

**State of the Art & Annenberg/CPB  
MAKE CIVICS REAL: A Workshop for Teachers**

**Show 5: Patriotism and Foreign Policy**

**FINAL SCRIPT – 5/9/03 – p. 1 of 29**

:16     Annenberg/CPB Funding Logo (include :15 fades)

:06     SOTA Logo (includes :15 fades)

Open Sequence

Velazquez:     If we're going to talk about citizenship, democratic participation, then we have to tailor our lessons to model that kind of behavior.

**Title:**            **Making Civics Real: A Workshop for Teachers**

*Student:*        *May I please introduce the president of the United States...*

**Narrator:**      **Engaged, reflective, concerned and collaborative – these are qualities we hope for in our citizens and in our classrooms. Constructivism is a theory of teaching and learning that helps teachers instill these qualities while also imparting real skills and knowledge.**

Borges:            A constructivist teacher is someone who builds on students' previous knowledge and previous experience.

*Johnson:*       *Petitioner will go first ...*

**Narrator:**      **Constructivism incorporates a number of teaching strategies you are probably already familiar with like: simulations, debate, small group work, and socratic questioning.**

Chandler         You prepare a lesson that will allow students to bring reality to what they are learning.

Johnson:        Each child brings something different and has looked at the material in a different way.

Martin:           But they also build on what other students are saying.

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*Student: And here we have the lack of family which I think is the most important...*

*Velazquez: The most challenging thing is being comfortable with letting students find their own way*

*Borges: If you make this decision, how will it affect high school students all around the country?*

**Narrator: This workshop profiles teachers who are effectively using constructivist strategies to address standards and cover diverse content areas. Cooperative learning appears throughout, but you will also see strategies like role playing, consensus building and service learning. The goal of this workshop is to give teachers new resources and ideas to reinvigorate civic education.**

**Show title: Patriotism and Foreign Policy**

Ext of School

**NARR: Duke Ellington School for the Performing Arts. A prestigious arts high school in Washington, DC where students are surrounded by symbols of national identity, both U.S. and foreign.**

*FT: Act with the line, not after the line.*

*Leo: Who is there, Romeo. Oh, Harris too.*

*Band director: One, two, three....Music*

Montage of arts classes

**NARR: The challenge for civics teachers here is to foster connections in students between their passion for the arts and their role as citizens.**

Classroom

*Chandler: Good morning. And we're going to continue with the lesson that we had yesterday regarding patriotism.*

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**NARR:** U.S. Government teacher, Chandler, is meeting this challenge by having her students conceptualize a Museum of Patriotism and Foreign Policy. This lesson emphasizes cooperative learning by using small group work and addresses multiple intelligences by grouping students according to their arts focus. Each small group will create their own gallery for the museum using their arts discipline as a medium.

**Activity One: Large Group Discussion on Patriotism & Foreign Policy**

**L3: Alice Chandler, 12<sup>th</sup> Grade US Government**

**Chandler:** What you'll be seeing on the first day is my introducing patriotism and foreign policy as well as giving a general foundation for it and asking students what is their understanding of those terms.

**Chandler:** *All right. What were some of the questions that came up? I know some of you yesterday ... we left. We almost could not leave class on time because you really got fired up about patriotism. Who wanted to continue about that?*

**Laura:** *I noticed that either a lot of people like really don't have an opinion about patriotism or different groups have different ideas of what patriotism is. Ahd shouldn't there be an overall view of what patriotism is not individual ideas of what patriotism is?*

**Leo:** *I don't think there can be a direct definition for what patriotism is because...*

**Chandler:** The big piece is that we're going to do a patriotism and foreign policy museum. Hopefully. So therefore, I will be looking at them to see if they can utilize this to understand foreign policy and patriotism.

**Selena:** *Since September 11<sup>th</sup>, you know, everybody's been putting up the American flag and saying I'm so patriotic because I have the American flag up. But is there any real meaning behind the American flag?*

**Chandler:** I think they have a grasp of what patriotism is or is not because we've been doing some of that previously with talking about political parties to some extent as well as talking about the constitution.

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*Chandler:*      *Why is the Korean War not a war but really a conflict?*

**NARR:**      **Prior to the museum project, students have studied the constitution and its interpretation by the judicial branch. At this point in the semester, when they reach the study of foreign policy, many of the Supreme court cases they've read, such as the Texas v. Johnson decision on flag burning, take on new meaning in terms of patriotism.**

Students in the classroom Q&A

*Chandler:*      *Who was the gentleman we talked about? Yes.*

*Selena:*      *Illinois Governor Adlai Stevenson ran as the Democratic candidate for President against Eisenhower.....*

*Chandler:*      They also read Adlai Stevenson piece on his definition of patriotism. They are gonna see and understand well, patriotism is a whole different idea globally from what we look at it as being. When it comes to foreign policy I think when they really come in contact with it is when they see the flags that are up around the White House or going through Embassy Row as they do daily.

*Chandler:*      *This is something you probably want to put in your notes.*

*Chandler:*      The overall thing about our students is that they need to become professionals and they need to also understand what does the world think of our country as well as how are we projecting ourselves when we go out of the country?

