

KEY MATERIALS



LEVEL

These key materials and comprehension questions may be adapted for students in middle and high school ,college courses, and for adult learners.

USES

It is recommended that students have access to these materials to broaden their understanding and knowledge of the key people, concepts, terms and background of the film. These materials are useful for the *Social Studies & History*, *Legacy Storytelling* and *Leadership & Civic Engagement* units. Students may read about the film and review the concepts and *Who's Who* before or after watching the film. The *Viewing Questions* and *Film Comprehension Questions* can be used as a guide or quiz to assess students' comprehension. The *Bibliography* provides additional resources, and the standards help teachers identify ways to tie this curriculum into their courses.

KEY MATERIALS

- **About the Film** - An overview of the film that can be read before or after by students (pg.2)
- **86 Minute Theatrical Version Summary & DVD Chapters Lengths** (pg.3)
- **56 Minute Educational Version Summary & DVD Chapters Lengths** (pg.4)
- **About the Short Videos** - An overview of three additional films on the death penalty, leadership and storytelling (pg.5)
- **Governor Pat Brown Bio** (pg.6-7)
- **Pat Brown Timeline** - Pat Brown's life and key events in California and the world (pg.8)
- **Who's Who in the Film** - All the people covered in the film (pg.9-12)
- **Key Concepts & Terms** - Gives students background to understand the film (pg.13-15)
- **Viewing Questions & Answer Key** - Helps students focus on important information while viewing the film (pg.16-25)
- **86 Minute Version Comprehension Questions & Answer Key** - Use these questions to deepen comprehension (pg.26-28)
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- **Bibliography & Suggested Resources** - Primary sources and readings for research and writing assignments (pg.32-37)
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- **California Standards** - 11th & 12th grade Social Studies Standards for California (pg.39-41)
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Please see **Overview/Index & Standards/Credits PDF** for additional orienting information.

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About the Film



In the turbulent 1960s, an ordinary man rose to face extraordinary challenges and powerfully shaped the future of modern California. A dynamic American story unfolds in this new documentary on Governor Edmund G. "Pat" Brown — the "Godfather of modern California." Told through the eyes of Brown's granddaughter, award-winning filmmaker Sascha Rice, *California State of Mind: The Legacy of Pat Brown* gives students an inside look at a California icon and a political family, called by some "the West Coast Kennedys." Brown's career intersects with luminaries including JFK, Nixon, Reagan, César Chávez, and Martin Luther King, Jr. Archival footage and home movies are interwoven with revealing commentaries from speakers including former governors Arnold Schwarzenegger, Pete Wilson, Gray Davis and current Governor Jerry Brown as well as Democratic leader Nancy Pelosi, Congresswoman Karen Bass, and Senator Dianne Feinstein.

The story of Pat Brown, "native son" of California, epitomizes the American dream, and he was a pioneer in his own right. Students will learn about Brown's role as the "architect of the Golden State," as well as explore Brown's odyssey to build a "superstate." The pivotal decades of the 1950s and 1960s in California and US history were both inspiring and challenging, as reformers sought to facilitate progress and their detractors longed for the status quo. As the civil rights movement and Vietnam War shifted the nation's consciousness, Brown was caught in the middle of the cataclysmic changes of the 1960s, with the Free Speech Movement at UC Berkeley, the Watts Riots in Los Angeles, and the United Farm Workers Movement in the Central Valley. Brown's key gubernatorial campaigns against Richard Nixon and Ronald Reagan are also explored in the film. *California State of Mind: The Legacy of Pat Brown* goes beyond a simple biography, and explores many facets of Brown's political ideology, which he called "responsible liberalism." His legacy resonates beyond California and Pat Brown's special brand of can-do optimism offers a template for policies and leadership in the twentieth century.

Students will assess Brown's leadership style in the way he dealt with the dramatic demographic changes that were taking place during his governorship. They will learn about the toughest challenges Brown faced, and how he sometimes made unpopular decisions because he believed that he was doing the right thing. Students will gain more insight into the debate surrounding the controversial practice of capital punishment through the story of Brown's epic battle against the death penalty, a battle that unleashed an international uproar. They will develop a better understanding of the profound impact of water on the growth and development of the state, in particular the city of Los Angeles, and also learn about more contemporary approaches to building a sustainable water system for California through conservation, restoration, and management. The film also uniquely provides viewers with an inside look at a political family by including interviews with Pat Brown's family members and explores the significant roles that his daughter Kathleen and son Jerry have played in California's government.

California State of Mind: The Legacy of Pat Brown serves as a launching off point to involve the next generation of young people in leadership and civic engagement. It gives students not only an important opportunity to examine the past, but a role model in Governor Edmund "Pat" Brown, that can re-energize the next generation to take part in public life.

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86 Minute Theatrical Version Summary & DVD Chapter Lengths



The 86 minute theatrical version provides a more detailed portrait throughout. In particular, this version offers more in-depth coverage of Pat Brown's early years, the Brown family, the water story, the Master Plan, the various campaigns, and his struggle with the death penalty. When teachers elect to simply pull out sections for viewing on specific topics –like water or death penalty– it is recommended to use sections from the 86-minute version since this cut shows more facets of each issue. (This was the version that was broadcast on public television.)

86 Minute Theatrical Version

CHAPTER	CONTENT	LENGTH Min:Sec	START Min:Sec
Chapter 01	Intro	7:42	0:00
Chapter 02	The Early Years	3:17	7:42
Chapter 03	Political Start	3:00	10:59
Chapter 04	Master Plan/Education	4:21	13:59
Chapter 05	Fair Housing	4:04	17:40
Chapter 06	Water & Growth	9:03	21:04
Chapter 07	Chessman & Death Penalty	3:47	30:07
Chapter 08	1960 Convention	4:14	33:54
Chapter 09	Pat and Bernice	2:31	37:28
Chapter 10	Family - Jerry & Kathleen	8:45	39:59
Chapter 11	Brown vs. Nixon	6:33	48:04
Chapter 12	Berkeley Free Speech Movement	4:08	54:37
Chapter 13	United Farm Workers (Easter Day March)	6:03	58:45
Chapter 14	Fair Housing/Prop 14	3:00	1:01
Chapter 15	Watts Riots	5:32	1:04
Chapter 16	Reagan Defeats Brown	6:50	1:09
Chapter 17	Wrap Up & Legacy	14:30	1:15

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56 Minute Educational Version Summary & DVD Chapter Lengths



The 56-minute educational version is a fast paced redux of the longer version. Each section is shorter and highlights key points. This version follows the same structure and covers essentially the same material, but DOES NOT contain the section on the 1960 Democratic Convention. Additionally, this shorter version has a quicker introduction and conclusion.

56 Minute Educational Version

CHAPTER	DESCRIPTION	LENGTH Min:Sec	START Min:Sec
Chapter 01	Intro	5:44	0:00
Chapter 02	The Early Years	2:08	5:44
Chapter 03	Political Start	1:03	7:12
Chapter 04	Master Plan/Education	2:44	8:15
Chapter 05	Fair Housing	3:36	10:59
Chapter 06	Water & Growth	7:14	13:55
Chapter 07	Chessman & Death Penalty	3:24	20:29
Chapter 08	Pat and Bernice	2:28	23:13
Chapter 09	Jerry Brown	1:46	25:01
Chapter 10	Kathleen Brown	3:14	26:47
Chapter 11	Brown vs. Nixon	4:29	29:21
Chapter 12	Berkeley Free Speech Movement	3:29	33:10
Chapter 13	United Farm Workers (Easter Day March)	3:02	36:39
Chapter 14	Fair Housing/Prop 14	2:00	39:41
Chapter 15	Watts Riots	4:34	41:41
Chapter 16	Reagan Defeats Brown	4:21	45:35
Chapter 17	Wrap Up & Legacy	7:24	49:16

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About the Short Videos



HOW TO USE

All three additional short educational videos offer a deeper look into key subject areas explored in *California State of Mind*. These videos are intended to be used in conjunction with either the 86 or 56 minute film and are narrated by filmmaker Sascha Rice. After watching the film, these short videos offer facilitators a quick way to focus viewers on specific subject areas.

Debating The Death Penalty

This 7 minute video looks at many complex pro and anti-capital punishment positions and is ideal for launching a class debate. It examines Governor Pat Brown's personal struggle with the Chessman case, the balance of power between the branches of government, media influence, changes to death penalty laws, and capital punishment in a global context. Students are encouraged to examine their own positions on this controversial issue and they gain a greater understanding of the life and death choices governors often face.

Stories & Legacies

Everyone leaves a legacy and has a story to tell. In this 5 minute video students are encouraged to research and tell their own family or community story. Director Sascha Rice takes viewers through the key steps of the storytelling and journalistic process: how to determine whose story to tell, how to identify research sources and tips on how to handle obstacles in the process. While making a video is one way to share a story, written presentations, scrapbooks, or photo essays are also explored. Students learn how to take their storytelling projects further by focusing on history and locating their subjects in historical time and geographic place.

Leadership Then & Now

This 6 minute video focuses on Governor Pat Brown's style of leadership and introduces viewers to several key leadership qualities: *vision* and *optimism*, *consensus building* and *decision making*, and finding one's *moral compass*. Bi-partisan commentary from politicians, academics and activists contribute to this lively discussion, and students are asked to consider what makes a great leader. Young viewers are also encouraged to "step up" and get involved as leaders in their lives, communities and country.

