



1900-1924

Racial Tensions

activities

Created by Michael Young, former History Department Chair, Omaha Burke High School

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1a

Population Shifts, Unrest & The Political Machine

Activity Grade Level

HS

■ activity

Discussion

Activity 1a: Population Shifts

Have students read the Racial Tensions section of the 1900-1924 timeline in Nebraska Studies: <http://nebraskastudies.org/1900-1924/racial-tensions/>

The population of Nebraska in 1919 was approximately 1,300,000 people. Of that number, approximately 13,000 were African Americans.

- How many people living in the state of Nebraska were not African American?
- How many people lived in Nebraska in the year 2000?
- How many more people lived in Nebraska in 2000 than in 1919?
- Why do you think the population of Nebraska has not increased very much from 1919 to 2000?

The population of Omaha was approximately 191,000 in 1919. Of that number, approximately 10,315 were African American.

- How many people living in Omaha in 1919 were not African American?
- How many people living in Omaha in 2000 were African American and how many were not?
- What were living conditions like for African Americans in Nebraska in 1919 compared to today?

■ Nebraska Department of Education Content Area Standards

Social Studies

SS HS.1.1; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.3; SS HS.4.4; SS HS.4.5

Language Arts

Standard 4.1.4; Standard 4.2.4; Standard 4.2.5 | Standard 8.1.2; Standard 8.2.4; Standard 8.2.5.

1b

Population Shifts, Unrest & The Political Machine

Activity Grade Level

HS

■ activity

Discussion

Activity 1b: Unrest

Have students read the Racial Tensions section of the 1900-1924 timeline in Nebraska Studies: <http://nebraskastudies.org/1900-1924/racial-tensions/>

How did each of the following contribute to the social unrest in Omaha in 1919?

- Veterans returning to Omaha from World War I
- Race riots in St. Louis and Chicago
- Strikes in Omaha
- Conflicts over the issues of prohibition and woman suffrage
- Migration of blacks from the South to the North
- Yellow journalism

For older students, add these parameters to the discussion:

- End of the Reconstruction Period in the South
- Use of strikebreakers in the packing plants
- Yellow journalism
- The conclusion of World War I

■ Nebraska Department of Education Content Area Standards

Social Studies

SS HS.1.1; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.3; SS HS.4.4; SS HS.4.5

Language Arts

Standard 4.1.4; Standard 4.2.4; Standard 4.2.5 | Standard 8.1.2; Standard 8.2.4; Standard 8.2.5.

1c

Population Shifts, Unrest & The Political Machine

Activity Grade Level

HS

■ activity

Discussion

Activity 1c: The Political Machine

Have students read the Racial Tensions section of the 1900-1924 timeline in Nebraska Studies: <http://nebraskastudies.org/1900-1924/racial-tensions/dennisons-political-machine/>

- What is a political machine?
- Who were Tom Dennison and Edward P. Smith?
- Some critics of Dennison suggested he encouraged people in Omaha to engage in the race riot of 1919. Why would Dennison be likely to support the riot?

■ Nebraska Department of Education Content Area Standards

Social Studies

SS HS.1.1; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.3; SS HS.4.4; SS HS.4.5

Language Arts

Standard 4.1.4; Standard 4.2.4; Standard 4.2.5 | Standard 8.1.2; Standard 8.2.4; Standard 8.2.5.

2a

Mayor Dahlman, Headlines, & the Army

Activity Grade Level

HS

■ activity

Photograph Analysis

Activity 2a: Mayor Dahlman

Have students analyze the photograph of Mayor James C. Dahlman holding the large key on the Dennison's Political Machine page of the Racial Tensions section of the 1900-1924 timeline in Nebraska Studies:

<http://nebraskastudies.org/1900-1924/racial-tensions/dennisons-political-machine/>

Use the National Archives Photograph Analysis Worksheet in the Resources section at the end of this document to help answer the following questions:

- What is written on the key?
- What is written on the sidewalk and steps?
- Who were Tom Dennison and James C. Dahlman?
- What is Dahlman's relationship to Tom Dennison?
- What do you think the author is suggesting about Dahlman's character?
Do you agree or disagree with the author's conclusion?

HINT: For a larger version of the photo, type "Dahlman" in the Search box in the top left corner of Nebraska Studies, and then click on Primary Source.

■ Nebraska Department of Education Content Area Standards

Social Studies

SS HS.1.1; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.3; SS HS.4.4; SS HS.4.5

Language Arts

Standard 12.1.1; Standard 12.1.2; Standard 12.3.1

■ activity

Written Document Analysis**Activity2b: Headlines**

Have students analyze the copy of the headlines of the Omaha World-Herald newspaper dated September 29, 1919 on the Who Was to Blame? page of the Racial Tensions section of the 1900-1924 timeline in Nebraska Studies;

<http://nebraskastudies.org/1900-1924/racial-tensions/a-horrible-lynching/>

Use the National Archives Written Document Analysis Worksheet in the Resources section at the end of this document to help answer the following questions:

- Is this an example of yellow journalism? Why or why not?
- What words listed in the headlines are examples of emotionalism?
- What can you infer about the author's feelings about the riot based on the terminology used? Explain.