*Chandler:*      *Alexander, yes.*

*Alexander:*      *Well, from the visual arts perspective, we have a lot of paintings, American paintings, such as Norman Rockwell and Jasper Johns and Grant Wood that patriotism just flows through those paintings. You can see it in so many ways. They show the progress of America, agriculture and daily life. They tour the world, you know. So people really get a feel for American, the pride that we have in our country.*

*Chandler:*      *Corrine.*

*Corrine:*      *From a museum studies perspective, our job as museum curators and*

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*researchers is to preserve and conserve the information that we find. We display the images so that American people can see as well as people from other countries.*

*Chandler: You may become a cultural ambassador, right?*

*Alexander: Yes*

*Chandler: So, that means one day.*

*Chandler: I want them to have the skills being able to be citizens. Some of our students are rather radical and they don't really see the need for patriotism, maybe to community but not necessarily to nation.*

*Chandler: Okay, Leo.*

*Leo: I know we brought up the issue is registering for selective service being patriotic? Whereas, a lot of people were saying, you know. They are not really patriotic. But since it's kind of the law, they have to.*

*Chris: It's like you're forced to be patriotic. And me personally, I don't believe that's fair that when you turn 18 you have to sign up for selective services. And if you don't, things can be taken away from you by ...*

*Chandler: My use of Socratic questions is to see just how one of my students can tie in the previous information which they have learned in other classes, world geography, world history, D.C. history.*

*Chandler: So you're saying that this is forced patriotism. But if you're born in this country, do you not have sort of a duty to do these things. Some of the ladies said ... or some of the fellows said that we need to send the ladies out there too.*

*Chandler: Listen to the student. Let the students play off of one another and not so much me so that they can hear and develop their own thoughts and their own concepts and don't lead them. That's the main thing. No, you just let them flow with it. That was the part that was difficult for me.*

*Chandler: We did not enter World War II until the bombing of what?*

*Students: Pearl Harbor*

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- Chandler: Constance Mitchell, who is still teaching now at one of the area high schools, she was a great government teacher. And really now that I think back, she was the one who used the Socratic method of teaching. I do not remember using the textbook that much.
- Chandler: *You have to begin to think that ...*
- Chandler: It was that teacher in my senior year of high school that really prepared me and I really didn't know what a gift she was giving me at that time.
- Myra: *Personally, I feel that there should be alternatives available. So that it's not so much of a forced patriotism. Or that you can show your patriotism in another way other than registering for a selective service.*
- Laura: *I know that like, you know, men have to do it. But like, I mean, if a war did start and this country needed people to give services like women could stay here and be nurses or work in government offices here that are working to support the war. So that's another way.*
- Leo: *When it comes to war, you guys want to stay home and feed the babies and cook the dinners and I mean, what's that about?*
- Chandler: *Chris.*
- Laura: *I think males should be able to do the same thing. I think it should be ... you know, if it's against their religion or if they feel it's wrong to go out there and fight, then like, you know, there should be an option I think.*
- Chandler: *Okay, Courtnie and Leo.*
- Courtnie: *We've been nurses. We've been aides. We've been helpers. We've been all of that way before time. Now if there was to be a war, I think that we, male and female, are equal to each other. So just as much as males to go out and fight, that females should be able to do the same.*
- Leo: *The majority of you all said, well, we can stay home and be the nurses and we can stay home. I mean, when it comes to selective service, we have to sign up. I mean, why aren't you all step up to the plate and do it? I mean, it's for you country.*
- Chandler: *Let's be for real now.*

**L3: Leo, Theater/Performing Arts Committee**

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- Leo: I thought studying civics was going to be boring and that I was going to be asleep in the class and just memorizing and reciting the constitution. I didn't think it was going to be anything I was going to be interested in. But since she incorporates so much from our outside lives, like art and since she incorporates our interest into it, and she shows us how it effects us and how it's going to effect us in the future, I think that it kind of woke me up.
- Chandler: *I can see one of these days we have great politicians that are going to be in the U.S., you know, Congress. But let's pull this back to number two. How does patriotism impact foreign policy? If you're not interested in protecting your country or you don't feel patriotic, why should you feel your country should protect you from foreign invasions as happened with say 9/11?*
- David: *If you're patriotic, you always feel protected by your country. If you're a patriotic person whether or not you're in the services or not.*
- Myra: *I don't think it's so much that they should protect me. I think foreign policy needs to focus more on helping other people so that in return, we won't have to worry about our security as much. We'll have the alliances with other countries because of our foreign policy.*
- Gina: *What if we help the country in the aid of going against another country? So then what offers us protection against that country? Against that one. I mean, so we can help other countries. I agree with that. But helping them may be going against another force which just brings them right into back into America. You can't please everybody.*

**L3: Eugenia, Literary Arts Committee**

- Gina: The way she questions us makes us think. It makes us really think. It's like questions that you wouldn't normally formulate in your mind by yourself. And you're like, oh. Because once you get the answer, it's like a whole new idea just comes up and you've just got a whole epiphany. So I like her questions.
- Chandler: *I think Chris ... I see you over here, you've just got to ... okay. Let's hear it.*
- Chris: *I am thankful that I am a citizen of the United States of America. And I am*

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*thankful that wherever I go if I get into trouble, the United States of America will hopefully take care of me. But while I'm in the United States, I feel as though America doesn't care about me. And that's why I don't feel that I should really be patriotic. Because if America doesn't care about me or my people and their economic status, why should I care about my country?*

Chandler: These are young adults. What they're thinking now will pretty much be the foundation for how they will think for the rest of their lives perhaps and also how they will effect the thinking of their children and their family members and even their neighbors if they are very active in their communities.

