

# “Hindsight is”

A podcast series made in conjunction with  
the exhibition *Twenty Twenty*,  
on view at The Aldrich through  
March 14, 2021.

## About the Guide:

This interdisciplinary curriculum is designed to support Hindsight is, a three-episode podcast series of “radio plays” inspired by a range of local and regional historical figures from Connecticut. Actors portray these historical figures, dramatizing social and political issues such as voting rights, racism, and fascism through their unique perspectives as citizens from the past.



Marti Cormand,  
*They Might Be  
Giants* (triptych,  
left panel), 2020,  
Courtesy of the artist  
and Josée Bienvenu  
Gallery, New York

# The Exhibition: *Twenty Twenty*

*Twenty Twenty* is an exhibition of works on paper rolled out sequentially over the course of five months that presents the work of seven artists who primarily utilize photographic imagery. 2020 has been a historic year and the work created by the artists in the exhibition reflects their lived experience through a landmark election year, a global pandemic, and a national reckoning with systemic racial injustice and police brutality. The exhibition asks the question can a 'slow' museum exhibition actively participate in democracy amidst the cacophony of Tweets and abbreviated news app headlines via a medium that moves no faster than the speed of a human hand pushing a pencil?

## Interdisciplinary Connections:

Cultural Studies, Design, Global Studies, English Language Arts, International Studies, Mixed Media, Theater, Philosophy, Political Science, and Social Studies

## Learning Objectives:

- Students will discuss the role of art in generating relevant and often challenging conversations, particularly pertaining to national human rights issues.
- Through analysis, group discussions, activities, and reflections, students will develop critical thinking skills, including written and oral communication and active listening.
- Students will be able to explain what it means to have different ways to critically analyze varied perspectives.

For more information, please contact The Aldrich's Education team at [aldrichedu@thealdrich.org](mailto:aldrichedu@thealdrich.org).

# Lesson Plan

## Episode 1: Alice Paul & Woodrow Wilson: Together Again in 2020

**Suggested Disciplines:** Social Studies, English Language Arts, History

**Grades level:** 5th – 12th

**Total Time:** 45-55 minutes

**Materials Needed:** Sticky notes

This episode portrays Alice Paul and Woodrow Wilson in a debate about women's right to vote and whether the Equal Rights Amendment should have been passed with the clarity afforded by looking back from the year 2020. By allowing Wilson and Paul to see how the women's movement has evolved, we will imagine how their views and debates may (or may not) have changed with the times.

### ESSENTIAL QUESTIONS:

1. How do you shift your perspective? How do you get someone to shift theirs?
2. What do we mean when we say there is power in every voice? How do you stand into your own voice?
3. What is equality?



# Learning Objectives:

## Students will be able to:

- Analyze a conversation between two people with differing points of view.
- Analyze the work of others to identify effective persuasive techniques.
- Brainstorm different strategies for constructing a strong argument.
- Write and revise a personal statement with a key focus or cause in mind.
- Apply what they have learned in a written persuasive argument expressing their stance and reasoning in a clear, logical sequence.

## Background Information:

Alice Paul was a vocal advocate for equal rights, and she even went to prison while fighting for women's right to vote one hundred years ago. Have students learn more about Alice Paul through watching and discussing PeopleTV's, "How Alice Paul Fought For Women's Right To Vote."

<https://www.youtube.com/watch?v=2fi3V3Th8V4>

## INTRODUCTORY DISCUSSION QUESTIONS:

1. What barriers might you face when trying to persuade someone to change their mind or be open to another perspective?
2. How might you get around these obstacles?

## LISTEN to the episode:

### Alice Paul & Woodrow Wilson: Together Again in 2020, Hindsight is...

<https://soundcloud.com/user-292598524/alice-paul-woodrow-wilson-together-again-in-2020-hindsight-is>

## Group Activity:

- You will need a packet of sticky notes and a photo of Alice Paul and Woodrow Wilson. See images worksheet in Additional Resources.
- While listening to the podcast, ask students to write down the points made by Alice Paul and Woodrow Wilson that seemed the most persuasive.
- After the podcast, have students post their sticky notes alongside each picture.
- Have students analyze the results; is one individual's arguments favored over the other?