HINT: For a larger version of the newspaper headlines, type "riot headlines" in the Search box in the top left corner of Nebraska Studies, and then click on Primary Source.

■ Nebraska Department of Education Content Area Standards

Social Studies

SS HS.1.1; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.3; SS HS.4.4; SS HS.4.5

Language Arts

Standard 12.1.1; Standard 12.1.2; Standard 12.3.1

■ activity

Photograph & Cartoon Analysis

Activity 2c: The Army

Have students compare and contrast the photograph of the soldiers on guard at 24th and Lake Streets and the political cartoon titled “Real Protection” on the The Army Restores Order page of the Racial Tensions section of the 1900-1924 timeline in Nebraska Studies;

<http://nebraskastudies.org/1900-1924/racial-tensions/the-army-restores-order/>

Use the National Archives *Photograph Analysis* and *Cartoon Analysis* or *Interpreting Political Cartoons* Worksheets in the Resources section at the end of this document to help answer the following questions:

- What are your first impressions after viewing the photograph of the soldiers? What was the purpose of bringing in troops after the riot was over?
- What view of the federal troops is the author of the cartoon titled “Real Protection” projecting? Do you agree or disagree with the cartoonist’s assessment?
- Did federal troops provide any real protection for the citizens of Omaha? Explain.

HINT: For a larger version of the newspaper headlines, type “riot headlines” in the Search box in the top left corner of Nebraska Studies, and then click on Primary Source.

■ Nebraska Department of Education Content Area Standards

Social Studies

SS HS.1.1; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.3; SS HS.4.4; SS HS.4.5

Language Arts

Standard 12.1.1; Standard 12.1.2; Standard 12.3.1

L1

LESSON PLAN Omaha Race Riot of 1919

Activity Grade Level

HS

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Lesson Objectives

1. Students will develop skills to analyze primary documents and images.
2. Students will evaluate the causes and results of the Omaha race riot of 1919.
3. Students will identify and analyze the key personalities involved in the Omaha race riot of 1919.
4. Students will assess the important role played by “yellow journalism” in the Omaha race riot of 1919.

■ Nebraska Department of Education Content Area Standards

Social Studies

SS HS.1.1; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.3; SS HS.4.4; SS HS.4.5

Language Arts

Standard 8.1.1; Standard 8.1.2; Standard 8.1.3; Standard 8.1.5; Standard 8.1.6; Standard 8.1.7; Standard 8.2.2; Standard 8.2.3; Standard 8.2.4; Standard 8.2.5; Standard 8.3.2 | Standard 12.1.1; Standard 12.1.3; Standard 12.2.1; Standard 12.2.2; Standard 12.2.4; Standard 12.2.5; Standard 12.3.2.

L1

LESSON PLAN
Omaha Race Riot of 1919

Activity Grade Level

HS

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Introduction

Introduce the lesson by writing the following quotes on the chalkboard, show them on an overhead projector, or make handouts from the students from the larger version in the Resources section at the end of this document:

“Black Beast First Sticks-up Couple. The most daring attack on a white woman ever perpetrated in Omaha occurred one block south of Bancroft street near Scenic avenue in Gibson [Omaha neighborhood] last night.”

The Omaha Bee, September 1919

The pastor of the First Christian Church in Omaha, Reverend Charles E. Cobbey, is reported to have said from his pulpit that:

“. . . the yellow journalism of a certain Omaha newspaper’ created the conditions for an outbreak of violence. . . .

“It is the belief of many that the entire responsibility for the outrage can be placed at the feet of a few men and one Omaha paper.”

Engage students in a discussion of the quotations using the following questions/statements as possible discussion guides:

1. Ask students if they think these quotes are referring to a recent or earlier historical event and encourage students to give reasons for their conclusions.
2. Charles E. Cobbey mentioned the word “yellow journalism”. What does “yellow journalism” mean?
3. Discuss the meaning of “yellow journalism” with the students. The following summary could be used as a point of reference.

“The term yellow journalism came from a popular New York World comic strip called *Hogan’s Alley*, which featured a yellow-dressed character named ‘the yellow kid.’ Determined to compete with *Pulitzer’s World* in every way, rival New York Journal owner William Randolph Hearst copied *Pulitzer’s* sensationalist style and even hired *Hogan’s Alley* artist R.F. Outcault away from the *World*. In response, Pulitzer commissioned another cartoonist to create a second yellow kid. Soon, the sensationalist press of the 1890s became a competition between the yellow kids, and the journalistic style was coined ‘yellow journalism.’”

From the PBS website for *Crucible of Empire: The Spanish-American War, Yellow Journalism*
http://www.pbs.org/crucible/frames/_journalism.html

L1

LESSON PLAN
Omaha Race Riot of 1919

Activity Grade Level

HS

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The Resources

Print:

Age, Arthur. *The Omaha Riot of 1919*. Unpublished. Master's Thesis, Creighton University, Omaha, Nebraska. 1964.

Bitzes, John G. "Anti-Greek Riot of 1909-South Omaha." UNO MA Thesis. 1964.