Chandler: *So there's always been a controversy, not only amongst African Americans, but think about the Japanese Americans. So when you leave this class, when you go to college, be sure that you stay in tune with that. If this is really an issue for you, you want to keep up with, you need to keep reading. And that's the key thing.*

**L3: Eugenia, Literary Arts Committee**

Gina: It prepares us to become citizens, good citizens, because we're more open minded. We're more knowledgeable about the situations in terms of the government, how government runs. We learn how to vote. We're learning what are we voting for? What do we stand for? What don't we like? We're learning whether we want to be liberals or conservatives or Democrats or Republicans. We're learning the issues.

Chandler: *Okay. Let's go here to number five. Okay. How is patriotism reflected through the arts? Let's hear ... okay. Okay. Myra.*

Myra: *When I did my exchange trip to Sweden, I knew that even though I'm not really an ambassador in all the terms of the word, I am representing my country. When Swedish people see me, they will see an American. So that's one thing that I think is really, really key for us especially as artists.*

Chandler: That's the whole idea. I want them to go away with the strength, understanding their citizenship, understanding that there is a role for artists in the community.



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**L3: Myra, Theater/Performing Arts Committee**

**Myra:** She works at getting us to think. If she doesn't see our minds working, she knows something's wrong. And she'll come up with some question or she'll jump into current events that we'd be interested in just to get us on the right track of critical thinking. Those questions really, really challenge us and get us in the right mind set for how to be thinking for her class.

**Chandler:** *Okay. Which ties us in with the last question before we go into our groups. How can the merging of the two, patriotism and foreign policy, be reflecting the creation of a foreign policy museum? Okay. Who. That's a lot. So what I want you to do now is ... where are my dancers? All my dancers are together. My dancers are together. Great. Okay. Let's listen. Visual arts, you're right here. And you will ...*

**Chandler:** My definition of constructivist teaching means that you prepare a lesson that will allow students to bring reality to what they are learning and be able to apply what they're learning to their everyday lives.

**Activity Two: Area Specific Committee Meetings**

**Chandler:** *The visual artist with the museum studies , you are the head committee. They are the ones that will be putting together the actual museum. And for the next two days, they will be working on a design as well as a timeline regarding patriotism and foreign policy, okay? And I have a rubric for you. Each group will be receiving a rubric. Each person will be receiving a rubric.*

**Chandler;** In doing this them know beforehand, I think that also helps to motivate them and also helps them to zero in on what they have to do. And they can pace themselves better also when they already know what the assessment tool that's going to be used with them.

**Chandler:** *Think of yourselves as a committee. This is how you literally put together a museum. People with knowledge in various areas are what? Brought together to do what? Decide what will go into the museum. And you're what? You are about to step out into the real world. You may possibly really be working with the*

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*museum one day. So I want you to think of this from the professionalism that I know you have.*

Chandler: I use constructivist teaching strategies because it's real. That's why constructivism is so important to me. Because I don't want them going away with something that remains in a textbook, something that remains on the page. I want it to be something that they can really utilize in life.

Chandler: *Any truth why you should have a group leader, someone that you know is articulate and vocal if we need to call on that person to explain your ideas about patriotism and also introduce your piece at the museum opening. And each group should also have a recorder.*

Chandler: Just like in any organization, you need someone who will document what takes place so there's no question about what's expected. Also, that helps with the homework piece.

Chandler: *I'll be around. You can start brainstorming. Have all of you received a rubric? Have you decided who's going to be the leader over here? The group leader?*

Student: *Courtney Lomax.*

Chandler: *Courtney Lomax. Okay.*

Courtne: *I got too many of these.*

Fstu: *This is a vocal group, but she's the only instrumentalist. So she still has to play something.*

**L3: Vocal/Instrumental Committee**

Courtney: *Right. She still has to tie her art because instrumentalists ...*

Chandler: I use groups because then you can get a wider dimension of how their thinking is. And sometimes they'll say, oh, yes. I was thinking that. But how about this? So in doing this, they are also developing the skill of being able to work with others.

Heaven: *So we're not going to do the Star Spangled Banner? You don't know how to play the Star Spangled Banner?*

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*FStu: No.*  
*Antonio: You aren't patriotic.*

**L3: Museum Studies/Visual Arts Committee**

*Corrine: Frances Scott Key, his own piece of music. We can use that as an artifact.*  
*Alexander: Then we should use probably some visuals, some paintings. We could do Jacob Lawrence maybe.*  
*MStu: We picked Jimmy Hendricks, right?*  
*Alexander: Yes, Jimmy Hendricks. But that's in the people category.*  
*MStu: With Jimmy Hendricks, you could use it for an interactive, right?*

*Chandler: The groups that I used for this particular lesson was based strictly on their art or how their art may be similar to another, museum studies with visual arts.*

*Corrine: Norman Rockwell.*  
*Alexander: There is a painting by Jasper Johnson that's just the American flag.*

*Chandler: If a teacher is not in an art school, I would suggest that they try to find out about their students' multiple intelligences. Because for me foreign policy is not the first lesson that you teach. So I would know by then which students would possibly like to do something that's more vocal or which students want to do a performance piece. So by then you pretty much know how to arrange it. Not all students learn the same. We in fact have some students in there that you would not know that are special education students. But because we use the multiple intelligence mode, they are able to use their strengths. And that's what I'm looking for.*

*Alexander: There's a lot of photojournalism that we could use probably.*  
*Corrine: Yeah, Gordon Parks, with the, you know lady standing with the ...*