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Governor Pat Brown Bio



Edmund Gerald “Pat” Brown, Sr. was the 32nd governor of California from 1959 to 1967 and the father of California’s 34th and 39th governor, Jerry Brown. He came from humble beginnings, but went on to be known as the “Godfather of modern California” as noted by journalist Tom Brokaw. In the words of former California Governor Arnold Schwarzenegger, in an official state proclamation, Pat Brown has “emerged as a pivotal figure of the twentieth century and helped California become the “superstate” that it is today.”

A California native, Pat Brown was born in San Francisco on April 21, 1905 to Edmund and Ida Shuckman Brown. He gained the nickname “Pat” during his adolescence in reference to his Patrick Henry-like rhetoric. When Brown was just twelve years old he sold Liberty Bonds on street corners to support the war effort. He would end his pitch with the famous Patrick Henry quote, “Give me liberty, or give me death.” A natural born leader, Brown went on to become a debate champion at San Francisco’s Lowell High School and graduated in 1923. However, Brown was unable to afford college. Instead he worked his way through San Francisco College of Law. After graduating in 1927, he started his own law practice. In 1930, Brown married his childhood sweetheart Bernice Layne, the daughter of a San Francisco police captain. The couple went on to have four children: Barbara, Cynthia, Edmund G. “Jerry” Brown, Jr., and Kathleen Brown.

One year after starting his own law practice, with no political experience, the ambitious 23 year old Brown joined the Republican Party and ran for the State Assembly. He lost terribly, but was not deterred. Inspired by FDR, he changed his political party and registered as a Democrat. In 1939, Brown ran for District Attorney of San Francisco, but was again defeated. However, he was an optimist and the determined Brown ran for District Attorney again in 1943 and won his first political contest. He served as San Francisco’s DA for two terms, making his name as a DA who was tough on crime by attacking the rampant city corruption. Brown went on to be elected as Attorney General of California from 1951 to 1959. Then, in 1958, Brown ran for California’s highest office and was elected Governor of the state of California in a campaign epitomized by his proclamation that “we still have a great state to build.” Only one other Democrat had held this office in the twentieth century.

As Governor, Brown went on to fight for and pass monumental legislation including: the Master Plan for Higher Education, the Fair Housing Act, and the Fair Employment Act. During his tenure, four state universities, eight state colleges, and twenty-one community colleges opened their doors. Pat Brown was committed to making college affordable and accessible. He also constructed greatly needed freeways for California’s ever expanding population and went on to build the infrastructure marvel called the State Water Project. In a 1959 article, Time Magazine noted that Pat Brown had “moved political mountains...in [creating] the most elaborate aqueduct system in the world.” While he is most remembered as one of the last great builders, Brown was also one of the first Governors to fight for civil rights. His support of civil rights legislation in California predated the passage of the National Civil Rights Act. Indeed, in 1964 President Lyndon B. Johnson noted “California, under the great leadership of Pat Brown...has led the march toward the goal of decency and the goal of dignity for every American.”

A mere snap shot of Brown’s successes provides an impressive picture, but while many lionize Brown as “the architect of the Golden State,” Pat Brown’s odyssey to build a “superstate” also had its challenging moments. Brown faced an epic battle against capital punishment and was drawn into the spotlight when his oversight of the death penalty case of best-selling author Caryl Chessman unleashed an international uproar. Ultimately Brown enraged all sides, was not able to grant clemency, and Chessman was executed. On the heels of this devastating blow, Pat Brown mounted his second term gubernatorial campaign against political heavyweight Richard Nixon—then the untarnished former vice-president. Brown narrowly defeated this mighty adversary, earning him the nickname “The Giant Killer” and setting the stage for Nixon’s notorious words, “You won’t have Dick Nixon to kick around anymore.” In 1963, Brown was reelected Governor and became the first Democrat to be elected governor twice in California History. As the Vietnam War shifted the nation’s consciousness, Brown was caught in the middle of the tumultuous changes of the 1960s. Brown ordered the arrest of protesters during the Free Speech Movement in Berkeley. Then the Watts Riots erupted and he sent in the National Guard to suppress the uprising that raged for days. And when the historic Grape Boycott broke out, Pat Brown failed to meet with César Chávez and the United Farm Workers. Then, a telegenic Ronald Reagan stepped onto the world stage promising to sweep all these social protests away. In 1966, Brown was defeated by Ronald Reagan in his third race for Governor and Brown’s tenure ended as a new “era of limits” began.

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Governor Pat Brown Bio (continued)



Several of his children followed Brown into politics. Less than a decade later, Pat's son Jerry was elected Governor. Rather than carrying on his father's "bricks and mortar" legacy, Jerry Brown heralded the "era of limits." When first elected Governor, Pat Brown celebrated the day California surpassed New York in population, but when his daughter Kathleen Brown ran for Governor in 1994, many Californians wanted to keep newcomers out. Candidate Kathleen Brown was attacked for her pro-immigration sentiment and her anti-death penalty stance and was defeated in her bid for the Governor's seat. The Brown Legacy continued when the iconoclast son Jerry Brown was elected in 2010 for a third term.

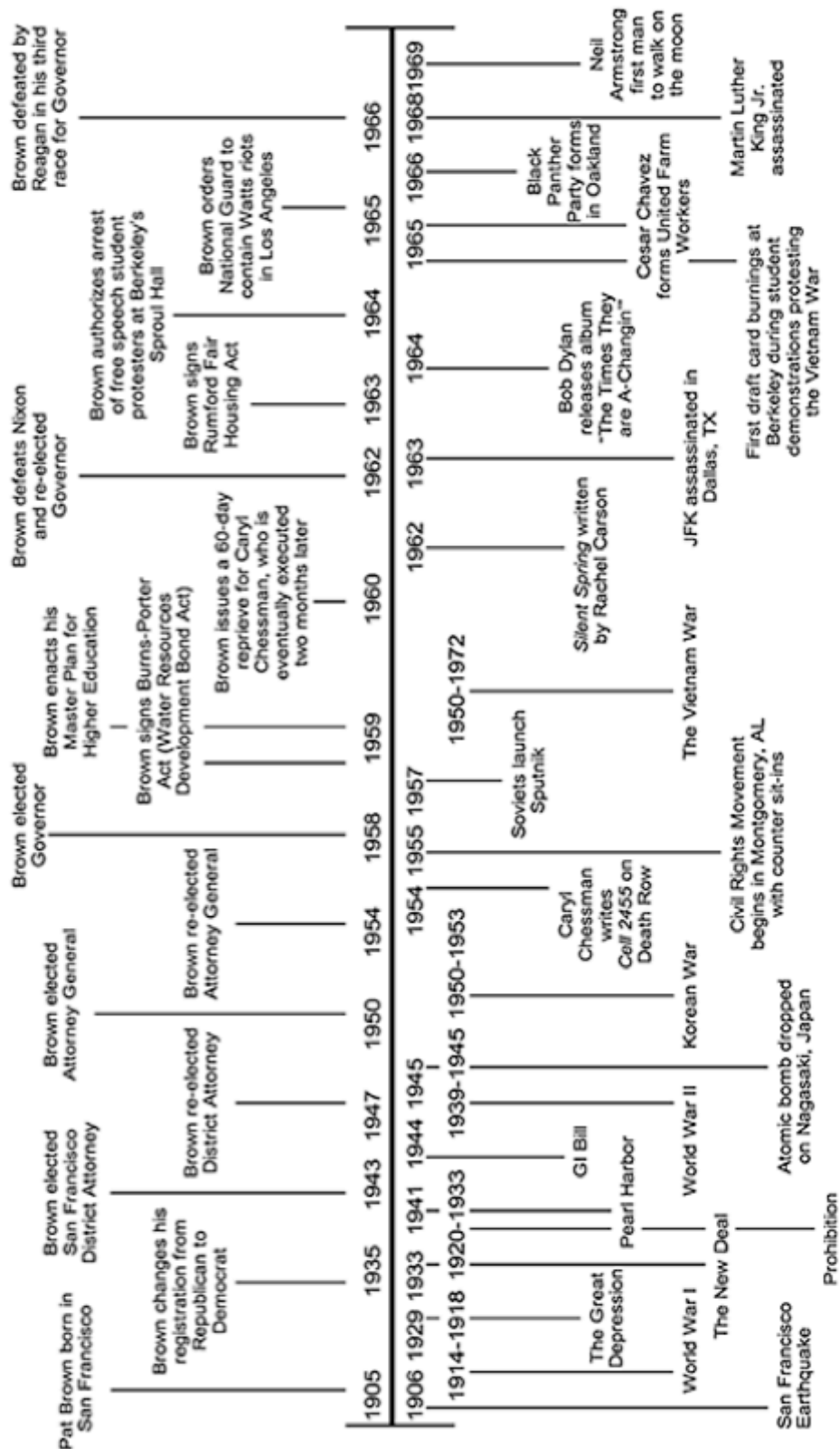
In 1996, Pat Brown passed away at his home in Southern California. He was ninety years old.