Bitzes, John G. "Anti-Greek Riot of 1900-South Omaha." **Nebraska History**. Vol. 51. Summer, 1970. Pp. 199-204.

Cottrell, J. Barbara and Larsen, Lawrence H. **The Gate City: A History of Omaha**. Lincoln: University of Nebraska Press, 1997.

Dales, David G. "North Platte Racial Incident: Black-White Confrontation 1919." **Nebraska History**. Vol. 60. No. 3. Fall 1979, Pp. 424-446

Kennedy, Patrick. "Nemaha County's African American Community." **Nebraska History**. Vol. 82. No. 1. Spring 2001. Pp. 11-25.

Laurie, Clayton D. "The U.S. Army and the Omaha Race Riot of 1919." **Nebraska History**. Vol. 72. No. 3 Fall 1991. Pp. 135-143.

Lawson, Michael L. "A City in Ferment: Summer of 1919." **Nebraska History**. Vol. 58. Fall 1977. Pp. 395-418.

Menard, Orville. "Tom Dennison, The Omaha Bee, and the 1919 Omaha Race Riot." **Nebraska History**. Vol. 68. No. 4. Winter 1987. Pp. 152-165.

Naugle, Ronald C. and Olson, James. **History of Nebraska**. 3rd edition. Lincoln: University of Nebraska Press, 1997.

Omaha Newspapers—Bee, News, and World-Herald. 1919.

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LESSON PLAN Omaha Race Riot of 1919

Activity Grade Level

HS

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Internet Resources

A Horrible Lynching on The Black Holocaust Society website
<http://www.blackwallstreet.freesevers.com/omaha%20riot.htm>

Graphic Organizers <http://www.graphic.org/venbas.html>

Nebraska Dept. of Education Academic Standards.
<https://www.education.ne.gov/contentareastandards/>

Nebraska Dept. of Education State Social Studies/History Standards.
<https://cdn.education.ne.gov/wp-content/uploads/2019/11/Nebraska-Social-Studies-Standards-Final-11-2019.pdf>

Nebraska History: <http://nebraskahistory.org/oversite/research.htm>

Nebraska History: Nebraska History magazine
<https://history.nebraska.gov/publications/nebraska-history-magazine>

Nebraska History: Nebraska Trailblazer <https://history.nebraska.gov/education/trailblazers>

Nebraska Studies, 1900-1924 timeline, Racial Tensions section
<http://nebraskastudies.org/1900-1924/racial-tensions/>

Rubrics General Rubric <http://www.socialstudieshelp.com/rubric.htm>

The Library of Congress Learning Page: The Historians' Sources: Analysis of Primary Sources.
"Questions for Analyzing Primary Sources." <http://www.loc.gov/teachers/index.html>

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LESSON PLAN Omaha Race Riot of 1919

Activity Grade Level

HS

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

The Process

1. Instruct students to read accounts of racial issues after World War I in their history textbooks or related sources.
2. Direct students to access the Nebraska Studies Website at <http://nebraskastudies.org/> and click on the 1900-1924-time period. Then instruct students to click on the icon “Race Riot in Omaha in 1919” and read all the information about the Progressive movement.
3. Conduct an oral classroom discussion with students over the assigned reading material. Or the teacher may distribute copies to the students of selected topics listed under “Racial Tensions” and then conduct an oral discussion of specific topics. The following questions could be used as a guide for oral discussion:
 - What is the Ku Klux Klan? What role did it play in Nebraska?
 - Why did African Americans migrate from the South to the North in the first decade of the 20th century?
 - Why did African Americans specifically migrate from the South to Omaha? What problems did they encounter?
 - Define “yellow journalism” and the connection between it and Edward Rosewater and the Omaha Bee newspaper.
 - Who was Thomas Dennison? What is a political machine? What was the connection, if any, between Dennison and the Omaha race riot of 1919?
 - Discuss the events of the Omaha race riot and construct an outline of the key events.
 - What role did the U.S. Army play in the race riot and was it effective?
 - What were the causes and effects of the Omaha race riot?
4. Have students review the various Analysis Worksheets in the Resources section at the end of this document.

The Process *continues* >

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LESSON PLAN Omaha Race Riot of 1919

Activity Grade Level

HS

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5. Instruct students to access the photograph of the Ku Klux Klan located on the Racial Tensions in Omaha after World War I page in the Racial Tensions section of the Nebraska Studies 1900-1924 timeline: <http://nebraskastudies.org/1900-1924/racial-tensions/>

Tell students to use the National Archives *Photo Analysis* Worksheet in the Resources section of this document as a guide for analyzing the photograph.

6. Instruct students to access the photo postcard of Mayor James “Cowboy Jim” Dahlman holding a key located on the Dennison’s Political Machine page in the Racial Tensions section of the Nebraska Studies 1900-1924 timeline:

<http://nebraskastudies.org/1900-1924/racial-tensions/dennisons-political-machine/>

Have students use *Interpreting Political Cartoons* in the Resources section at the end of this document as a guide for analyzing the photo postcard.