**L3: Alex, Museum Studies/Visual Arts Committee**

*Alexander: I am a very visual person. I like to do things from a visual perspective and artistic perspective and I think I find much more passion for learning this way.*

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**L3: Theater/Performing Arts Committee**

*Myra: So we have to find four choices of key ideas, words or phrases that we want to use as this theater representation in the patriotism museum. So who do we think ... or what do we think would be good?*

*Leo: You know that play Oklahoma? How they're trying to do it in Paris?*

*Myra: London.*

*Leo: What does the play mean to them if they're not Americans?*

*Daivid: How about Clifford Odette?*

*Myra: I think that's a really good idea.*

*Leo: He wrote waiting for Leftie*

*Myra: And if you guys want to do some monologues from it, that'd be really fun. Do we want to do movies, something with movies?*

*Leo: We should, because It's a big industry.*

*Myra: Cause that's what everybody knows. Steven Spielberg. So we could, I don't know, maybe show a clip. Chris, do you want to look for that?*

*Chris: Yeah. "Saving Private Ryan"?*

*Myra: We'll look at that one. Are you going to do Clifford Odette's?*

*David: Yeah, I can do Clifford Odette.*

*Myra: Pick which scene you want to do. Paul Robeson.*

*Leo: We could talk about how he wasn't patriotic after, you know, they blamed him for being communist.*

*Myra: Right. But he was still an ambassador. And he had the support of people from lots of other countries because he was such a successful ambassador. We might have more than four.*

*Courtnie: We have gospel. We have spiritual, contemporary. You know you have all kinds of music styles to put into it. The Black National Anthem and then we have the Star Spangled Banner so, we can tie both of them in, you know cause that will see how the Caucasian styles classical, you know, French, German that period, and then the African black heritage about it. We can show how it is different So it can be done. Our museum will be fierce.*

**L3: Literary Arts Committee**

*Chandler: So you may want to let the head committee know that you already have an idea*

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- for the name of your gallery.*
- Gina: *Right.*
- Chandler: *It will be Propaganda.*
- Gina: *Also, we have different advertisements designed. We have the slave auction advertisement. And that just goes to ... that would go along the lines of more patriotism. And reason for or against it.*
- Chandler: *You have to explain that in your captions somehow.*
- Gina: *Oh, yeah.*
- Chandler: Just because we don't have the books, we still have to research. There are books there for reference. We still have to go on the Internet. We still have to read encyclopedias and go through old book that she has and other resources. So it's hers. And it's still challenging. It's just when I do my presentations, it's not as if I just do anything and just call it artistic. It's still a practice. It's still a study. I still want to perfect it when I'm presenting it as if she's grading me directly on my art as well as the information I'm going to incorporate with it.
- Chandler: *And the area in which usually the red velvet rope would rope it off, we want to use caution tape.*
- Chandler: You have to be able to let go as a teacher. I think that's the key thing when you're talking about cooperative groups. You can't go in and micro manage. You have to let them work.

**L3: Dance Committee**

- Laura: *Well, we're going in there. So I guess we're trying to figure out ...*
- Raquel: *What kind of dance to do.*
- Laura: *What kind of dance. So (unint.) dance I guess. But we thought of different ideas for dances. And Raquel, why don't you ...*
- Raquel: *We had we can portray patriotism though American soldiers. Like that's when we was talking about the buffalo soldiers. And then we said we can use gestures that symbolize patriotism in our movement. And we can portray a freedom that as patriots.*
- Chandler: *I think you have a great grasp. And I think maybe that Afro Cuban thing you may*

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*want to give a closer look at is as well as any European tours or Asian tours that major dance companies have made. But I like that you're going to do an original piece. I'm sorry.*

Chandler: I was so pleased with them. I really was. Because this was the first time I've ever tried this lesson on any class.

*Laura: Well, actually, she went down to ...*

Chandler: The students were able to grasp the concept of patriotism. And in many instances roll it over into foreign policy and see that link in their art. For example, dance. I believe they were very successful. The theater people. I think all of them were successful, but some of the groups got it a little better than the others.

FStu: *We can do a medley of the Star Spangled Banner and lift every voice and sing and then we end it with Battle Hymn of the Republic.*

*Antonio: That would be good.*

*FStu: And you can play your instrument*

Chandler: The vocalists I think are pretty much on cue. I just would like to see them do more with foreign policy because theirs was really just patriotism at this point. And the other groups as far as literary media and museum studies, I think they're on target also.

Chandler: *Okay. Now, don't forget in order to receive an A on the rubric there are other pieces that you need to look at. Okay, okay. My people over here ...*

Chandler: I hope that they begin to formulate really brainstorm and put together some ideas so that three days from now they'll be able to have an interactive museum using their particular art.

*Selena: Timeline to show like the development ...*

Chandler: Tonight they have to look for the music, bring to brainstorm about how they're going to do their original choreography for the dancers, find some information

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that will support some of the ideas which they brought to the table.