## **Guiding Questions:**

### **Do you feel like persuasion is all around us?**

- How did Alice Paul and Woodrow Wilson communicate their cases effectively?
- Did Alice Paul and/or Woodrow Wilson succeed in persuading the other? Why or why not?
- What platforms get you to change your mind every day? Inventory a list (i.e. commercials, advertisements, social media posts, etc.,)
- In the podcast, the discussion is over women's right to vote. What might it be like not to have a voice?
- Can you think of examples of when you have used persuasion yourself in your own life? What motivated you? Did the other person seem to know you were trying to persuade them? What was the outcome?

### **Group Activity:**

- Cut out the Claims worksheet and put each note in a bag/hat. See Claims worksheet in Additional Resources.
- Break the students into pairs OR groups and have the students pick out of a bag/hat so each group has a claim to argue.
- Have students debate for or against their claim.
- Students can work together to generate at least three good reasons to support an argument.
- Have students debate their claims, using details and evidence.

### **Claims:**

- There is no sandwich better than a peanut butter and jelly sandwich.
- The best color is yellow.
- School uniforms should be required.
- The voting age should be lowered to 13.
- Is cereal a soup? (Sides argue yes or no)
- Dogs or cats?

### **Homework Assignment:**

- Write a 500-word statement either for or against the following claim:
- "Every human deserves a voice; every human should be treated equally."

## **Additional Resources:**

### **About Alice Paul:**

“There will never be a new world order until women are a part of it.” These are the famous words of Alice Paul, a revolutionary leader of the women’s suffrage movement and a co-writer and advocate of the Equal Rights Amendment. Born on January 11, 1885, in New Jersey, Alice Paul was the daughter of a Quaker businessman who believed in equal rights and education for women. Alice’s mother was a suffragist, and from a young age, Alice accompanied her mother to local suffrage meetings.

Alice attended Swarthmore College and went on to receive her Master’s degree in sociology. She then moved to England to study social work, and while there, she participated in the suffrage movement abroad, learning many tactics for protests such as picketing and marching.

Alice moved back to the United States in 1910 to attend the University of Pennsylvania to obtain her Ph.D.. Here, she joined the National American Women’s Suffrage Association (NAWSA). She quickly went on to become the head of the Washington, D.C. chapter in charge of working for a federal suffrage amendment. Eventually, however, Alice split with NAWSA to form the National Women’s Party.

In Washington D.C. on March 3, 1913, the day before Woodrow Wilson’s presidential inauguration, Alice organized a march of 8,000 women from the Capitol to the White House. Soon after, she met with President Wilson, who told her it wasn’t time for a suffrage amendment yet. Alice Paul continued to passionately protest and lobby. In 1917, Alice Paul, along with 1,000 other “Silent Sentinels,” began 18 months of picketing in front of the White House with posters and signs.

When the 19th Amendment was finally ratified in 1920, Alice Paul shifted her attention to the passage of an Equal Rights Amendment. In 1923 at age 38, Alice and co-writer Crystal Eastman wrote the first version of the ERA, which was introduced in Congress that same year. The Amendment stated: “Men and women shall have equal rights throughout the United States and every place subject to its jurisdiction.” Alice spent the rest of her life advocating for the ERA and similar issues. While the ERA was ratified by 35 states in the 1970s, it was three states short of the amount needed for ratification at the 1982 deadline, and thus, never became law.

### **READ:**

#### **National Women’s History Museum:**

<https://www.womenshistory.org/education-resources/biographies/alice-paul>

### **WATCH:**

#### **Wilson Center:**

<https://www.wilsoncenter.org/article/woodrow-wilson-and-the-womens-suffrage-movement-reflection>

## Common Core State Standards:

Standards in English Language Arts:

CCSS.ELA-LITERACY.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.1.A: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.9-10.1.B: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.W.9-10.1.C: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.9-10.1.E: Provide a concluding statement or section that follows from and supports the argument presented.