7. Instruct students to listen to and view the video segment about the riot located in the page called “A Horrible Lynching.” <http://nebraskastudies.org/1900-1924/racial-tensions/a-horrible-lynching/> Then have students use the National Archives *Motion Picture Analysis* Worksheet Cartoons in the Resources section at the end of this document to analyze the video segment.

8. Ask students to view the photo titled “Real Protection” located on the page, “The Army Restores Order”: <http://nebraskastudies.org/1900-1924/racial-tensions/the-army-restores-order/> Instruct students to use the National Archives *Cartoon Analysis* the Resources section at the end of this document as a guide for analyzing the political cartoon.

9. Students could also discuss their response to the graphic images of violence depicted throughout the Racial Tensions section of the 1900-1924 timeline on the Nebraska Studies website, comparing and contrasting news images presented in the media today with those of the early 1900s, and exploring the issue of the appropriateness of violent depictions in classroom-oriented materials.

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LESSON PLAN Omaha Race Riot of 1919

Activity Grade Level

HS

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Learning Advice

- Have students identify and/or define the following terms after they have had the opportunity to read the information contained on the Nebraska Studies website concerning the Omaha race riot of 1919 <http://nebraskastudies.org/1900-1924/racial-tensions/> and related topics in their history textbooks or assigned readings:

Will Brown	Edward Rosewater	“Law and the Jungle”
Tom Dennison	Mayor Edward Smith	Monitor newspaper
“Millard” (Milton) Hoffman	Major Gen. Leonard Wood	Omaha Bee
James C. “Cowboy Jim” Dahlman	Lt. Col. Jacob Wuest	newspaper
Agnes Loebeck	1909 Greek riot in Omaha	political machine
Police Commissioner J. Dean Ringer	1929 racial issues in North Platte	reform movement
	Ku Klux Klan	strike breakers
		yellow journalism

- Require all students to become familiar with the worksheets in the Resources section at the end of this document on how to analyze primary documents, political cartoons, sound recordings, and photographs. Have students view the video about black migration located in the Nebraska Studies page titled “African American Migration”.

<http://nebraskastudies.org/1900-1924/racial-tensions/african-american-migration/>

Use the National Archives *Motion Picture Analysis Worksheet* for analysis.

- Discuss with students the causes and effects of the Omaha race riot of 1919, and compare and contrast those causes and effects with other race riots occurring in other U.S. major cities.

- Briefly review the use of yellow journalism past and present by newspapers, television, etc. References could be made to:

- the Spanish-American War
- the war on terrorism
- Joseph McCarthy, etc.

L1

LESSON PLAN

Omaha Race Riot of 1919

Activity Grade Level

HS

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Conclusion

Students will have learned the causes and effects of the Omaha race riot and the role yellow journalism played in the riot. They will realize that the Omaha riot was one of many riots that consumed the nation in the first decade of the 20th century and that all the racial issues that faced the nation and the state of Nebraska in 1919 have not been resolved. Students will develop a variety of skills, with the help of the National archives worksheets, etc., to analyze primary resources and historical events. They will also realize that racial issues of the early 20th century still exist today, and that discrimination and prejudice are not only directed at African Americans.

Assessment Activities

One or both of the following activities could be used to assess student knowledge.

Activity Number 1: Analytical Essay

Instruct students to do a written analysis of a minimum of 500 words of the Omaha Race Riot of 1919. Include documentation, a bibliography, etc. Include a discussion of the following in the essay:

- a. Causes
- b. Effects
- c. Procedures/actions taken to ensure such an event does not happen again in Omaha or a designated Nebraska community
- d. Likelihood of a race riot taking place in your community. Note: racial problems do not have to be confined to African Americans or any particular ethnic, racial, or minority group.

Use a rubric to assess student knowledge. Teachers can create their own rubric or use an example like:

General Scoring Rubric — Thematic Essay

http://www.socialstudieshelp.com/Thematic_Esaay_Rubric.htm

Activity Number 2: Multiple-Choice Assessment

Print out enough copies for each student of the Racial Tensions Multiple Choice worksheet in the Resources section of this document.

Answers to the Multiple Choice assessment activity:

1. B 2. B 3. D 4. C 5. A 6. C 7. A

LESSON PLAN

Omaha Race Riot of 1919

Activity Grade Level

HS

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Possible Extension Activities

1. Instruct students to research the following racial incidents that occurred in Nebraska history:

- Omaha Greek Riot of 1909
- Omaha Race Riot of 1919
- North Platte Racial Incident of 1929.

Students could be instructed to do one of the following activities:

- a. A written report on the similarities and differences among the three incidents.
- b. An oral presentation to their classmates on the similarities and differences among the three incidents.
- c. Construction of an expanded Venn diagram that illustrates the similarities and differences among the three incidents. Students may use the Venn diagram in the Resources section at the end of this document, or may wish to create their own. One possible source for a discussion and illustration of an expanded Venn diagram is located at: <http://www.graphic.org/venexp.html>.

2. Review with students *How to Conduct and Utilize Oral Interviews* in the Resources section at the end of this document. Instruct students to conduct an interview with a person who was a contemporary of the Omaha race riot in 1919 using that document as a guide. This activity would be most effective for students living in the Omaha area. However, students living in other areas of Nebraska could interview people in their areas to determine what the interviewee knew about the Omaha race riot and what their reactions were to the riot.