**Activity Three: Warm-up Activity on Patriotism and Foreign Policy**

*Chandler:*      *Okay. Is there anyone here who does not have a partner that they can work with today? Anyone. Okay. That's great. All right. So now what I want you to do is get in your group. Okay. The three of you, theater. Theater, you have someone over here.*

*Leo:*            *We're not moving over there.*

*Chandler:*    *Which group is missing totally? Dance.*

*FStu:*          *Yes, they're all gone.*

*Chandler:*    *Okay. Let me have the attention of each group. Antonio, let me have your attention. We have yours. Listen carefully. Before we get started with the actual working on the performance pieces, we have to do a few other things first, okay?*

*Chandler:*    *I came through during the time of Martin Luther King, the riots. The night that I was studying for my zoology exam, Robert Kennedy was assassinated. And I always have blamed that assassination on why I'm not a medical doctor.*

*Chandler:*    *Based on this patriotism and this love for your country, how should the United States interact with the rest of the world? Gina.*

*Gina:*           *I think that it's really all about respect in terms of when you go to another country.*

*Chandler:*    *I went over to sociology and American history at Howard University. I needed a job while I was in graduate school.*

*Chandler:*    *How should the United States interact with the ...*

*Chandler:*    *I went in as a substitute. It was really a fluke. But my mother always said that she thought that I would make a good teacher.*

*Selena:*        *I believe like the values that we observe within the United States, sometimes we don't take those values with us, you know, to other countries. And we don't, you know, show the same ... have the same behavior in these other countries as we do*

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*here.*

*Chandler: The ugly American. Often times, we hear about the ugly American. Yes, Leo.*

*Leo: I think we should try to aid. But I don't think ...*

*Chandler: I was just like anyone else 25 years ago. They expected you to use the book. There were certain things which you had to cover. There were no leeways. They gave you end of the year exams. So you had to teach the students based on what they were going to be tested on.*

*Myra: There's a big difference between just giving something away and teaching.*

*Chandler: It was the students that said, Ms. Chandler, we're tired of just reading and just responding. Can't we do something else?*

*Selena: It's like the Elian Gonzalez thing. We were doing such a favor for him when he came over here and we were helping him out. And because Cuba's not such a great place to live. So we're just going to help you out. And you're going to live here in America and become an American citizen. And his father is like, you know. I like Cuba.*

**L3: Selena, Museum Studies/Visual Arts Committee**

*Selena: We always learned in her class by, you know, just taking issues that we feel important, bringing them to the table, discussing different things. If we don't understand something and it's off the subject, she'll go out of her way to make us ... help us understand.*

*Chandler: You know where I'm going with this, right? Where am I going?*

**L3: Selena, Museum Studies/Visual Arts Committee**

*Selena: I like the way she teaches because she doesn't ... I really don't learn well from the book. I learn well from, you know, actually getting the hands on experience or seeing things are really happening. Because learning from a book is like, well, how does this have anything to do with me. Seeing it in a newspaper, seeing those things that happen everyday. That really teaches me something.*



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- Courtnie: When the people from Afghan?*
- Chandler: Afghanistan.*
- Courtnie: Yeah, Afghanistan came over and bombed us. We were like in a state of shock. But we were in ...*
- Chandler: Okay. Many of those individuals were from Saudi Arabia. So a correction. My correction.*
- Courtnie: Okay. Well, when the individuals from Saudi Arabia came over to bomb us, we were in a state of shock. And it set us back for at least a couple of months to fully grasp our aid, our food, our shelter, money, jobs and all kinds of stuff. It set us back tremendously. And then as soon as we finally got back on our feet, we were out helping them.*
- Gina: I think it's funny how we do it. It's like with Afghanistan, we bombed them. Then we sent food. That was nice. But, no. I think we shouldn't try to do it to compensate for something bad that we've done. I think if we're going to do it, we should do it from our hearts. We're able to ...*
- Chandler: Ask questions that you wouldn't normally be asking the general public. And Ms. Chandler said that help us answer those questions. And if she doesn't have the answer, she always has another resource for us to go to.*
- Courtnie: I think me being a person living here that our country is good. You know what I'm saying? It's good. And I don't want to down my country because that's where I live.*
- Chandler: I still teach the standards. But I make sure that when I apply things, especially with the construct of this teaching that I apply it may not to every single lesson that I teach during a given semester, but at least enough so that it will give them the feel of participating and knowing that it will be meaningful to them.*
- Chandler: I didn't now you folks were so astute in foreign policy. I'm so proud of you folks. Maybe it's because you're world travelers. Now, what I want you to do is to get back into your groups with all this passion which you're putting into this.*

**Activity Four: Committees Finalize Museum Selections**

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*Chandler: Now put it into your pieces, okay? And I want you to also merge the foreign policy in with the patriotism piece. Okay, I don't want you to just leave foreign policy hanging out there when you're talking about the performance piece. Also, while you're in your group, I want you to be sure that you re-read those rubrics. Because some of you have gotten so tied up and just raring to go with the performances. But guess what? You forgot the other piece.*

*Chandler: The change which I saw in students was that they wanted to come to class. They wanted to participate. And they wanted to show, use their skills to show what they were intelligent about, not based on my intelligence. Because after you've taught for years and years and years, of course, to some extent you almost become jaded and you forget there are things that your students might not really grasp because it's not important to them. And one of the biggest adjustments I've had to make is that when I started teaching this, the students were not born.*

**L3: Literary Arts Committee**

*Gina: That pride and that absolute knowledge and love for your country. But does that ever conflict with the love of your god?*