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Pat Brown Timeline



Highlights in the Pat Brown Years



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Who's Who in the Film



NAME	BRIEF BIO
Alarcón, Arthur	Judge, legal advisor and clemency secretary to Governor Pat Brown (1961-1962).
Aptheker, Bettina	Political activist, feminist, author, professor, and a leader in the UC Berkeley Free Speech Movement in the fall of 1964. Books include: <i>Tapestries of Life: Women's Work, Women's Consciousness, and the Meaning of Daily Experience</i> , <i>The Academic Rebellion in the United States</i> , and <i>Intimate Politics: How I grew Up Red, Fought for Free Speech, and Became a Feminist Rebel</i>
Bass, Karen	(D) Member of the US House of Representatives (2011-present), a member of the California State Assembly (2004-2010) and the second woman, third African-American to serve as speaker of the California State Assembly (2008-2010).
Boyarsky, Bill	Political journalist and author who was city editor at the <i>Los Angeles Times</i> , and has written five books, including <i>Inventing LA: The Chandlers and Their Times</i> and <i>Big Daddy: Jesse Unruh and the Art of Power Politics</i> . He currently lectures at the USC Annenberg School for Communications, blogs for the <i>LA Observed</i> and writes a column for the <i>Jewish Journal</i> .
Brokaw, Tom	A journalist, television correspondent, and author. The only person to host all three major NBC News programs: The Today Show, NBC Nightly News, and Meet the Press. He now serves as special Correspondent for NBC News. Author of <i>The Greatest Generation</i> and <i>The Time of Our lives: A Conversation about America</i> .
Brown, Edmund "Pat"	(D) Governor of California (1958-1967), known as the "Godfather of modern day California," His two terms were marked by an enormous water-resources development program. Father of four children: Jerry Brown, Kathleen Brown, Barbara Casey, and Cynthia Kelly. Was district attorney of San Francisco (1944-1950) and attorney general (1951-1959).
Brown, Jerry	(D) Voted governor of California three times (1975-1982, 2011-present), and son of Pat Brown. Served as the mayor of Oakland, CA from 1998-2006, and was elected attorney general in 2006-2011. Hosted a call-in talk radio show based out of Oakland called We the People, wrote the book <i>Dialogues</i> .
Brown, Kathleen	(D) State treasurer (1990-1994), daughter of Governor Pat Brown and the mother of the film's executive producers Hilary Armstrong and Sascha Rice (also the film's director).
Brown, Willie	(D) Called by the San Francisco Chronicle "one of San Francisco's most notable mayors" (1996-2004); he served on the California State Assembly for 30 years and was speaker for 15 of those years (1980-1995). He was first African-American to do so.
Carlson, Connie	Sister of Governor Pat Brown
Casey, Barbara	Daughter of Governor Pat Brown
Chávez, César	Co-founder of the National Farm Workers' Association (1962). He and the United Farm Workers used nonviolent tactics to gain union contracts with California vineyard owners.

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Who's Who in the Film (continued)



NAME	BRIEF BIO
Chessman, Caryl	Was a convicted robber and rapist who gained fame as a death row inmate in California. His case gained worldwide attention and the controversial conviction made his case a cause célèbre for a movement towards a ban on the death penalty. Chessman was executed in 1960 for sex crimes as the “Red Light Bandit”; Chessman wrote his own biography, <i>Cell 2455, Death Row: A Condemned Man's Own Story</i>
Christopher, Warren	Special counsel to Governor Pat Brown (1959), US secretary of state (1993-1997) under the Johnson, Carter, and Clinton administrations.
Coblentz, Bill	Chairman, UC Board of Regents (1964-1980); served as Pat Brown's special counsel.
Davis, Gray	(D) Governor of California (1999-2003); before he was governor he served as Jerry Brown's chief of staff (1975-1981), served as lieutenant governor (1995-1999). His second term as governor was cut short when he was recalled in 2003 and was succeeded by Arnold Schwarzenegger.
Feinstein, Diane	(D) Senior United States senator from California (1992-present). Was mayor of San Francisco (1978-1988).
Fischer, Hugo	(D) California state senator (1959-1962). He was a member of the central committee of the San Diego County Democratic Party (1951) and a delegate to the Democratic National Convention (1952, 1956, 1960).
Fleming, Karl	An American journalist, whose work in Newsweek Magazine during the 1960s made a significant contribution the civil rights movement. Author of <i>Son of the Rough South</i> .
Hayden, Tom	(D) Political activist, freedom rider, author of “The Port Huron Statement,” California state assemblyman (1982-1992), and state senator (1992-2000).
Huerta, Dolores	Co-founder of the National Farm Workers' Association
Johnson, Lyndon B.	(D) Known as LBJ. Former Vice President of the United States (1961-1963) who became president after the assassination of Kennedy in 1963. He was then elected and served as the 36th president of the United States (1964-1969). His domestic programs, such as those for civil rights, were labeled the Great Society. During his presidency, the Vietnam War escalated, undermining his popularity, and he did not seek reelection.
Kelly, Cynthia	Daughter of Governor Pat Brown
Kennedy, John F.	(D) 35th president of the United States (1961-1963), known as JFK. A member of what is probably the most iconic political family dynasty. The youngest person to be elected to the presidency, he was a popular advocate of civil rights who was assassinated November 22, 1963.
Kerr, Clark	Professor, architect of the California Master Plan for Higher Education (state university system), chancellor of UC Berkeley, president of UC Berkeley (1958-1967).

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Who's Who in the Film (continued)



NAME	BRIEF BIO
King Jr., Martin Luther	Baptist minister and civil rights leader who opposed discrimination against African-Americans by organizing nonviolent resistance and peaceful mass demonstrations. Assassinated in Memphis, Tennessee in 1968.
Knowland, William F.	(R) US senator from California 1945-1959 who ran against Pat Brown for governor in 1958. The devastating loss to Brown ended Knowland's political career.
Knox, John	Lawyer and environmental activist who served on the California State Assembly from 1960 to 1980, he became speaker from 1975-1980.
Mulholland, William	Los Angeles water superintendent, was responsible for building the city's water infrastructure, supervised the building of the Los Angeles Aqueduct (not to be confused with the California Aqueduct). The Aqueduct moved water from the Owens Valley to the San Fernando Valley, and by 1928 the project completely drained the Owens Lake. An environmental disaster.
Nixon, Richard	(R) Was the vice president to President Eisenhower from 1953-1961. He ran for governor of California in 1962 against Pat Brown and was defeated. Nixon became the 37th president of the United States (1969-1974). His second term was cut short after his administration was implicated in a cover up of Watergate. Nixon resigned his presidency on August 9, 1974.
Police Chief William Henry Parker III	Was the chief of the Los Angeles Police Department (LAPD) starting in 1950. He served on the force 39 years, making him the longest serving police chief. Parker is credited with transforming the LAPD into a world-renowned law enforcement agency. However, under Parker, the LAPD faced accusations of police brutality and some critics view Parker as the man responsible for ongoing tensions between the LAPD and minorities. Strangely, Parker was the chief who desegregated the LAPD.
Pelosi, Nancy	(D) United States congresswoman, was first elected to the house in 1987. In 2012, Pelosi was reelected to her thirteenth 2-year term. She was the speaker of the house (2007), and has been the top house democratic leader since 2003 when she became the house minority leader.
Rarick, Ethan	Political journalist and author who studies California politics, policy, and history. The official biographer of Pat Brown, he published several books including <i>California Rising: The Life and Times of Pat Brown</i> . Currently serves as the director of the Matsui Center at the Institute of Governmental Studies at UC Berkeley.
Reagan, Ronald	(R) After a career as a B-list film and television actor, Reagan became governor of California (1967-1974). The conservative Republican became the 40th president of the US (1981-1989) where he survived an assassination attempt during his first term and created "Reganomics."
Rice, Sascha	Granddaughter of Pat Brown and film's director.
Rumford, W. Byron	Politician, pharmacist, and the first African-American elected to any public office in Northern California. He was the author of the Rumford Bill (Fair Housing Act 1963) and had a successful legislative career, serving on the Civil Service Commission, Little Hoover Committee, Weinberg Committee, and the Public Health Committee.
Savio, Mario	Activist and key member of the Berkeley Free Speech Movement.

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Who's Who in the Film (continued)



NAME	BRIEF BIO
Schwarzenegger, Arnold	(R) An Austrian-American former body builder, businessman, actor, and politician, he became the governor of California in 2003 during a special recall election to replace then governor Gray Davis. Schwarzenegger went on to finish Davis' term and was reelected in 2006-2010. As an actor starred in numerous movies including huge hits like <i>The Terminator</i> (1984) and <i>Total Recall</i> (1990).
Spencer, Stu	Republican political consultant. Founder of the Spencer-Roberts consulting firm, Spencer has managed over 400 campaigns including those of: Nelson Rockefeller, Gerald Ford, and Ronald Reagan's gubernatorial campaign.
Starr, Kevin	State librarian emeritus, professor of history, and director of policy, planning, and development at the University of Southern California. A historian and author best known for his multi-volume series on the history of California collectively called <i>Americans and the California Dream</i> .
Tomlinson, Jack	Governor Pat Brown's campaign manager.
United Farm Workers	Founded in 1962 by César Chávez, the United Farm Workers of America is the nation's first successful and largest farm workers union currently active in 10 states.
Warren, Earl	The only other person, aside from Jerry Brown, to be elected governor of California three times (1943-1953), Warren was also appointed by Eisenhower to serve as chief justice of the United States Supreme Court (1953-1969), making important decisions such as <i>Brown v. Board of Education</i> and <i>Miranda v. Arizona</i> .
Watson, Diane	(D) Former member of the California State Senate (1978-1998) and member of United States House of Representatives (2003-2011).
Wilson, Pete	(R) Former mayor of San Diego (1971-1983), and governor of California 1990-1998. Wilson defeated Jerry Brown in the race for the US Senate in 1982 and Kathleen Brown in the 1994 gubernatorial race for his second term as governor of California with his support of Prop 187. He was an advocate for capital punishment in California.
Young, Charles	Chancellor emeritus at UCLA and a professor at the UCLA School of Public Affairs. Former president of the University of Florida.