3. Share with students *Yellow Journalism Background* in the Resources section at the end of this document. Then have students access the following website, and write a brief summary of its contents.

- “Yellow Press.” <https://history.state.gov/milestones/1866-1898/yellow-journalism>

Conclude the activity by having students research local newspapers for recent articles about racial issues that might contain yellow journalism. Have students do written or oral reports citing examples of yellow journalism.

4. Teachers in the Omaha area might have their students research newspaper articles about racial issues (from the year 1919) from one of the following newspapers, and do a written or oral report citing examples of yellow journalism:

- *Morning Omaha World Herald*
- *Evening Omaha World Herald*
- *Omaha Bee*
- *Omaha Daily News*

The Douglas County Historical Society and the W. Dale Clark Main Library contain copies of early Omaha newspapers.



1900-1924

Racial Tensions

resources

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Nebraska Department of Education Academic Standards

<https://www.education.ne.gov/contentareastandards/>

Nebraska Department of Education Social Studies and History Standards

<https://cdn.education.ne.gov/wp-content/uploads/2019/11/Nebraska-Social-Studies-Standards-Final-11-2019.pdf>

National Archives <http://www.archives.gov/index.html>

Library of Congress Learning Page Lesson Plans

<https://www.loc.gov/search/?in=&q=lesson+plans&new=true&st=>

Racial Tensions Quotations

“Black Beast First Sticks-up Couple:
The most daring attack on a white woman ever perpetrated in Omaha occurred one block south of Bancroft street near Scenic avenue in Gibson (Omaha neighborhood) last night.”

The Omaha Bee, September 1919

The pastor of the First Christian Church in Omaha, Reverend Charles E. Cobbey, is reported to have said from his pulpit that:

“...the yellow journalism of a certain Omaha newspaper’ created the conditions for an outbreak of violence...”

“It is the belief of many that the entire responsibility for the outrage can be placed at the feet of a few men and one Omaha paper.”

Yellow Journalism Quotation

“The term yellow journalism came from a popular New York World comic strip called *Hogan’s Alley*, which featured a yellow-dressed character named ‘the yellow kid.’ Determined to compete with Pulitzer’s World in every way, rival New York Journal owner William Randolph Hearst copied Pulitzer’s sensationalist style and even hired Hogan’s Alley artist R.F. Outcault away from the World. In response, Pulitzer commissioned another cartoonist to create a second yellow kid. Soon, the sensationalist press of the 1890s became a competition between the yellow kids, and the journalistic style was coined ‘yellow journalism.’”

From the PBS website for *Crucible of Empire: The Spanish-American War, Yellow Journalism*
http://www.pbs.org/crucible/frames/_journalism.html

Yellow Journalism Background

Publishers Joseph Pulitzer and William Randolph Hearst developed a different type of journalism as newspapers began to compete more and more with one another to increase circulation and obtain more advertising revenue.

In the mid-1890s, Pulitzer (in the *New York World*) and Hearst (in the *San Francisco Examiner*) transformed newspapers with sensational and scandalous news coverage, the use of drawings and the inclusion of more features such as comic strips. The ensuing dispute between the two newspapers gave rise to the label “yellow journalism,” synonymous with unprincipled journalism.

After Pulitzer began publishing color comic sections that included a strip entitled “The Yellow Kid” (right) in early 1896, this type of paper was labeled “yellow journalism.” Drawn by R.F. Outcault, the popular (if now-unfunny) strip became a prize in the struggle between Pulitzer and Hearst in the New York newspaper wars.

The papers themselves trumpeted their concern for the “people.” At the same time, yellow journalists choked up the news channels on which the common people depended with shrieking, gaudy, sensation-loving, devil-may-care kinds of journalism. This turned the high drama of life into a cheap melodrama and led to stories being twisted into the forms best suited for sales by the hollering newsboy. Among them was the Yellow Kid, who excelled at mocking upper-class customs and wore a characteristic yellow gown.

This comic strip happened to use a new special, non-smear yellow ink, and because of the significance of the comic strip, the term “yellow journalism” was coined by critics.

R. F. Outcault and the Yellow Kid demonstrated that the Sunday comics could sell newspapers and other forms of merchandise, and firmly established the comics as a permanent part of the American newspaper.

The Yellow Kid proved the first merchandising phenomenon of the comics. The character was portrayed in key chains and collector cards, appeared on stage and even had a short-lived magazine named after him.

Yellow journalism is biased opinion masquerading as objective fact. The practice of yellow journalism involved sensationalism, distorted stories, and misleading images for the sole purpose of boosting newspaper sales and exciting public opinion.