### Vocabulary:

- **Argument** – a reason or set of reasons given with the aim of persuading others that an action or idea is right or wrong
- **Claim** – to state or assert that something is the case, typically without providing evidence or proof
- **Patriarchy** – a family, community, or society based on a system governed by men
- **Persuade** – to cause (someone) to do something through reasoning or argument
- **Sexism** – discrimination based on gender, especially discrimination against women
- **Suffrage** – the right or privilege of voting

### Assessment in this Lesson:

- Informal assessment through class discussions related to the visual analysis and podcast discussion questions.
- Demonstrates the ability to ask thoughtful questions, listen actively, and provide evidence to defend claims.



**CLAIMS DIRECTIONS: Cut out and have students choose claims randomly for debate.**

There is no sandwich better than a peanut butter & jelly sandwich

The Best Color is yellow

School uniforms should be required

Is cereal a soup? (Sides argue yes or no)

Dogs or Cats?

# Lesson Plan

## Episode 2: The Webbs

**Suggested Disciplines:** Social Studies, English Language Arts, History

**Grades level:** 5th – 12th

**Total Time:** 45-55 minutes

This episode features William Webb (1834 – 1868) an African-American Civil War soldier from Connecticut in conversation with Ridgefield's William Webb (1916 – 1991) who started the Ridgefield Chapter of the National Association for the Advancement of Colored People (NAACP) and a later became the Connecticut president of the organization.

### ESSENTIAL QUESTIONS:

1. What is power?
2. Who holds power?
3. How can you step in to reclaim your power?
4. How can you use your power to bring about change?



# Learning Objectives:

## Students will be able to:

- Discuss events that occurred during the Civil War and 1960's in Ridgefield, CT.
- Gain a deeper understanding of racism in the United States.
- Explore current and historical forms of racism--- individual to systemic.
- Develop an understanding of separate and unequal Housing Discrimination and Geographic Segregation.

## OPTIONAL: Background History - The Civil War and Slavery in America

### READ:

James McPherson's "An Overview of the American Civil War" together as a class. (first three paragraphs suggestions)

<https://www.battlefields.org/learn/articles/brief-overview-american-civil-war>

### WATCH:

Equal Justice Initiative, Slavery to Mass Incarceration. (6 min)

[https://www.youtube.com/watch?v=r4e\\_djVSag4](https://www.youtube.com/watch?v=r4e_djVSag4)

Hand out the Listen – Reflect – Wonder – Worksheet; ask students to use the worksheet while they are listening to the podcast.

### LISTEN to the episode:

<https://soundcloud.com/user-292598524/the-webbs-hindsight-is>

### Group Discussion:

- Have students retell the most significant aspects of the interview in their own words.
- Think about what you already know about the time periods and events described in the interview. How does this interview support, contradict, or add to your current understanding of the period or events?
- What more does this interview leave you wanting to find out?

## **EXPLORE: the following quotations from the podcast**

- **William Webb:** “It’s one thing to pass an amendment. It’s another to transform a legacy designed to benefit one race at the expense of another.”
- **Private Webb:** “But if we’ve had the right to vote for 100 years, are we still separated?”
- **William Webb:** “That’s supposed to be over but like other things, it’s taking a while to really be over...”
  
- Pick from one of these quotes, what does it mean to you?
- Can you think of other examples of positive change in history that took a long time to enact?
- Can you think of examples of positive change that people are still fighting to enact today?

### **Group Activity:**

- What is your story? Your history? What events in life have shaped who you are?
- Break students into pairs. Think about what it means to be you. Have students think of aspects about themselves and how they identify themselves. Share it with a partner.
- As one student shares, the other will listen, without speaking for two minutes.
- When the student is done speaking, the partner will paraphrase what they heard.
- As a class, discuss what you noticed about the listening process? What was it like to learn about someone else’s experience?

