?

Teacher: Okay, yes. Are they good?

Student: I had to improvise.

Teacher: Uh huh. Does this connect?

[01:14:00]

Student: Is that okay? I searched on "1950s baby pizza recipe," but nothing came up.

Teacher: Nothing came up.

Student: Yeah.

Teacher: 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, and this nice Italian family that I met there made me this wonderful thing called pizza." Then here you are, the new wife at home, wanting to take care of your baby boomer family, and then your husband's describing this thing called pizza, and you?

Student: Improvise.

Teacher: You improvised, right? This is how American foods didn't end up like the authentic foods from far away. Daniel, what was it like?

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

Teacher: Straight ham in the oven. What were you trying to make here?

Student: Baked ham.

Teacher: Baked ham. And? Did you taste it yet?

Student: Yeah.

Teacher: And it's good?

Student: Tastes all right.

Teacher: Tastes all right. Does it have a glaze or anything on there?

Student: Honey.

Teacher: Honey. How many of you noticed that a lot of food from the '50s is sweet? Yep. Sweets were big in the '50s, so glazed ham fits right in. Student, what did you make?

Student: Sausage and corn saute.

Teacher: Mexican corn saute. Has anyone ever had this? No, this is a good example of a foreign food made into an American variation. And?

Student: I feel like it's really inauthentic.

Teacher: It's really what?

Student: Inauthentic.

[01:16:00]

Teacher: Yes it is. Those of you who made chop suey, it's not authentic. Is it good?

Student: Yeah.

Teacher: It is good.

Student: Tastes like corn.

Teacher: Tastes like corn. 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. This would be good, right? Young, what'd you make?

Student: Mushroom broccoli casserole.

Teacher: Mushroom broccoli ... Casseroles were big in the 1950s. And is it good?

Student: I haven't tried it yet.

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

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

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

Student: No.

Teacher: No, it's not. Okay. This was big in the casseroles. Who else made a casserole with Campbell soup? We didn't have, actually. Yeah, Campbell's soup was a big thing. This is the days of Student Warhol, who paints the Campbell's soup art. Campbell's soup was a big thing in making things. One of my mom's favorites. Lot of dishes when I was young had Campbell's soup somewhere in there. We'll try to get you

[01:18:00]

into the front of the line, so you can taste everything. Make sure that 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.