*Chandler: I tell you if you want to use that, use JFK. You remember JFK?*

*Gina: I wasn't born then.*

*Chandler: I mean from your U.S. history class. Your U.S. history class.*

**L3: Museum Studies/ Visual Arts Committee**

*Selena: Okay. You have Norman Rockwell and Jimmy Hendrix.*

*Chandler: Keep going. Sounds good.*

*Selena: And I have Lynn Gonzalez.*

*Chandler: Remember now, you're the head committee. Which means that you're making decisions that will impact on all of the other people here. Okay. Now, who was doing the physical plant? Who was doing the actual design? The plan?*

*Corrine: We were going to use ... you said one big space. And you said we could add walls. But we're not going to be able to add walls.*

*Chandler: This is your museum. They're not talking about this space around. You're really designing a museum for patriotism and foreign policy. Now, you may want to rename that museum.*

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**L3: Vocal/Instrumental Committee**

*Courtnie: You could like start singing in like loud or whatever. And then we could talk about one of the wars or talk about a history of the Civil War and things, how the time was. And he could like mellow out. I mean, not completely like zone out of the zone, but like ...*

*Antonio: But like fade.*

*Courtnie: Yeah, fade out and then just we could talk over you. That would be cute. That will be interesting.*

**L3: Museum Studies/ Visual Arts Committee**

*Alexander: What kind of building do we have? Are we working on?*

*Corrine: You mean, the space itself?*

*Alexander: For the building it's in. The shape of the space, architectural space.*

*Corrine: Rectangular.*

*Selena: That's so boring.*

*Alexander: That's so boring.*

*Corrine: Well, excuse me. You asked.*

**L3: Theater/Performing Arts Committee**

*Myra: Shirley Temple pictures. That will be good. Of when she was young and when she grew up.*

*Leo: I did not know she was still alive. I thought she ...*

*Myra: And how she was an ambassador as a child, but more of a cultural ambassador. And then she became an actual ambassador.*

*Leo: We need to find out why she became an ambassador.*

*Myra: Yeah, and what it was. I mean, maybe it's just ... it was a smooth transition. She just decided this is the way ...*

*Leo: From show business to ambassador.*

*Myra: But if there was ...*

**L3: Museum Studies/ Visual Arts Committee**

*Selena: The two theaters, that would be for dancing theater. Would back here like be a gallery space set aside for like ...*

*Alexander: Yeah, I don't know how we'd break it up though. We could have separate*

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*galleries and then these will be like, you know. Like above the theater.*  
Corrine: *So that's the outside.*  
Alexander: *That's what I was thinking.*  
Selena: *All right. So the entrance to this is right here. And then you can come through this way and go ...*  
Alexander: *But we've got to think of what people do. They come around here.*  
Selena: *Oh, well, then there would also be interest through here.*  
Corrine: *So it's like three passageways.*  
Selena: *Oh, okay. I see now.*

**L3: Literary Arts Committee**

Gina: *I still want to do the whole flag on the diplomacy is dead. Just that whole notion. To just have a mirror or water image of the flag.*  
Chandler: *I loved your thing about propaganda and the currency.*  
Gina: *He's still working on it. See, he's trying to show everything.*  
Chandler: *Okay. Now, don't get so stretched out there that you show everything and then you show very little. You know, like when you're doing a paper sometimes you get out there so far, you get out there too far. You have focus. So you may want to focus on one of two things that really link patriotism and foreign policy. And you can easily do it, especially in that medium.*  
Gina: *It all ties in together. I promise you it do.*  
Chandler: *So now don't forget your rubric. Okay. Let me have everyone's attention. Now, the main thing that you want to do is to be sure that you give yourselves enough time this weekend so that you can finish up the product which you're working on. Be sure you pay attention to the rubric. Because you will be required ... I believe everyone's going for an A, right?*  
Students: *Right. Yes. Sure. Uh-huh.*  
Chandler: *Okay. So be sure that you address everything for that A.*  
Antonio: *(Singing) Mine eyes have seen the glory of the coming of the Lord. He is trampling out a vintage where the grapes of wrath are stored.*  
Corrine: *We'll have our banner hanging right there.*  
Alexander: *Where?*  
Corrine: *Right there in the middle.*  
Selena: *You know how they have it.*  
Corrine: *The flag. Have like the little merit flags.*

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*Selena: Look up here.*  
*Alexander: And in the tempenema I was thinking relief sculptures, you know?*  
*Myra: For Oklahoma, you've got that all drawn up.*  
*Leo: I'm going to fax. I'm going to get poster bills, all that.*  
*Myra: You guys get together this weekend do you think and work on it?*  
*Myra: Yeah.*  
*David: I'll try to.*  
*Leo: No, because he's always busy.*  
*Myra: I mean, if not, it could just be a reading. But it would be nice if it were memorized.*

*Chandler: I think the class went quite well. I loved it. They came in. They were able to tie patriotism with foreign policy.*

*Chandler: Okay, then. You know how to reach me by phone, by fax.*  
*Leo: Or e-mail.*  
*Chandler: By e-mail. All right. And also, don't forget the web site will have your rubric for your end of the year paper. It's already on the site. Your rubric for the end of the year paper.*

**Activity Five: Committee Presentations**

*Dance/Vocal Group: One, two, three, four. [singing]*  
*Chandler: How you doing? Regular schedule today. [singing]*

*Chandler: Today's lesson is on a wing and a prayer as they say because you never know what will happen until it happens. Just go with what you have. If the people aren't here, you know how that works. You're a pro. You know how to do this.*

*Laura: I'll go ahead and do the presentation art. So talking about it like the background of the dance and everything.*  
*Raquel: And I'll get dressed. You should keep your nose out of them.*  
*Chandler: Well, what we do is you know what happens. You lose points if you don't present on time.*  
*Courtney: I don't care what you do. Just do it.*