National Archives: Cartoon Analysis Worksheet

Visuals	Words (not all cartoons include words)
<p>Level One</p> <p>1. List the objects or people you see in the cartoon.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>1. Identify the cartoon caption and/or title.</p> <p>.....</p> <p>2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>3. Record any important dates or numbers that appear in the cartoon.</p> <p>.....</p>
<p>Level Two</p> <p>2. Which of the objects on your list are symbols?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>3. What do you think each symbol means?</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>5. List adjectives that describe the emotions portrayed in the cartoon?</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Level Three</p> <p>A. Describe the action taking place in the cartoon.</p> <p>.....</p> <p>.....</p> <p>B. Explain how the words in the cartoon clarify the symbols.</p> <p>.....</p> <p>.....</p> <p>C. Explain the message of the cartoon.</p> <p>.....</p> <p>.....</p> <p>D. What special interest groups would agree/disagree with the cartoon's message? Why?</p> <p>.....</p> <p>.....</p>	

Designed and developed by the Education Staff • National Archives and Records Administration, Washington, DC 20408 • <http://www.archives.gov>

Interpreting Political Cartoons

By Michael Young, former History Department Chair, Omaha Burke High School

Directions for Handout

Use the following questions as a guide when you analyze political cartoons. Answer each question that is pertinent to the political cartoons you are analyzing.

1. List the historical time period indicated:

2. State the issue or historical event that the cartoon addresses:

.....

3. Caption:

.....

4. Geographic location:

5. Label(s) indicated:

.....

6. Use of symbolism, irony, caricatures, etc.:

.....

.....

.....

7. Inferences you can make with reference to the author's opinion(s):

.....

.....

8. Identify two or more historical, political, social, geographic and/or economic concepts that relate to the political cartoon and defend your choices:

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Interpreting Political Cartoons

By Michael Young, former History Department Chair, Omaha Burke High School

Guideline for Using Political Cartoons to Teach Social Studies Concept

The use of pictorial representations can be an effective way to teach social studies concepts. Pictorial representations include cartoons, pictures, and diagrams. Cartoons are the most symbolic of these pictorial representatives because they usually contain satire, exaggeration, and frequently humor. The editorial cartoonist can replicate life with a few strokes of the pen, with stark directness. The reader needs to have familiarity with basic social studies (economics, geography, history, political science, etc.) concepts in order to interpret the cartoons and understand the symbolic representations. The goal of using cartoon interpretation activities is to provide students with practice in dealing with editorial cartoons in an analytical and critical way. Most social studies standards stress the importance of students developing the skills necessary to analyze documents and images.

The following four-step model is provided as a guide for introducing editorial cartoons to illustrate social studies concepts.

1. Provide background information for the social studies concept to be portrayed. For example, students will need a basic understanding of imperialism before a cartoon on this topic can be analyzed.
2. Provide background information on editorial cartoons. Discuss the purpose of editorial cartoons. Make the students aware that such cartoons represent a specific viewpoint. Consequently, students should become familiar with the concept of bias. Students should, when possible, research the background of the political cartoonist.
3. Discuss the nature of editorial cartoons. Stress that such cartoons rely on oversimplification in order to clearly emphasize a particular point. Distortions of individuals and objects are frequently used to add dramatic or provocative qualities. Symbolism is used to represent reality as the cartoonist views it. Students should become familiar with symbols that are typically used in the various areas of social studies i.e. Uncle Sam and the eagle for the U.S., an empty bowl for scarcity, the donkey for the Democrat Party and the elephant for the Republican Party, etc.
4. Sequential guide for teaching how to analyze political cartoons:
 - a. Who is the author of the cartoon? Discuss the author's background.
 - b. What is the topic/issue of the cartoon?
 - c. What social studies concept is being presented?
 - d. What symbols are used?
 - e. What exaggerations or distortions exist?
 - f. What message is the cartoonist presenting? The teacher may want to introduce a variety of cartoons that deal with different issues as well as social studies disciplines. Students can then compare and contrast the various cartoon examples.
 - g. Encourage students to discuss their reactions with their classmates. Review the social studies concepts stressed in each political cartoon.

National Archives: Motion Picture Analysis Worksheet

Step 1: Pre-viewing

A. Title of film:

Record Group source:

B. What do you think you will see in this motion picture? List Three concepts or ideas that you might expect to see based on the title of the film. List some people you might expect to see based on the title of the film.

Concepts/Ideas	People
1.	1.
2.	2.
3.	3.

Step 2: Viewing

A. Type of motion picture (check where applicable)

Animated cartoon
 Documentary film
 Newsreel
 Propaganda film
 Theatrical short subject
 Training film
 Combat film
 Other

B. Physical qualities of the motion picture (check where applicable)

Music
 Narration
 Special effects
 Color
 Live action
 Background noise
 Animation
 Dramatizations

C. Note how camera angles, lighting, music, narration, and/or editing contribute to creating an atmosphere in this film. What is the mood or tone of the film?

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National Archives: Motion Picture Analysis Worksheet

Step 3: Post-viewing (or repeated viewing)

Circle the things that you listed in the previewing activity that were validated by your viewing of the motion picture.

A. What is the central message(s) of this motion picture?

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B. Consider the effectiveness of the film in communicating its message. As a tool of communication, what are its strengths and weaknesses?

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C. How do you think the filmmakers wanted the audience to respond?

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D. Does this film appeal to the viewer's reason or emotion? How does it make you feel?