### **Final Research Project:**

- Ask students if they’ve ever interviewed someone. Invite them to share their experiences.
- Brainstorm as a class what is needed to conduct a successful interview.
- Ask students to think of someone living that they admire and that has stood up for a cause they would want to interview.
- OR ask students to choose an individual in history who has made an impact. Teachers can break up students into pairs, where one student plays the role of the historical figure, and one student is the journalist conducting the interview (additional time can be allocated for independent/group research).

## Common Core State Standards:

### Standards in English Language Arts:

CCSS.ELA-LITERACY.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on relevant topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.9-10.1c: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

### Standards for Social Studies:

- 1—Culture
- 2—Time, Continuity, and Change
- 3—People, Places, and Environment
- 5—Individuals, Groups, and Institutions
- 6—Power, Authority, and Governance

### Vocabulary:

**Narrative** – a story, description, or account of events

**Emancipation** – the act of freeing

**Proclamation** – a public announcement

**Abolition** – doing away with a system or practice or institution

**Free States** – (before the Civil War) a state of the United States in which slavery was illegal

**Racism** – racial or ethnic prejudice or intolerance.

**Anti-Racist, Anti-Racism** – a form of action against racism and systemic racism and the oppression of marginalized groups

**Prejudice** – preconceived opinion that is not based on reason or actual experience

**Activism** – the policy or action of using vigorous campaigning to bring about political or social change

## **WATCH:**

**The Washington Post:** How a propaganda campaign to minimize slavery's role in the civil war became American history

[https://www.washingtonpost.com/video/national/descendants/how-a-propaganda-campaign-to-minimize-slaverys-role-in-the-civil-war-became-american-history/2020/02/24/d07114f5-f5be-4ab5-9d64-508f3775f86a\\_video.html](https://www.washingtonpost.com/video/national/descendants/how-a-propaganda-campaign-to-minimize-slaverys-role-in-the-civil-war-became-american-history/2020/02/24/d07114f5-f5be-4ab5-9d64-508f3775f86a_video.html)

**The History Channel:** How the NAACP Fights Racial Discrimination

<https://www.youtube.com/watch?v=JXi2IM7-NB8&list=ULRwz1SoyY3Xk&index=2676>

## **Assessment in this Lesson:**

- Informal assessment through class discussions related to the visual analysis and podcast discussion questions.
- Completed Listen – Reflect – Wonder – Worksheet



# Lesson Plan

## Episode 3: How Worried Should We Be? Hitler on Trial at Ridgefield High, 1934

**Suggested Disciplines:** Social Studies, English Language Arts, History

**Grades level:** 9th – 12th

**Total Time:** 45-55 minutes

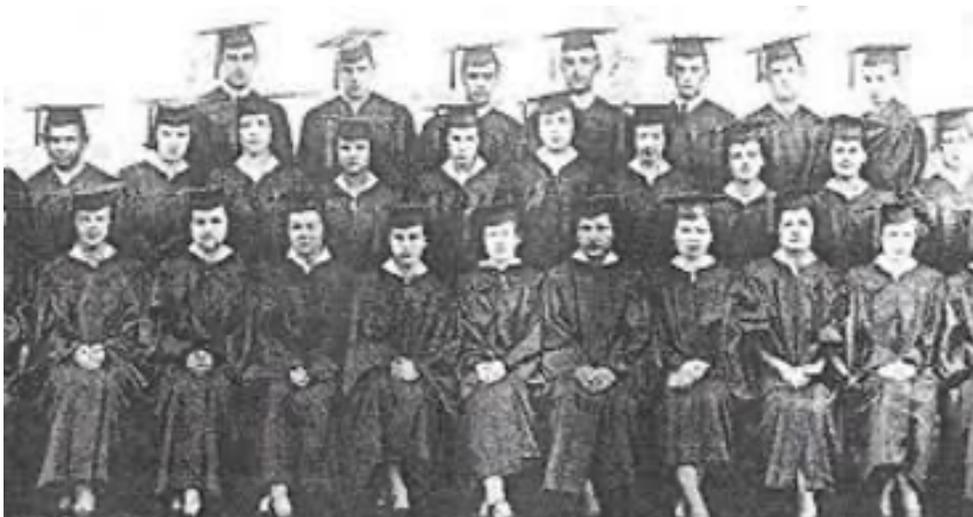
This episode was created in collaboration with the Aldrich Teen Fellows, a student run initiative of the Aldrich run by and for young adults, who wrote and performed “How Worried Should We Be? Hitler on Trial at Ridgefield High, 1934..” The episode is based on an actual mock trial of Adolf Hitler that took place over 80 years ago in an economics class at Ridgefield High School. Class is about to start, so let’s see how our mock trial unfolds.