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Key Concepts and Terms



CONCEPT	DESCRIPTION
1960 Democratic Convention	A large assembly of the delegates of the Democratic Party that took place at the Los Angeles Memorial Sports Arena in Los Angeles, California. Pat Brown, who had won the California primary and was considered a “favorite son,” led the California delegation. “Political maneuverings within the delegation soon created embarrassment for Brown, however.” Because he was unable to control the delegates and unite them behind one candidate, he was viewed as indecisive. In the end, John F. Kennedy won both the delegation’s and the party’s nomination.
Black Panther Party	A militant political organization and political party started in the US in 1966 to fight for black rights.
Boycott	The withdrawal from commercial or social relations with a country, organization, or person as a punishment or protest.
Civil Rights Act of 1964	A law passed during the Johnson administration that forbade discrimination on the basis of sex and race in hiring, promoting, and firing.
Clemency	Mercy, lenience. The power that governors and presidents have to pardon death row inmates
Cold War	A state of political hostility between Soviet-bloc countries and the US-led Western powers characterized by threats, propaganda, and other measures short of open warfare from 1945 to 1990.
Commutation	The act of reducing or changing a judicial sentence, especially a sentence of death, to one less severe
Consumerism	The promotion and oftentimes preoccupation of society with the acquisition of consumer goods.
Cuban Missile Crisis	An international crisis in October 1962, the closest approach to nuclear war at any time between the US and the Soviet Union. After the US discovered Soviet nuclear missiles in Cuba, President John F. Kennedy demanded their removal and announced a naval blockade of the island; the Soviet leader Khrushchev agreed to the US demands a week later and the US eventually agreed to remove its missiles from Turkey.
De Facto Segregation	The practice of segregation by voluntary associations and neighborhoods.
De Jure Segregation	Lawful racial discrimination and segregation.
Dynasty	A succession of people from the same family who play a prominent role in business, politics, or another field.
Free Speech Movement	A student-led protest movement that began in 1964 and involved demonstrations and sit-ins by students at the University of California, Berkeley. It was first inspired by the struggle for civil rights and was later fueled by opposition to the Vietnam War. Students also demanded their right to free speech and academic freedom, and the FSM sparked an unprecedented wave of student activism and involvement across the US during the 1960s.
Freedom Riders	Civil rights activists who sought to integrate segregated facilities in the Deep South and who were oftentimes arrested and beaten for their efforts.

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Key Concepts and Terms (continued)



CONCEPT	DESCRIPTION
Freedom Summer	A civil rights campaign launched in June 1964 to attempt to register as many African American voters as possible in Mississippi which had historically excluded most blacks from voting.
Great Society	A set of domestic programs promoted during the Johnson administration and by Democrats in Congress that sought to eliminate poverty and racial injustice by instituting federally sponsored social welfare programs.
HUAC (House Un-American Activities Committee)	A committee, which was created in 1938 during FDR's administration to investigate alleged disloyalty and subversive activities on the part of private citizens, public employees, and those organizations suspected of having communist ties.
Inferiority Complex	An unrealistic feeling of general inadequacy caused by actual or supposed inferiority in one sphere.
Initiative	The right of citizens outside the legislature to originate legislation.
Malcolm X	US political activist who joined the Nation of Islam in 1946 and became a leading campaigner for black rights, initially advocating self-defense by "any means necessary." In 1964, he converted to orthodox Islam and moderated his views on black separatism; he was assassinated in 1965.
Master Plan for Higher Education	This plan created a higher educational system that combined high quality with broad access for students. It greatly expanded the community college, California State University, and University of California campuses.
McCarthy, Joseph	Wisconsin Senator who was ardently anti-Communist.
McCarthyism	A vociferous campaign against alleged communists in the US government and other institutions carried out under Senator Joseph McCarthy in the period 1950-54. Many of the accused were blacklisted or lost their jobs, although most did not in fact belong to the Communist Party.
Plurality	The number of votes cast for a candidate who receives more than any other but does not receive an absolute majority.
Political Capital	The sentiment that a politician has a legitimate political mandate to enact policy in the eyes of the voting public.
Proposition 14	A 1964 ballot proposition that was promoted by the California Real Estate Association that nullified the Rumford Act. The California Supreme Court held Proposition 14 unconstitutional.
Proposition 187	Was a 1994 ballot initiative to establish a state-run citizenship screening system and prohibit undocumented individuals from using health care, public education, and other social services in the State of California.
Recall	An act of officially removing an elected government official from office by a petition followed by voting.
Referendum	A general vote by the electorate on a single political question that has been referred to them for a direct decision.

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Key Concepts and Terms (continued)



CONCEPT	DESCRIPTION
Restrictive Covenants	Laws which barred homeowners from selling or leasing their homes to nonwhites. These covenants were outlawed in <i>Shelley v. Kraemer</i> in 1948.
Rumford Housing Bill	A law authored by W. Byron Rumford that prohibited discrimination based on race or creed in the sale or rental of real estate property in California.
SCLC	Southern Christian Leadership Conference, a group of civil rights activists who coordinated the action of local protest groups throughout the South. Martin Luther King, Jr. was a prominent leader of the organization. The catalyst that led to the formation of the SCLC was the Montgomery bus boycott.
SLATE	A pioneer organization of the new left and precursor of the Free Speech Movement, a campus political movement at the University of California, Berkeley.
SNCC	Student Nonviolent Coordinating Committee, a group of youth activists who had emerged as leaders of the sit-in protest movement in 1960.
Sputnik	Each of a series of Soviet artificial satellites, the first of which (launched on October 4, 1957) was the first satellite to be placed in orbit.
The National Interstate and Defense Highways Act of 1956	A law, which was passed and promoted during the Eisenhower administration, that established an interstate highway system and added an additional 41,000 miles to the interstate system.
Voting Rights Act of 1965	A law passed during the Johnson administration that prohibited voting qualifications, such as literacy tests or grandfather clauses, that targeted US citizens by race.
War on Poverty	LBJ's vision to help the economically disadvantaged. During a Special Message to Congress in 1964, Johnson declared a "War on Poverty" and proposed a series of bills and acts, creating such as Head Start, food stamps, work study, Medicare, and Medicaid.
Watts Riots	The largest and costliest urban rebellion of the civil rights era that took place for six days and began on August 11, 1965 in Los Angeles. When Marquette Frye, a young African American motorist, was pulled over and eventually arrested, it touched off a riot that centered in the commercial sections of Watts, a deeply impoverished neighborhood in South Central Los Angeles.
White Flight	A term that refers to large-scale migrations of various European-Americans from racially heterogeneous cities to homogeneous suburbs.

KEY MATERIALS



INSTRUCTIONS

Please watch the film and answer the questions as you follow along. Be prepared to share some answers with other students at the interval. Some questions may be finished at the interval or at the end if you missed one.

1. Who does newsman Tom Brokaw name the Godfather of Modern California and why?
2. Who is Sasha Rice and what is her relationship to Pat Brown? Kathleen Brown?
3. What does former Congresswoman Karen Bass say about Gov. Pat Brown and taking risks?
4. What does former Governor Arnold Schwarzenegger say about the way Pat Brown communicated his vision for California?
5. Who said that government should do things for the people?
6. Which US state has a migration of 1,700 people daily and is the world's 8th largest economy?
7. What did Pat Brown do in response to the fact his family had been unable to afford to send him to college? What effect did that have on his policies when he was governor?
8. What was Pat Brown's early party affiliation? Why did he change his political party? Who influenced him?
9. Pat Brown won the 1959 gubernatorial election by a landslide. What issue was close to his heart when he attempted to level the playing field for all Californians? What did this cause him to build?
10. Pat Brown found money for three new University of California campuses and eight state colleges and countless community colleges. What was in the Master Plan?

continued on next page

KEY MATERIALS

Viewing Questions 2 of 6



11. What does Kathleen Brown say about the current state of California colleges and what Pat Brown might have thought about the situation?
12. One of the next issues Pat Brown worked on was creating new jobs for Californians without discrimination. Why did he feel this was necessary? What did he mean when he stated that citizens were equal before the law?
13. Farm worker organizer Delores Huerta makes a comment about property ownership at that time. What does she say and mean by her comment?
14. What was the fair housing bill called? What was its purpose?
15. What large movement was occurring nationally in 1963? What was its importance?
16. Why did many Californians disagree with and protest the Rumford Bill?
17. What act of political courage did Pat Brown take regarding the Rumford Bill?
18. What does former Assembly Speaker Willie Brown say about Pat Brown's decision to work for and pass the Rumford bill?
19. The story of the Western United States is the story of _____.
20. Pat Brown decides to pass an ambitious water bill in California. What 3 main points did it contain?
 - 1)
 - 2)

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KEY MATERIALS

Viewing Questions 3 of 6



21. How did northern California see the transport of its water to the south? What was it called? What was Pat Brown's response to their concerns?
22. Pat Brown had to put together a master water plan bond. What percentage did it pass by? What does that tell you about its popularity? What does it tell you about Pat Brown's interest in having government serve the whole state?
23. The water plan had several specific parts to it. Name 4.
- 1)
 - 2)
 - 3)
 - 4)
24. What was the result of building the water system in the San Joaquin and Central valleys of the state and the effect on the economy?
25. US Senator Diane Feinstein says that we have the same infrastructure today as we had when Pat Brown created his master water plan. What is infrastructure and why does she say this is a concern for California?
26. Pat Brown was also involved in one of the most controversial issues in any state, that of the death penalty. What power does a governor have over the last judicial decision in a death penalty case?
27. What was Pat Brown's feeling about the Chessman case and the death penalty in general? What does he say about conscience?
28. Former Governor Pete Wilson states that Pat Brown agonized over the Chessman case and this led much of the public to view Brown as _____. Why would this be a bad way to be perceived by the voting public?
29. Pat Brown turned the decision over to the legislative branch of the state government. What was their decision on the Chessman case? How was this a political setback for Pat Brown?