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E. List two things this motion picture tells you about life in the United States at the time it was made:

1.
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2.
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F. Write a question to the filmmaker that is left unanswered by the motion picture.

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G. What information do you gain about this event that would not be conveyed by a written source? Be specific.

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National Archives: Photograph Analysis Worksheet

STEP 1. OBSERVATION

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

PEOPLE	OBJECTS	ACTIVITIES

STEP 2. INFERENCE

Based on what you have observed above, list three things you might infer from this photograph.

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STEP 3. QUESTIONS

A. What questions does this photograph raise in your mind?

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B. Where could you find answers to them?

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National Archives: Written Document Analysis Worksheet

1. TYPE OF DOCUMENT(Check one)

- | | |
|-------------------|--------------------------|
| ... Letter | ... Report |
| ... Patent | ... Advertisement |
| ... Memorandum | ... Congressional record |
| ... Map | ... Census report |
| ... Telegram | ... Other |
| ... Press release | |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- | | |
|----------------------------|--------------------|
| ... Interesting letterhead | ... Notations |
| ... Handwritten | ... RECEIVED stamp |
| ... Typed | ... Other |
| ... Seals | |

3. DATE(S) OF DOCUMENT:

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

POSITION (TITLE):

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

1.
2.
3.

B. Why do you think this document was written?

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C. What evidence in the document helps you know why it was written? Quote from the document.

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D. List two things the document tells you about life in the United States at the time it was written:

1.
2.

E. Write a question to the author that is left unanswered by the document

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Racial Tensions Multiple Choice Worksheet

Name _____ Period No. _____

Directions: Circle the best answer.

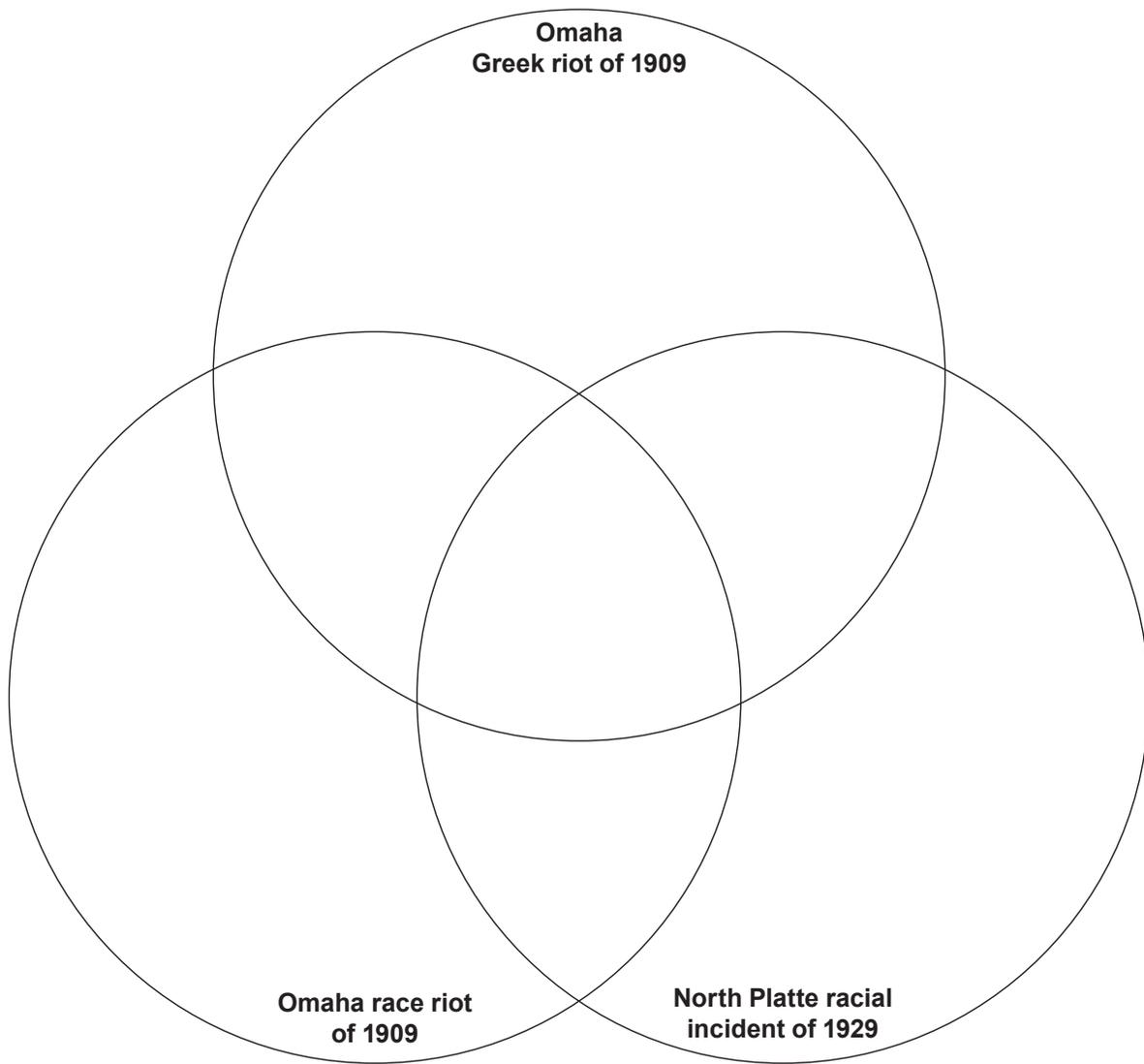
- Who was publisher of the "Omaha Bee"?
 - James Dahlman
 - Edward Rosewater
 - Tom Dennison
 - Edward Smith
- Who was accused of having a political machine in the city of Omaha?
 - James Dahlman
 - Tom Dennison
 - Edward Rosewater
 - Edward Smith
- Who was killed as a result of the race riot in Omaha in 1919?
 - J. Dean Ringer
 - Agnes Loebeck
 - Millard Hoffman
 - Will Brown
- "Black Beast First Stick-up Couple" is an example of:
 - a political machine
 - a description of a strike breaker
 - yellow journalism
 - the editorial statements made by Charles E. Cobbey
- Which of the following is associated with a condemnation of the race riot in Omaha in 1919?
 - "Law and the Jungle"
 - "Pretty little Agnes Loebeck was assaulted"
 - "Omaha Bee" newspaper
 - Tom Dennison
- Which of the following was a black Omaha newspaper in 1919?
 - Omaha Bee
 - Omaha World-Herald
 - Omaha Monitor
 - Omaha Gate City
- Which of the following was not a reason African Americans were leaving the South and moving to the North?
 - Free farmland was available for African Americans.
 - World War I limited immigration from Europe.
 - Salaries were higher in the North.
 - There were a number of strikes in the Northern cities, and African Americans were willing to work as "replacement workers."