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*Chandler: Okay. Museum studies, head committee. I know you only have what? Three of your people here. But go with what you have. This is for real. So don't worry. And we can finish this up on another date. We have another piece to give your class. And remember the focus is patriotism. And the other one is foreign policy and how we developed that into a museum for your head group. Don't forget the rubric which I'm taking into consideration as I grade you.*

*Chandler: I'm asking for them to give me specifics and patriotism, definitions, a certain number, artifacts a certain number. With the head committee, they're asked to put together not only a museum, the actual visuals or the dimensions of a museum as you would an actual one. They are also doing a time line so that you will be able to see just what it is that they are going to cover or would cover in an actual museum. Now, the one thing that I did not add that I would suggest other people add is to be more specific about what age group the museum would be addressing. And in doing that, I think it would be a lot more helpful.*

**Group Presentations**

**L3: Museum Studies/Visual Arts Committee**

*Corrine: The National Patriotism Museum would be a museum which not only serves as the educational device, but a historical device which will bring America and other countries closer together. Gordon Parks. A photographer can be a story teller. Images of experience captured on film when put together like words can weave tales of feeling and emotion as bold as literature. Photographers have all recorded the history of the modern world of people, landscapes and even abstract concepts that only a camera might see. Gordon Parks, then a young road worker, riding the rails in the north coast between Chicago and Seattle, began to seriously consider the meaning of photography in 1937. This choice of weapons, as he calls it, led him on journeys through many doors that have had an impact on numerous lives. Parks' art has now changed the way we perceive and remember difficult chronic issues such as race, poverty and crime.*

*Chandler: I wanted you to go back and show that famous photograph that Gordon Parks did that ties in with patriotism.*

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*Corrine: This is one of his, I guess, office officials, someone that worked in an office for him. And he just asked her to pose in front of the flag to show how Americans treated African Americans in the work field.*

*Chandler: Why do you think the flag's there?*

*Corrine: Okay. Well, now the woman has a mop and a broom in her hand. And it can be interpreted as I too am America. Do you know anything about that lady in the portrait? Do you have any information about information? Because that's one of the most famous patriotic portraits of a person that's really poor.*

*Chandler: Tomorrow if a teacher had to do something differently, I would say look at what's in the textbook which is probably what a large number of teachers are doing. And then see if there's one piece there that they can actually apply to constructivist type teaching too. And that would be the key. Start out small and then go and then to the point where I am where I seldom use the textbook except as a reference.*

*Chandler: That's really good. What I would like for you to do maybe by the end of the week is to develop that with the other people. You know, the other people that are not here.*

*Chandler: It's interesting what they see as being patriotic and foreign policy compared to what I would have seen as patriotic or foreign policy. Gordon Parks I would have gone with. But there were some of them it was sort of a fudge. It wasn't really clear about how they fit in. So that I want to clear up on Wednesday. And also get the additional six pieces which they were supposed to have done as the head group.*

**L3: Dance Committee**

*Laura: We decided to incorporate several things because there was a lot going on with that.*

*Chandler: I would say there is a definite connection between citizenship and constructivism because of the fact that if you feel comfortable in the classroom doing something, when you step out into the world, then there's no question you will be more inclined to participate.*

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*Laura: Our country through performing arts shows patriotism. Whenever somebody gets up there in the community and does something to give back to the community, that's part of patriotism. And we chose to use like classical music because classical music is sort of a broad spectrum. It brings in foreign policy because music is supposed to be a second language, you know, around the world. Everybody understands music as a language.*

*Antonio: You guys ready?*

*Raquel: Yes. [music]*

*Chandler: The more you get them involved, the more inclined they are to want to stay involved and carry on. I've had a number of students who have gone onto college in political science. So that's a plus, especially at an art school. [applause] That was good. That's not easy to regroup in a space as small as this one.*

**L3: Vocal/Instrumental Committee**

*Courtney: Good morning. Patriotism to us means ...*

*Heaven: Devotion.*

*Derek: Olympics.*

*Antonio: Military.*

*FS: Nationalism.*

*Courtne: Appreciation. Patriotism to our group is showing appreciation for our country and having the drive to support, love, value and serve our nation as a whole. Foreign policy will be ready by Derek.*

*Derek: Foreign policy. The diplomatic policy of a nation and its interactions with other nations. Our group asked the question of how does patriotism impact foreign policy? Our group feels that by having other alliances with other countries that we will be secure in our foreign policy.*

*Courtne: Now we will have Heaven Sturdivant speak on the Start Spangled Banner.*

*Heaven: The Star Spangled Banner was written by Frances Scott Key during the Civil War. During and after the Civil War, his anthem was transformed into a national treasure.*

*Courtne: [Singing] Oh, say can you see by the dawn's early light what so proudly we hail at the twilight's last gleaming.*

**L3: Courtne, Vocal/Instrumental Committee**

*Courtne: When I started going to her class and she started opening my eyes to different*



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situations in a different light, I found myself reading the newspaper everyday. I found myself watching the news everyday. I found myself watching the news everyday.