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KEY MATERIALS

Viewing Questions 4 of 6



30. President Lyndon Baines Johnson (LBJ) was a big supporter of Pat Brown. Give examples from the film that demonstrate how they were politically similar in style and ideas.
31. The Brown family is very political. What East Coast political family are they often compared to because of their political involvement?
32. Who ran for governor of California in 1975 and won? What other office did he run for several times?
33. There was a change in national and state issues in the 1970's. How had the important issues of the day changed from post-Depression and Cold War issues to these new concerns?
34. Who ran for the Los Angeles School Board and won? In 1990 this person also ran for what state office and won?
35. In 1994 who ran as the Democratic candidate for governor against Republican Pete Wilson? What big issue led to her defeat?
36. What did Proposition 187 propose to do to undocumented people in California? What was Kathleen Brown's stand on this proposition? What was the feeling of a majority of the voters on this proposition?
37. In 1962 Pat Brown ran for Governor against former Vice President Richard Nixon. What two reasons caused Pat Brown to be unsure of his reelection:
 - 1)
 - 2)
38. Nixon promised better jobs and higher wages in the election. Pat Brown defended his work on _____
39. In the campaign against Nixon, Brown stated that Nixon was double parking outside the Capitol in Sacramento and looking at a roadmap to Washington D.C. .What did he mean by that?
40. What big international event took attention away from campaigning in 1962?
41. What national position did Pat Brown hold that shifted his focus away from the campaign?

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KEY MATERIALS

Viewing Questions 5 of 6



42. While in Hunter's Point, a neighborhood in the Bay Area, Jerry Brown noticed that there were long lines outside the voting place and too few voting machines. Many people were turning away from the polling place because the polls were about to close. Jerry Brown encouraged them to stay and vote and insisted officials keep the polling place open past the usual time. Can you give reasons why this would be a concern for the Democratic Party? Also, in today's environment there have been charges of irregular activities at polling places to discourage minorities and the underserved from voting. Do you see any connections to the Hunters Point event to the last two elections nationally? How so? Give examples if you can.
43. On election day in 1962, Pat Brown was trailing in the polls for most of the day. What was the final outcome of the election? What was Pat Brown's new nickname?
44. Who was Mario Savio? Why were students protesting in 1964? Give at least two reasons.
45. What two events caused activists to believe that college campuses could be forums for speech about modern issues:
- 1)
 - 2)
46. Because of all his work to make college affordable, Pat Brown felt what about the students attending school and about the protestors?
47. Who did the governor send into Sproul Hall to break up the non-violent protests? How do the protestors say they were treated? How was this perceived by the media?
48. Which business group did the farmworkers feel was taking advantage of them? Give some examples of how they were treated.
49. Who were two of the leaders of the farm worker movement? What was the name of the movement?
50. Describe the Delano March. What was the effect of the march?
51. What was the rallying cry of the marchers? What does that Spanish phrase mean? 52. Proposition 14 was the Fair Housing Initiative. What was this initiative about?

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KEY MATERIALS

Viewing Questions 6 of 6



52. Why did Pat Brown work so hard to defeat Prop 13? What did it cost him politically? Why were large real estate groups determined to pass Prop 13?
53. What happened in the streets of South Central Los Angeles? Why did this happen?
54. Who was sent in to control the violence and protect property in South Central Los Angeles? What famous personality showed up to speak to the people and urge peace?
55. Important information concerning the LA Police Department was revealed by the Watts Riots. Explain. What serious problem came to light?
56. In 1966 Ronald Reagan became the Republican nominee for the governor's race against Pat Brown. What does newsman Tom Brokaw say about the attitude of Brown's election team towards Reagan? Why?
57. After the State Supreme Court struck down Prop 13, Reagan called for changes to be made in parts of the proposition. How did his position help him defeat Pat Brown in the election?
58. Jerry Brown was sworn into office again in 2011. How is he continuing the legacy of his father's work and vision. Give any examples of things he has done in office that are part of that vision.
59. In his speech at Sascha Rice's graduation, Pat Brown made a profound statement about governing. What did he say about perseverance and commitment?

KEY MATERIALS

Viewing Questions Answer Key



ANSWERS

(These are suggested answers and student responses may vary.)

1. Gov. Pat Brown, because he made deals with others and called in favors known as “political capital.” He is like a godfather that looks over a child’s welfare growing up; he had an interest in what was good for the state.
2. Ms. Rice is the granddaughter of Pat Brown and the daughter of Kathleen Brown.
3. Congresswoman Bass said the governor was brave to take risks that could endanger his career but were the right choices for the state and people. He was willing to take risks for the right reasons.
4. Schwarznegger says that a governor should communicate a vision. He brought people in and that is what real leadership is about.
5. Pat Brown said that a governor should do things for the people of the state, not just for himself. This is like what the Roman Statesman Cicero talked about in his letter “Duties of the Citizen to the State.” People should not suffer while the government sits by and watches them fend for themselves.
6. California.
7. He told his father he was not smart enough for college to ease the family’s financial worries and then later worked on state policies to help others get college degrees with none or the smallest tuition possible. Created the Master Plan to build three universities and eight state campuses.
8. Pat Brown was initially a conservative Republican. He heard FDR speak about revitalizing the economy and was inspired. He liked FDR’s policies better than what he had heard before.
9. Education was close to his heart and the Master plan was to level the playing field for all students including working class kids who wished to go to college but did not have money for tuition.
10. A plan to expand colleges and get more students to college through low or no tuition.
11. He would have been dismayed by the rising costs and the negative impact of these high costs on students. Pat Brown wanted a college education to be accessible to all.
12. When he said that all people were equal before the law he meant that no matter a person’s race, color, creed or sex the law must treat individuals the same. He felt this was necessary because at this time there was strict segregation and severe discrimination.
13. Huerta says that very few minorities owned property at the time. It was difficult for them own land, houses or businesses because many would not sell to them even if they managed to get enough money.
14. The Rumford Bill or Fair Housing Act. The bill was to allow people to move into housing anywhere, not just in neighborhoods segregated along ethnic and race lines. It was a big step toward eliminating discrimination.
15. Civil rights movement. To give rights to all peoples already guaranteed by the Constitution and to integrate schools, allow fair housing and job hiring and so on.

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KEY MATERIALS

Viewing Questions Answer Key (continued)



16. Because they were concerned with new neighbors, integration, and loss of property values. They wanted to keep the benefits they had without extending them to others.
17. He called in all the favors he had built up with everyone to support and pass this unpopular bill. It might have meant he could not get further legislation passed or that he might not be reelected.
18. Willie Brown said Pat Brown did it because it was the right thing to do. Meaning it was the moral and constitutional thing to do.
19. Shortage of water.
20. (1) Dam the north rivers that flooded often. (2) Get water to the Central Valley and southern farms, thus allowing California to become a huge world economy due to its diverse agriculture. (3) Send water to the south through the peripheral canal.
21. The northern part of the state saw it as theft and called it the "Water War." Brown responded that the water had to be used for the good of the whole state for progress.
22. Only 1%. That the state was very divided on the issue, especially by region. He persevered and made it happen through his connections, even though half the state was against him.
23. (1) Dam the Feather River at Oroville. (2) Oroville Dam and 700 miles of man made river. (3) Run water through San Joaquin Valley. (4) Pump water over the Tehachapi Mountains.
24. They became the greatest agricultural areas in the world. It made California the eighth largest economy in the world and shows the visionary side of the governor.
25. Infrastructure is the foundations of the state: buildings, roads, bridges, ports, etc. They are becoming old and need replacement or repair.
26. He can grant a pardon.
27. He felt that a person should act upon their conscience and he disagreed with the death penalty being applied in this case. He felt the man did not have a fair trial. He listens to his conscience.
28. Indecisive. People might see him as indecisive which is not considered a good quality for a governor or leader. They might not vote for him in the next election because of his indecisiveness.
29. The legislature killed it in committee and decided to proceed with the death penalty. Because of this, he was seen to be wrong and not with the general opinion of the people or the government.
30. In addition to the fact they were both action oriented Democrats who got a lot done during their administrations, their style of their politics was similar. They were consensus builders who knew how to accommodate people and compromise. They had lots of personal relationships, listened to what people wanted, made deals, gave and called in favors to get things done.
31. The Kennedys
32. Jerry Brown. President of the United States.

