

12<sup>th</sup> History McCarthy  
Student

Student: Student, what is this?

It's more like ...

Student: All right, are we settled?

Student: Yes.

Student: All right, let's get some ideas here. Sharon, what do you think of this poem?

We took people?

Oh, how the hangman took people. The hangman, does he ever give a reason? Not really, right? He just picks people. Who produces the reason?

Student: People.

Student: The people around, right? They said, "Oh, it must be because ..."

Student, what do you think of this poem?

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

Student: Ah, why did he hang so many people. What do we think of that?

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

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

Student: The hangman.

Student: The hang man is the one that's communist? What do you think of that?

Student: It could be.

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

Student: The hangman is a bit scared.

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

Student: Embodiment.

Student: Embodiment of the Red Scare. He's the embodiment of the Red Scare. So how does that

work?

Student: He's accusing people, the same as how in World War 2, everyone was afraid to stop Germany, at first they came toward the east, and then they came toward the west. They came for the geese and they came for the ducks.  
[00:02:00]

Student: What is that? "They came for the geese and they came for the ducks."?

Student: It's from that story, when the person came for the Jews and they came for the other people, they came for me ...

Student: Because?

Student: Because there was nobody else there, just us.

Student: Because everybody was gone, right? There was no one left to speak up. I wonder what would happen if people spoke up at the beginning when the hangman first showed up?

Student: They would have hung the hang man.

Student: That's hard to say, yeah? But yeah, it could have been. Does this relate to our life at all? I'm going to ask you why you think so, but I'm going to let you speak for a second.

Student: We don't know if they're mind ...

Student: What do you mean?

Student: When a person who accuses people of enlightenment ... We don't know who is ... We don't know if the people in the story are actually good or bad.

Student: Kind of at the beginning, right? We didn't actually know.

Could some of these people who were hung actually be bad people?

Possibly.

Student: Standing up together for what is right.

Student: What do you mean, standing up together?

Student: If we all just collaborated and spoke up for one person, you know, senior prom and spring concerts, if we all perhaps combine and talk to everybody at ones, we could say something. But we're not going to do that.

[00:04:00]

Student: I'm sensing some drama by hearing this story.

Student: It's a lot.

Student: 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.

Student: Why not?

Student: Nobody cares.

Student: Everybody is scared.

Student: You're scared, but who are you scared of?

Student: Mrs. Hash.

Student4: Yikes!

Student: Not saying anything. Until it was too late, and it was just England. And they were like, "Oh."

Student: Now what, right?

Student: Now what.

Student: Does anyone remember the name of that British Prime Minister who went and made the Munich Pact with Hitler?

Student: Was it Winston Churchill?

Student: I just made pizzas on English muffins.

Student: Okay. All right.

Student: I kind of improvised.

Student: Aha!

Student: Is that okay? I searched up 1950's baby ...