### ESSENTIAL QUESTIONS:

1. What are human rights and why do they matter?
2. How do you use power to bring about change?

### GUIDING QUESTIONS:

1. Why does learning about Hitler and the Holocaust matter in our present day?
2. How do people communicate and operate within formal settings like a courtroom?
3. How are trials decided and influenced?



# Learning Objectives:

## Students will:

- Develop an understanding of the mock-trial process, and the roles of each individual in the courtroom.
- Demonstrate persuasive arguments and communication skills.
- Interpret information presented in diverse formats and media.
- Delineate an argument and specific claims.

## Group Discussion:

- Ask students if they know of anyone who has ever served on a jury.
- What are the qualifications for serving on a jury?
- Play the Study.com video lesson Jury Trial and Selection in Civil Litigation.  
<https://study.com/academy/lesson/jury-trial-and-selection-in-civil-litigation.html>
- Have students list who is present in a courtroom.
- The list should include: Lawyers, Judge, Jurors, Bailiff, Police Officers, Clerk, Witnesses, Defendant, Plaintiff, Court Reporter, Public, Sketch Artist
- Discuss what these people do in a courtroom; what are their roles?
- Ask the students to write down the steps in a civil trial

## LISTEN to the episode:

<https://soundcloud.com/user-292598524/podcast-release-how-worried-should-we-be-hitler-on-trial-at-ridgefield-high-1934-hindsight-is>

Have students work in small groups to respond to one of the following quotes, and what significance this quote holds for them:

- “What is humanity?”
- “I see blame on both sides.”
- “It’s not my problem.”
- “Soon this won’t be something you can just ignore.”

### **Group Activity:**

- Are you surprised by the verdict? Why or why not? Remind students that this is the verdict reached by the original economics class in 1934.
- How does power impact the US legal system? What works and what doesn't in this system? Are certain communities disadvantaged over others in the current system?
- Why should we think globally? Why do things that happen across the country or across the globe relate to us?
- Have students spend the final 5 minutes or so in class writing a reflection on their experience with this lesson and the subsequent group discussion.

### **Common Core State Standards:**

#### **Standards in English Language Arts:**

Common Core Writing Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Common Core Writing Standard 2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

### **Standards for Social Studies:**

- 1—Culture
- 2—Time, Continuity, and Change
- 3—People, Places, and Environment
- 5—Individuals, Groups, and Institutions
- 6—Power, Authority, and Governance
- 10—Civic, Ideals, and Practices

### **Vocabulary:**

**Fascism** - a form of far-right, authoritarian ultranationalism characterized by dictatorial power, forcible suppression of opposition, and strong regimentation of society and of the economy which came to prominence in early 20th-century Europe

**Trial** - a court of law where cases are tried in the first place, as opposed to an appeals court

**Verdict** - a decision on a disputed issue in a civil or criminal case or an inquest

**Jury** - a body of people (typically twelve in number) sworn to give a verdict in a legal case on the basis of evidence submitted to them in court

**Nationalism** – advocacy if or support for the political independence of a particular nation of people

### **Assessment in this Lesson:**

- Written Reflections
- Informal assessment through class discussions related to the podcast discussion questions and group activity

Hindsight is podcast series was created by Piti Theatre Co., whose mission is to create original performances and community-building events that accelerate local transformation towards joy, sustainability, and justice.

This guide was generated in partnership with The AntiRacist Table, a multidimensional platform and community space that uses its flagship free 30 Day Challenge as a way to bring Anti-Racism into daily life as a daily practice, through education.

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