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KEY MATERIALS

Viewing Questions Answer Key (continued)



33. Environmental concerns. People were better off financially and could turn to clean air, water, wildlife preservation and energy concerns produced by the progressive attitude of using the resources of that state and not conserving them.
34. Kathleen Brown, State Treasurer.
35. Kathleen Brown, State Treasurer.
36. Prop 187 was meant to deny basic services such as medicine and education to the undocumented. People believed they did not want to pay for people who were not citizens with their tax money. They voted anti-immigration and for law and order that year.
37. (1) Nixon promised better jobs and higher wages or greater opportunities and (2) many did not like Pat Brown for his policies on water and public works in the state.
38. Public works.
39. That Nixon was using the governorship of California as a stepping-stone to the presidency and not really interested in the welfare of the state.
40. The Cuban Missile Crisis.
41. He was the vice chairman of the Civil Defense Committee.
42. Many immigrant and low income citizens are Democratic voters and they were not being allowed to vote. Yes, there have been the same conditions. Recently, several states including Pennsylvania have instituted "Voter ID laws" that require some form of ID such as a driver's license. (Many other examples are possible.)
43. Pat Brown won and was called the "Giant Killer."
44. He was a leader of the student protest movement at UC Berkeley. Students were protesting the Vietnam War and the draft. They wanted a forum to discuss what they felt were relevant issues. A response to the deadness of the 50's and McCarthyism.
45. (1) The Vietnam War and (2) a social transformation of society.
46. Pat Brown felt the students should be in classes, not protesting, as they had been afforded the opportunity to attend college, an opportunity he did not have. He felt that the students should be engaged, but continue to work from within the system.
47. The California Highway Patrol. Very roughly or violently for a nonviolent protest. The students would not leave till their demands were met. The media seemed to be on the side of the students and police seemed to be the bad guys and instruments of the governor.
48. The ranchers (also referred to as growers, big agriculture) were not treating the farm workers humanely. They did not receive rest periods, cold water, shade, bathrooms and so forth.
49. César Chávez and Doris Huerta were farm worker leaders. The United Farm Workers or UFW.

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KEY MATERIALS

Viewing Questions Answer Key (continued)



50. The farm workers walked from Delano to the Capitol to draw attention to their cause. It was a very long and hard walk but it drew awareness to the conditions in which they worked. They started with 70 workers and it grew to 10,000 walkers as they reached the Capitol. They created a new force in politics, the UFW.
51. The movement's call for action was "Viva La Huelga!" or Keep the Strike Alive! The cause was being better working conditions.
52. Brown fought to allow minorities to buy housing in any neighborhood and it cost him politically because those who were against the Fair housing Act included the big money and power people of the state. Prop 13, a ballot measure to intended to strike down the Rumford Act, was sponsored by the real estate industry. Brown feared that if it passed it would defeat advances already made in civil rights, in effect freezing into the State Constitution discrimination and bigotry. It passed by a huge margin.
53. Many living in Watts experienced poverty, lack of jobs, and poor housing options due in large part to discrimination. Their frustration came out in violence. People wanted jobs and an end to unfair housing practices but were met with injustice.
54. The LAPD and later the National Guard were sent in to stop the uprising in Watts. Gov. Pat Brown returned from vacation in Greece and then also Martin Luther King Jr. arrived to help and ask for nonviolence.
55. The event revealed the poor treatment of African Americans by LA Police Chief Parker and his forces. An investigation was brought against the LAPD. Some Californians blamed the violence on the Watts community and did not acknowledge the racist policies of the police force but others did.
56. The team did not take the former actor seriously. Reagan brought a new kind of politics – much more conservative and suspicious of government. Very different from Pat Brown. Reagan brought up repeatedly the campus unrest as an issue.
57. Reagan offered an alternative to voters who were looking for smaller government, conservative attitudes towards property rights as well as a more conservative approach to social and civil rights issues. These were in contrast to the policies Brown had championed during his term as governor. Reagan and the pro-Prop 13 contingent felt the law violated personal property rights while Pat Brown supported the Rumford Act.
58. Jerry Brown shares much of his father's vision of state works and infrastructure. He continues to think of the state as one big project and has recently announced more work on his father's continued vision for water projects California. (This can be answered in many ways and updated as the governor continues his time in office.) But it might be said that he shares his father's vision of perseverance and commitment to enhance the lives of other people in the state and he came back to take on problems of the economy and budget problems.
59. That governing is about perseverance and commitment to enhance the lives of other people and to make a difference. Each of you can make a difference.

KEY MATERIALS

86 Minute Version Comprehension Questions



QUESTIONS

1. How do the different interviewees and the narrator (Sascha Rice) describe Pat Brown at the beginning of the film? List three different descriptions.
2. What was Brown's background and which events in Pat Brown's early life helped shape his political ideas later on?
3. List three major historical events that occurred during Pat Brown's governorship.
4. What were some political offices that Brown ran for and held before becoming governor of California?
5. What was the California Master Plan? Do you think Pat Brown had a personal investment in the Master Plan? Why or why not?
6. Although many believed that Brown could have been a viable presidential candidate in the 1960 election, he never ran. What factors influenced Brown not to run for president? Describe the relationship between Brown and Kennedy? Why did Kennedy choose Johnson to be his running mate during the 1960 election?
7. List two ways California legislators and Pat Brown addressed discrimination between 1958 and 1967.
8. What were the major elements of Brown's water plan and what did he hope to accomplish with his plan? What is one of the critiques of Pat Brown's water plan?
9. Provide one example from the film that illustrates the private side of Pat Brown.
10. What was Brown's position on the death penalty and how did it affect his actions? Do you agree with his actions?
11. What was Brown's response to the United Farm Workers? Do you agree with what he did?
12. Why did Pat Brown win the election in 1962 but lose in 1966?
13. What is the significance of the outcome of the 1960 presidential election?
14. List three major social movements that took place during Pat Brown's administration.
15. What other political family does Schwarzenegger compare the Brown family to?
16. How would you describe Brown's style of leadership and governing?
17. In your opinion, what was Pat Brown's greatest legacy? Explain your reasons.
18. What are some of the contemporary problems that California faces today? List three problems. Which issue do you care about the most?

KEY MATERIALS

86 Minute Version Comprehension Answer Key



1. Answers:

- governor of California
- the “Godfather of modern California” (Tom Brokaw)
- “Grandpa” who wore “black socks to the beach” (Sascha Rice)
- he was a friendly, people-person who looked for opportunities to “plug his ideas”
- he’s not as well-known in history (Karen Bass)
- he was willing to “take risks for the right reasons” (Karen Bass)
- he was a good communicator and visionary (Arnold Schwarzenegger)
- he “brought people in” and was a good leader (Arnold Schwarzenegger)
- he built the water system

2. Answers:

- early childhood: aftermath of the San Francisco earthquake
- he grew up during the Depression
- his father was an “entrepreneur” of sorts and his mother was self-educated
- his father and he participated in illegal gambling
- he couldn’t afford to go to college
- he worked his way through law school (after high school) and worked for a blind lawyer
- he had “somewhat of an inferiority complex with college people”
- he had the “political bug” at an early age
- he admired FDR’s response to the Depression (the New Deal)
- he changed his political party from Republican to Democratic because he liked FDR’s policies for revitalizing the economy

3. Answers:

- the Space Race (the film begins with a cartoon clip of Sputnik)
- CA became the most populous state
- the Cold War/Cuban Missile Crisis
- civil rights movement
- Vietnam War
- anti-war protest movement
- Free Speech Movement at UC Berkeley

4. Answer: He ran for State Assembly and served as district attorney of San Francisco and attorney general of CA.

5. Answer: A plan that greatly expanded and higher education system in California: the UC system, the Cal State system, and the community college system. It also made higher education very affordable and accessible to more Californians.

6. Answers:

- Brown admired JFK and had a good relationship with him.
- JFK was influenced by his father Joe Kennedy and LBJ, a Texan, was a powerful and influential senator and probably viewed as a stronger running mate.
- Having two Catholics on the Democratic ticket could have been risky in 1960.
- Despite the opportunity to be run for vice president, Pat Brown wanted to remain governor of California. He also didn’t want to “strong arm” the California delegates.

7. Answer:

- Brown spoke out against discrimination and bigotry and advocated for civil rights
- Byron Rumford was an advocate of the Fair Housing Act
- Brown and some CA legislators advocated for jobs without discrimination
- Brown hired people of color in his administration

continued on next page

KEY MATERIALS

86 Minute Version Comprehension Answer Key (continued)



8. Answer: The plan involved moving water from Northern California to Southern California because of the scarcity of water in Southern California. Because the greater Los Angeles area's population was expanding tremendously, there was pressure to meet the water needs of Southern Californians as well as agriculturalists. His water plan is not sustainable for the long-term. The Pat Brown generation believed that there were never-ending resources, but we know now that natural resources are scarce and we must conserve. today, we know more about the ecological effects of dams and other means of moving water from one place to another.
9. Answers: His relationship with his children and grandchildren or his relationship with his wife (love letters).
10. Answer: Brown first supported the death penalty as a necessary evil and law that he must uphold in the first part of his political career but he turned against capital punishment during his time as governor of California. In Brown's own words, he became known as "a foe of capital punishment" because of his high percentage of commutations during his two terms as governor. He later went on to write a book *Public Justice, Private Mercy* that includes his recollection of his struggles with the controversial capital punishment issue. In the book, he discusses some of the cases of death row appeals on which he decided during his two terms as governor of California and also concludes that capital punishment is unfair and ineffective as a deterrent of crime.
11. Answer: Brown did not meet the California farmworkers after they marched up to Sacramento in 1966 on Easter Sunday. He was adamant about spending Easter Sunday with his family. (However, Jerry Brown was disappointed that his father didn't meet the farm workers in 1966 when they presented their grievances at the capitol). Politically, Brown also felt pressure from agribusiness in California that made it difficult for Brown to show his full support for the farmworkers. Eventually, feeling the pressure to show his support to the farm workers, he did appoint an arbitrator who helped work out a contract between the growers and the farmers.
12. Answers:
- 1962 Election:
 - The majority of Californians believed that Pat Brown was an effective governor and supported his policies.
 - Nixon was too anti-communist and viewed as insincere in his efforts to lead California.
 - 1957 Election:
 - Brown and his staff underestimated Reagan.
 - Reagan effectively communicated and connected with conservative Californians who longed for a return to "law and order."
13. Answer: The outcome of the 1960 presidential election was significant because JFK was the youngest president ever elected, and he was the first Catholic to be elected president, which was viewed by many as a milestone in US history.
14. Answers:
- civil rights movement and some participants, such as: SNCC, SCLC, Freedom Riders
 - Farm Workers Movement and Chicano movement
 - student movement and some participants, such as: Free Speech Movement,
 - anti-war movement
 - black power movement
 - women's movement (not shown in film)
 - environmental movement (not shown in film)
15. Answer: The Kennedy family.