*Courtne: Gave proof through the night that our flag was still there.*

*Courtne: I can talk to my parents about a whole lot of stuff now. So now when I hear them in the house talking about the world and everything, I can have an opinion.*

*Courtne: Oh, say does that Star Bangled Banner yet wave ...*

*Courtne: She has really opened me up. She just started giving the seniors their voter registration cards. And I just filled that out. So I have my voter registration card. So now I can vote now. So I feel like I'm a part ... I'm, you know, like really a part of the world.*

*Courtne: The home of the brave. [applause]*

*FSTU: Lift every voice and sing until heaven rings. Ring with the harmony ...*

*Chandler: The black national anthem. I thought that was interesting because I know Chris was very much about what about the patriotism of people of color? And it would be also great if I could get some of the other students to look at it from a Latino perspective and how there was a confrontation. It hasn't always been all black and white. It's also been other groups that have been questioned about their patriotism in this country.*

*Chandler: Okay. I take it then that leaves theater.*

**L3: Theater/Performing Arts Committee**

*Myra: For theater, we're going to give you just an idea of the people and events that we want to include in the museum and reasons why. One person that I thought it would be really great to include is Shirley Temple Black who as a child we knew as the curly haired little girl who sang and danced and everybody loved. And as a child, she was a sort of cultural ambassador.*

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**L3: Myra, Theater/Performing Arts Committee**

**Myra:** This is an arts school and we try and relate government things to our art. Ms. Chandler works really hard at making it interesting for us and having that relation clear for us.

**Myra:** *And then also, if we had a list of her recent involvements in foreign affairs and foreign policy. Because as an adult she has become an actual ambassador to other countries.*

**Leo:** *Another person besides Shirley Temple that I really wanted to include in our museum project was Paul Robeson. [applause] Specifically because he was an artist in theater, opera, everything. And he was a big, big cultural ambassador. And as a matter of fact, the United States kind of turned their back on him.*

**Chris:** *Exiled.*

**Leo:** *Exiled him. Thank you, Chris just so much.*

**Chris:** *Because they thought he was a communist. But another reason Paul Robeson is such a great man is because he shows a black man who believed that he was equal in society. And that's patriotism because he set an example for people to come. So I think ...*

**Leo:** *You'd like him included in the museum.*

**Chris:** *Of course. He already is included in the museum. He was included from day one. We all know that. But also, we have Steven Spielberg. And the reason ... who you know. We decided to put him in the museum is because first off, he's known worldwide. Everyone knows who Steven Spielberg is. ET, you know. But another reason is because he does a lot of patriotic films. For example, saving Private Ryan and also band of brothers which was just shown on HBO. So, you know, America. And Dave and Leo would like to improve the ...*

**Myra:** *Oh, no.*

**Chris:** *Okay. Excuse me, man. They're about to show you the theatrical patriotism.*

**David:** *We need some chairs, please.*

**Chris:** *This wasn't planned.*

**Leo:** *This wasn't planned. This is kind of ...*

**Student:** *Improv.*

**David:** *Have you ever been to New York City?*

*I mean, have you ever just went to New York just to see the Statue of Liberty?*

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*Have you ever ... no, have you ever even seen the Statue of Liberty, doctor? Have you ever in your life ever seen, actually stood in front of the Statue of Liberty and awed at it? Have you?*

*Leo: Of course, I have. Yeah. Who hasn't?*

*David: I'll tell you something my father told me. He came to this country a peasant. Do you understand me? A peasant. And he worked hard for his family. And he brought us here to the land of opportunity.*

**L3: David, Theater/Performing Arts Committee**

*David: I actually learned more than I thought I would learn to tell you the truth. And it's amazing to me how she used government and arts in the same classroom. I never thought anybody could do that.*

*David: So that his kids would have to work or have to beg or apologize for what they were.*

*David; I think she made me proud of being an American by knowing the outlines of the U.S Constitutions, by knowing what an American comprises of and how we came this far.*

*David: And he made it clear to us to be proud of who we are.*

*Leo: Be proud.*

*David: Yeah, but not here. Land of opportunity my ass. [applause]*

*Chandler: Listen carefully. On Wednesday, okay. Because I know we didn't have enough time here. Fair enough ... right? Okay.*

*Chandler; I think it went all right. But they didn't really stick to the rubric. And that's why I need to on Wednesday to bring them back to, you know, to first base so that they will all gather all their pieces together. I think they probably had them. But they got so excited about the performance piece.*

*Chandler; Also, I think you did a great job of performances. And I want you to start thinking tonight to analyze a little bit more about what ... you want to write this down ... analyze a little bit more about the pieces that you presented and give a little more in-depth piece regarding patriotism and/or foreign policy as it related to the piece*

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*you gave today or the piece that was given by another group today. Because I just didn't know how involved it was going to be. This is the first time. I think you all did a great job with it, okay?*

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**Narrator:**     **When students are active participants and initiators of learning, a lesson will often go in unplanned directions. Alice Chandler’s own process of reflection and evaluation at the end of the lesson is an important step in further adaptating the lesson.**

**Chandler:**     I knew the patriotism wouldn’t be too difficult, but the whole idea of foreign policy and expanding it into a meaningful lesson for young people can sometimes be difficult. As I reflect on it, I probably would keep patriotism with my political parties because that’s where I usually teach it, and they do whole thing of campaigning and other things in the classroom. Perhaps I would take that over and maybe have two different pieces, just have a foreign policy museum. All and all, it did give me a foundation for seeing how I could work this next time and that it is a feasible idea for a lesson.

**Chandler:**     *And I want all of you to give yourselves a round of applause. Because you did a fabulous job for two days. You all are fabulous.*

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