Venn Diagram

This is a Venn Diagram. You can use it to write down factors that are unique to one item in the left hand sector. Then plot those factors that are unique to another item in the right hand sector. Then look for factors that are present in both and plot those in the middle.

The Venn Diagram is made up of two or more overlapping circles. It is often used in mathematics to show relationships between sets. In language arts instruction, Venn Diagrams are useful for examining similarities and differences in characters, stories, poems, etc.

It is frequently used as a prewriting activity to enable students to organize thoughts or textual quotations prior to writing a compare/contrast essay. This activity enables students to organize similarities and differences visually.



Nebraska Department of Education Content Area Standards

■ Social Studies Standards

HS

SS HS.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.

SS HS.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.

SS HS.4.1 Analyze and evaluate patterns of continuity and change over time in history.

SS HS.4.2 Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.

SS HS.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS HS.4.4 Evaluate sources for perspective, limitations, accuracy, and historical context.

SS HS.4.5 Apply the inquiry process to construct and answer historical questions.

Nebraska Department of Education Content Area Standards

Language Arts Standards

4

LA 4.1.4. By the end of the fourth grade, students will identify the resource appropriate for a specific purpose, and use the resource to locate information.

LA 4.2.4. By the end of the fourth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

LA 4.2.5. By the end of the fourth grade, students will demonstrate the use of self-generated questions, note taking, and summarizing while learning.

LA 8.1.2. By the end of the eighth grade, students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

LA 8.2.4. By the end of the eighth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

LA 8.2.5. By the end of the eighth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

8

LA 8.1.1. By the end of the eighth grade, students will identify the main idea and supporting details in what they have read.

LA 8.1.2. By the end of the eighth grade, students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

LA 8.1.3. By the end of the eighth grade, students will identify and classify different types of text.

LA 8.1.5. By the end of the eighth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

LA 8.1.6. By the end of the eighth grade, students will identify similarities and differences across a variety of eighth grade reading selections.

LA 8.1.7. By the end of the eighth grade, students will demonstrate the ability to analyze literary works, nonfiction, films, or media.

LA 8.2.2. By the end of the eighth grade, students will write compositions with focus, related ideas, and supporting details.

LA 8.2.3. By the end of the eighth grade, students will revise and edit descriptive compositions. **LA 8.2.4.** By the end of the eighth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

LA 8.2.5. By the end of the eighth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

LA 8.3.2. By the end of the eighth grade, students will use multiple presentation styles for specific audiences and purposes.

HS

LA HS.1.1. By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.

LA HS.1.2. By the end of the twelfth grade, students will locate, evaluate, and use primary and secondary resources for research.

LA HS.1.3. By the end of the twelfth grade, students will identify and use characteristics to classify different types of text.

LA HS.1.6. By the end of the twelfth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.

LA HS.2.1. By the end of the twelfth grade, students will write using LA English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.

LA HS.2.2. By the end of the twelfth grade, students will write compositions with focus, related ideas, and supporting details.

LA HS.2.4. By the end of the twelfth grade, students will use multiple forms to write for different audiences and purposes.

LA HS.2.5. By the end of twelfth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.

LA HS.3.1 By the end of the twelfth grade, students will participate in student directed discussions by eliciting questions and responses.

LA HS.3.2. By the end of the twelfth grade, students will make oral presentations that demonstrate consideration of audience, purpose, and information.