Answers will vary to questions 16, 17, and 18.

KEY MATERIALS

56 Minute Version Comprehension Questions



QUESTIONS

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15. In your opinion, what was Pat Brown's greatest legacy? Explain your reasons.

KEY MATERIALS

56 Minute Version

Comprehension Answer Key



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2. Answers:

- early childhood: aftermath of the San Francisco earthquake
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- Brown and some CA legislators advocated for jobs without discrimination
- Brown hired people of color in his administration

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KEY MATERIALS

56 Minute Version Comprehension Answer Key (continued)



7. Answer: The plan involved moving water from Northern California to Southern California because of the scarcity of water in Southern California. Because the greater Los Angeles area's population was expanding tremendously, there was pressure to meet the water needs of Southern Californians as well as agriculturalists. His water plan is not sustainable for the long-term. The Pat Brown generation believed that there were never-ending resources, but we know now that natural resources are scarce and we must conserve. today, we know more about the ecological effects of dams and other means of moving water from one place to another.
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11. Answers:
- 1962 Election:
 - The majority of Californians believed that Pat Brown was an effective governor and supported his policies.
 - Nixon was too anti-communist and viewed as insincere in his efforts to lead California.
 - 1957 Election:
 - Brown and his staff underestimated Reagan.
 - Reagan effectively communicated and connected with conservative Californians who longed for a return to "law and order."
12. Answers:
- civil rights movement and some participants, such as: SNCC, SCLC, Freedom Riders
 - Farm Workers Movement and Chicano movement
 - student movement and some participants, such as: Free Speech Movement,
 - anti-war movement
 - black power movement
 - women's movement (not shown in film)
 - environmental movement (not shown in film)
13. Answer: The Kennedy family.

Answers will vary to questions 14 and 15.

KEY MATERIALS

Bibliography & Suggested Resources



General

- Brokaw, Tom. *Boom! Voices of the Sixties: Personal Reflections on the '60s and Today*. New York: Random House Inc., 2007.
- Boyarsky, Bill. *Big Daddy: Jesse Unruh and the Art of Power Politics*. Berkeley and Los Angeles: University of California Press, 2008.
- Brown, Edmund G., Sr. *Public Justice, Private Mercy: A Governor's Education on Death Row*. New York: Weidenfeld & Nicholson, 1989.
- Browning, Rufus P., Dale Rogers Marshall and David H. Tabb. *Protest Is Not Enough: The Struggle of Blacks and Hispanics for Equality in Urban Politics*. Berkeley and Los Angeles: University of California Press, 1986.
- Horne, Gerald. *Fire This Time: The Watts Uprising and the 1960s*. New York: Da Capo Press, 1995.
- Rarick, Ethan. *The Life and Times of Pat Brown: California Rising*. Berkeley and Los Angeles: University of California Press, 2006.
- Rice, Richard B., William A. Bullough, and Richard J. Orsi. *The Elusive Eden: A New History of California*. New York: McGraw-Hill, 2002.
- Schiesl, Martin. *Responsible Liberalism: Edmund G. "Pat" Brown and Reform Government in California 1958-1967*. Los Angeles: Edmund G. "Pat" Brown Institute of Public Affairs, 2003.
- Robert O Self. *American Babylon: Race and the Struggle for Postwar Oakland*. Princeton: Princeton University Press, 2003.
- Sonenshein, Raphael. *Politics in Black and White: Race and Power in Los Angeles*. Princeton: Princeton University Press, 1993.
- Sugrue, Thomas J. *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*. Princeton: Princeton University Press, 1998.

Civil Rights & Liberties—Fair Housing, Watts Riots Unit

The American Civil Liberties Union (ACLU)

<http://www.aclu.org>

The nation's leading civil liberties organization, provides an extensive array of information regarding civil rights and liberties.

Center for Civic Education

<http://new.civiced.org/resources>

Numerous civics-related resources for all ages.

"Eyes on the Prize" Primary Resources

<http://www.pbs.org/wgbh/amex/eyesontheprize/sources/index.html>

This documentary offers numerous opportunities for students to learn about the civil rights movement and the list of primary resources on the accompanying website. It includes various views of the civil rights movement.

"The Fair Housing Act" by W. Byron Rumford

[http://content.cdlib.org/view?](http://content.cdlib.org/view?docId=hb8n39p2g3;NAAN=13030&doc.view=frames&chunk.id=div00041&toc.depth=1&toc.id=&brand=calisphere)

[docId=hb8n39p2g3;NAAN=13030&doc.view=frames&chunk.id=div00041&toc.depth=1&toc.id=&brand=calisphere](http://content.cdlib.org/view?docId=hb8n39p2g3;NAAN=13030&doc.view=frames&chunk.id=div00041&toc.depth=1&toc.id=&brand=calisphere)

Rumford's discussion and defense of the Fair Housing Act, a critical law during the Brown governorship.

John F. Kennedy Presidential Library and Museum

<http://www.jfklibrary.org/JFK/JFK-in-History/Civil-Rights-Movement.aspx>

Includes a section that focuses on President Kennedy's role during the civil rights movement.

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KEY MATERIALS

Bibliography & Suggested Resources (continued)



Library and Research Information

<http://libraryresearchinfo.wetpaint.com/page/Watts+Riot>

Includes a list of excellent websites ranging from background information on the Watts Riots, the text of the Civil Rights Act of 1964, the Civil Rights Digital Library and more.

Watts Riots from PBS's "A Huey P. Newton Story"

http://www.pbs.org/hueypnewton/times/times_watts.html

Addresses the civil rights movement, Vietnam War, Watts Riots, and summer of love. Includes video and audio clips.

The Free Speech Movement

"Berkeley Free Speech Movement, 1963-64: A Narrative Summary by David Burner."

<http://www.writing.upenn.edu/~afilreis/50s/berkeley.html>

Features a brief overview of the Berkeley Free Speech Movement and how the students took on HUAC. Discusses SLATE, SDS, Mario Savio, Tom Hayden, Clark Kerr, and others.

"The Free Speech Movement" from the Media Resources Center

<http://www.lib.berkeley.edu/MRC/FSM.html>

Contains several online videos on the Free Speech Movement.

American Civil Liberties Union

<http://www.aclu.org/free-speech>

Includes several resources regarding free speech and civil liberties in general.

An Overview of "The Free Speech Movement"

http://www.calisphere.universityofcalifornia.edu/themed_collections/subtopic6b.html

Contains an overview of the FSM, numerous photographs, and links to the FSM digital archives.

The Free Speech Movement Digital Archives

<http://bancroft.berkeley.edu/FSM/>

Documents the role of Mario Savio and other participants in the Free Speech Movement and its origins in political protest and civil rights movements.

The Free Speech Movement—Focus on the Occupy Movement

"An Uprising With Plenty of Potential"

http://www.nytimes.com/2011/11/19/business/occupy-wall-street-has-plenty-of-potential.html?_r=0

Examines the Occupy movement and compares it with the Free Speech Movement of the 1960s.

Tom Hayden and The Port Huron Statement

<http://tomhayden.com/phs/>

Explores the historic importance of the Port Huron Statement and Tom Hayden's involvement.

Occupy Together

<http://occupytogether.org/>

To learn more about the Occupy movement.

Occupy Wall Street

<http://occupywallst.org/>

To learn more about the Occupy movement.

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KEY MATERIALS

United Farm Workers & Labor Unions

From “America on the Move: Opportunity or Exploitation: The Bracero Program”

http://americanhistory.si.edu/onthemove/themes/story_51_5.html

An overview of the Bracero program (1942-1964) when Mexican nationals were brought to the US to take temporary agricultural jobs.

Dolores Huerta Foundation

<http://www.doloreshuerta.org/>

Contains information about Dolores Huerta.

Biography of Huerta from the Dolores Huerta Foundation

<http://www.doloreshuerta.org/dolores-huerta>

Another examination of the life and career of Dolores Huerta.

United Farm Workers

http://www.ufw.org/page.php?inc=research_history.html&menu=research

The official site of the United Farm Workers.

César Chávez

http://myhero.com/go/hero.asp?hero=c_chavez

Biographical discussion of César Chávez.

UFW Stories

<http://www.ufwstories.com/story/view/connecting-life-academic-and-activist-organizing-to-the-ufw>

Numerous stories of UFW members and resources for further study.

The Growth of a Superstate - Water and the Environment

Hundley, Norris. *The Great Thirst Californians And Water: A History*. Berkeley and Los Angeles: University of California Press, 2001

“California’s Cultures: 1921-present: Modern California—Migration, Technology, Cities” from the University of California’s calisphere

<http://www.calisphere.universityofcalifornia.edu/calcultures/eras/era6.html>

An overview of the major demographic and cultural changes during the second half of the twentieth century in California.

“Making Water Education Fun!” from Central Municipal Water District

<http://www.centralbasin.org/onlineGames.html>

Numerous links to online games and lesson plans from elementary, middle, and high school students that focus on water education.

“California State Water Project Overview” from CA.GOV Department of Water Resources

<http://www.water.ca.gov/swp/index.cfm>

An overview and history of the California State Water Project.

Pipelines and Aqueducts from “The Alaska Pipeline”

http://www.pbs.org/wgbh/amex/pipeline/sfeature/transport_print.html

Key facts about the California Aqueduct.

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Bibliography & Suggested Resources (continued)



“Where Does California’s Water Come From?” from the Water Education Foundation

<http://www.aquaforia.com/where-does-californias-water-come-from/>

Includes a wealth of information regarding the history of water projects in California’s history as well as numerous resources and statistics about California’s water usage .

Sierra Club Water Sentinels

<http://www.sierraclub.org/watersentinels/>

How the Sierra Club, an environmental organization founded in California in 1892, is involved in helping to protect the waterways.

Government & Ideology - Politics in the Media Age

Edmund G. “Pat” Brown’s 1959 Inaugural Address for The Pat Brown Institute

www.patbrowninstitute.org/documents/GovBrown1stInauguralAddress.pdf

This speech includes a discussion of Brown’s vision of “responsible liberalism.”

The “Great Debates” of Nixon and Kennedy, part of “America’s Story” from America’s Library

http://www.americaslibrary.gov/jb/modern/jb_modern_debates_1.html

An introduction to the “Great Debates” between Nixon and Kennedy, well suited for both middle and high school students.

History of American Journalism in the 1950s and 1960s from the University of Kansas

<http://history.journalism.ku.edu/1950/1950.shtml>

A discussion of the role of television in the 1950s and 1960s

The Kennedy-Nixon Debates from history.com

<http://www.history.com/topics/kennedy-nixon-debates>

Clips from the Kennedy-Nixon debates and a discussion of the importance of image in politics.

Boyarsky's book Big Daddy

And the Unruh institute <http://dornsife.usc.edu/unruh/about-us/>

Ronald Reagan’s “A Time for Choosing” speech in 1964 from the University of Texas

<http://www.reagan.utexas.edu/archives/reference/timechoosing.html>

Debating the Death Penalty

The ACLU’s discussion of the death penalty

<http://www.aclu.org/human-rights/death-penalty>

Explains why the ACLU advocates for an end to the death penalty.

Cornell University Law School.

http://www.law.cornell.edu/wex/Death_penalty

The Legal Information Institute of the Cornell University Law School provides an overview of the death penalty and a discussion of the various court cases related to the constitutionality of the death penalty.

Death Penalty Information Center

<http://www.deathpenaltyinfo.org>

The Death Penalty Information Center is a national non-profit organization serving the media and the public with analysis and information on issues concerning capital punishments.

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KEY MATERIALS

Bibliography & Suggested Resources (continued)



The Death Penalty: A Curriculum for High School Students and Teachers

<http://www.deathpenaltycurriculum.org/node/22>

An overview of the history of the death penalty.

Ethics Guide from the BBC

<http://www.bbc.co.uk/ethics/capitalpunishment/>

A variety of views regarding capital punishment.

The Gallup Poll's poll that measures Americans' views regarding the death penalty

<http://www.gallup.com/poll/1606/death-penalty.aspx>

Data related to public attitudes regarding the death penalty debate in the US

ProCon.org's "Should the Death Penalty be Allowed?"

<http://deathpenalty.procon.org>

The pros and cons of the death penalty.

Death Penalty Focus

<http://www.deathpenalty.org/>

The site provides information about the death penalty both nationally and internationally.

Leadership & Civic Engagement

Leadership

Coro Center for Civic Leadership

<http://www.coro.org>

Coro Center for Civic Leadership prepares people from diverse backgrounds to be community leaders through hands-on, collaborative learning in public, private and non-profit settings. Coro's purpose is to develop innovative leaders who solve society's challenges by inquiring, engaging, and collaborating across boundaries.

National Association for the Advancement of Colored People (NAACP)

www.naacp.org

National Council of La Raza (NCLR)

www.nclr.org

Conference on Asian Pacific American Leadership (CAPAL)

www.capal.org

The Conference on Asian Pacific American Leadership (CAPAL) is dedicated to building leadership and public policy knowledge within the Asian Pacific American community.

OCA

www.oceanational.org

National organization dedicated to advancing the social, political, & economic well-being of Asian Pacific Americans.

The Leadership Conference on Civil and Human Rights

<http://www.civilrights.org/>

Coalition charged by its diverse membership of more than 200 national organizations to promote and protect the civil and human rights of all persons in the US.

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KEY MATERIALS

Bibliography & Suggested Resources (continued)



The Young Nonprofit Professionals Network (YNPN)

www.ynpn.org

Engages and supports future nonprofit and community leaders through professional development, networking and social opportunities designed for young people involved in the nonprofit community.

Civic Engagement

Center for Civic Education

<http://new.civiced.org/resources>

This website offers numerous civics-related resources for all ages.

Library of Congress—Web Guides

<http://www.loc.gov/rr/program/bib/ourdocs/14thamendment.html>

This site includes a definition and description of the Fourteenth Amendment of the Constitution that defines citizenship. The site includes a wealth of other links related to the history of the 14th Amendment.

The National Archives—Our Documents

<http://www.ourdocuments.gov/doc.php?flash=true&doc=43>

This site provides a description of the Fourteenth Amendment and an interactive photograph of the US Constitution.

US Citizenship and Immigration Services

<http://www.uscis.gov/portal/site/uscis>

To learn about the rules and requirements for immigration and citizenship, visit this site.

Voter Registration in California

http://www.sos.ca.gov/elections/elections_vr.htm

For California residents, learn about the voter registration process.

Volunteer Match

www.volunteermatch.org

California Volunteers

www.californiavolunteers.org

Lawyers Committee for Civil Rights of the San Francisco Bay Area

www.lccr.com

Advances, protects and promotes the rights of communities of color, immigrants and refugees.

Public Allies

www.publicallies.org

Public Allies's mission is to advance new leadership to strengthen communities, nonprofits, and civic participation.

KEY MATERIALS

Find a selection of primary resources on our website:

<http://mycalifornianow.com/primary-resources-2.html>

SPEECHES

- Gov. Pat Brown “First Inaugural Address,” 1959
- Gov. Pat Brown “Second Inaugural Address,” 1963
- President Ronald Reagan “A Time for Choosing Speech,” 1964

FAIR HOUSING

- Letter from Pat Brown to Otis Chandler & *Los Angeles Times* (Feb 1964)
- “Make California First in Human Rights” Policy Statement presented to Gov. Brown by Committee of San Francisco Citizens from Church, Labor and Business, 1963 (5 page paper)
- Yes on 14 flyer

CAMPAIGN MATERIALS

- Elect Brown Assemblyman
- Pat Brown campaign flyer (1965)
- Pat Brown District Attorney billboard
- Pat Brown for District Attorney poster

POLITICAL CARTOONS

- Brown beats Nixon Western
- Brown beats Nixon Victory
- Brown Water Plan
- Brown Water Plan Blank Check
- Brown Vs. Reagan
- Pat Brown Vice President
- Pat Brown Quarterback for California

VARIOUS

- Transcript of Meet The Press TV News Program (Guest: Pat Brown)(Oct. 1959)
- Original Signed Water Bill cover page (1969)
- Pat Brown Diary 1960 Convention (1 page; Oct. 28, 1959)

GRADE 11 US HISTORY AND GEOGRAPHY:

CONTINUITY AND CHANGE IN THE TWENTIETH CENTURY

(See INDEX for more details)

11.8 Students analyze the economic boom and social transformation of post–World War II America.

- Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.
- Analyze new federal government spending on defense and welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.
- Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.
- Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

11.10 Students analyze the development of federal civil rights and voting rights.

- Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" speech.
- Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

- Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successive acts have transformed American society.
- Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.
- Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Sun Belt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.

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KEY MATERIALS

GRADE 12 PRINCIPALS OF AMERICAN DEMOCRACY

(See INDEX for more details)

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the US Constitution and other essential documents of American democracy.

12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

- **12.2.1** Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).
- **12.2.3** Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.
- **12.2.4** Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.
- **12.2.5** Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

- **12.3.1** Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.
- **12.3.2** Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.

12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the US Constitution

12.5 Students summarize landmark US Supreme Court interpretations of the Constitution and its amendments.

- **12.5.1** Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.

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KEY MATERIALS

GRADE 12 PRINCIPALS OF AMERICAN DEMOCRACY

(See INDEX for more details)

12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.

- **12.6.2** Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.
- **12.6.4**, Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).
- **12.6.5** Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).
- Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.

12.8 Students evaluate and take and defend positions on the influence of the media on American political life.

- **12.8.2** Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.
- **12.8.3** Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

KEY MATERIALS

National curriculum standards are national guidelines for student achievement in specific content areas and serve as the basis for many state standards. The topics explored in *California State of Mind* and in this guide help to meet the following national standards. See INDEX for more details.

SOCIAL STUDIES: NATIONAL CURRICULUM STANDARDS

By the National Council for the Social Studies

- TIME, CONTINUITY AND CHANGE
- INDIVIDUAL DEVELOPMENT AND IDENTITY
- INDIVIDUALS, GROUPS AND INSTITUTIONS
- POWER, AUTHORITY AND GOVERNANCE
- CIVIC IDEAS AND PRACTICES

ENGLISH: STANDARDS FOR THE ENGLISH LANGUAGE ARTS

By the National Council of Teachers of English

All students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society, so that:

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.