

SOCIAL STUDIES & HISTORY UNIT



LEVEL

These lesson plans may be used and adapted for students in middle school, high school and college courses.

OBJECTIVES

This Social Studies & History Unit helps students analyze the historical, social and cultural factors that influenced and shaped Governor Edmund “Pat” Brown’s life and governorship. Questions touch on major themes of twentieth century American and California history, and government. Students gain greater competency in the California and National Standards and are given the opportunity to expand their knowledge even further. The documentary *California State of Mind*, accompanying lesson plans, and short videos, cover topics including the age of affluence, the communication age, the postwar boom, civil rights and liberties, the Free Speech Movement, the 1950s & 1960s, water, the environment, the United Farm Workers, and politics and government, as they relate to California, the United States, and the present day.

LESSON PLANS

- **Civil Rights & Liberties - Fair Housing, Watts Riots** (pgs.2-3)
- **Free Speech Movement** (pgs.4-5)
- **Focus on Occupy Movement - Free Speech Then & Now** (pg. 6)
- **United Farm Workers - Labor Unions** (pgs.7-8)
- **Growth of a Superstate - Water & the Environment** (pgs. 9-10)
- **Government & Ideology - Politics in the Media Age** (pgs.11-13)
- **Debating the Death Penalty** (pg.14-15)

MEDIA

California State of Mind: The Legacy of Pat Brown

Choose between the 86 minute broadcast version and a shorter 56 minute educational version.

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 as they gain a greater understanding of the life and death choices governors often face.

KEY MATERIALS

For more information, refer to the [Key Materials PDF](#) that accompanies this Social Studies & History Unit

- **About the Film** - An overview of the film that can be read before or after by students
- **86 Minute Theatrical Version Summary & DVD Chapters Lengths**
- **56 Minute Educational Version Summary & DVD Chapters Lengths**
- **About the Short Videos** - An overview of three additional films on the death penalty, leadership and storytelling
- **Governor Pat Brown Bio**
- **Pat Brown Timeline** - Pat Brown’s life and key events in California and the world
- **Who's Who in the Film** - All the people covered in the film
- **Key Concepts & Terms** - Gives students background to understand the film
- **Viewing Questions & Answer Key** - Helps students focus on important information while viewing the film
- **86 Minute Version Comprehension Questions & Answer Key** - Use these questions to deepen comprehension
- **56 Minute Version Comprehension Questions & Answer Key** - Use these questions to deepen comprehension
- **Bibliography & Suggested Resources** - Primary sources and readings for research and writing assignments
- **Primary Resources** - Find these documents on our website
- **California Standards** - 11th & 12th grade Social Studies Standards for California
- **National Standards** - Corresponding National Standards for Social Studies and English
- **For a quick and fun Trivia Game:** Visit <http://mycalifornianow.com/interactive-learning.html>

Civil Rights & Liberties

Fair Housing, Watts Riots

“One thing about his legacy is that he was willing to take risk and he was willing to take risk for the right reasons...”

- Karen Bass, Congresswoman



GET STARTED

Discussion & Writing Questions

CALIFORNIA

- In what ways were Californians segregated by race in the '50s and '60s?
- What civil rights groups started in California?
- What were some of their goals?
- What were the causes of the Watts Riots?

UNITED STATES

- What was life like for African Americans in the '50s? For women?
- How did racial attitudes in the '50s affect people's housing and job opportunities?
- Imagine what your family's life was like in the '50s and '60s; what opportunities and barriers did they have?
- Which groups began fighting for civil rights in the '50s and '60s, and what were some of their demands?
- What key events in the 1950s led to the expansion of the civil rights movement?
- Who were some of the leading civil rights figures?
- What is the difference between a civil liberty and a civil right?

MY OPINION

- Which civil rights do you think are important?
- What would you do if you were denied the right to live where you want, or entry into a school or job because of your race, ethnicity, sex, sexual preference, religion or disability?

THINK ABOUT WHILE WATCHING THE FILM

- Focus on the ways Governor Edmund “Pat” Brown responds to different demands by Californians for increased civil rights and liberties in the '50s and '60s.

BACKGROUND

Many African Americans moved to California during the post-World War II era to take advantage of the job opportunities in California's industries and to leave the Jim Crow South. Despite the opportunities that African Americans had when they came to the golden state, they continued to experience prejudice and discrimination in housing and employment. Similar to other states, California's response to the implications of the US Supreme Court's 1954 Brown v. Board of Education of Topeka decision, which required the desegregation of public schools, was slow and late. However, California was one of the first US states to enact civil rights legislation, and Governor Edmund “Pat” Brown's support for the Rumford Fair Housing Law of 1963, named for black assemblyman William Byron Rumford, placed the state at the forefront of the drive for equal rights for African Americans. Although many middle and upper class African Americans prospered in California, many poor African Americans, who remained in inner-city ghettos, were disillusioned by the lack of job, housing, and educational opportunities that middle-class whites were enjoying. African Americans had been fighting for their civil rights for years but the 1960s represented a new phase in activism. The '60s saw a society transformed by social revolutions. These were led by African Americans and by people from all walks of life who were making demands and advocating for civil rights, equal rights and an end to the Vietnam War.

GO FURTHER

Research & Writing Questions

CALIFORNIA

1. Examine the demographic changes that took place in the Sunbelt and in California during the post-World War II era. Why did large numbers of African Americans migrate to California? Where did most African Americans live in the 1960s? Analyze the impact of “white flight” on cities like Los Angeles and how it exacerbated racial tensions.

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Civil Rights & Liberties

Fair Housing, Watts Riots

“We must not rest until we provide jobs, without discrimination for all who want to work. And until we can be certain that all of our people are truly equal before the law.”

- Pat Brown, Governor



GO FURTHER

Research & Writing Questions continued

CALIFORNIA

2. What are restrictive covenants? How were these discriminatory laws challenged on the local, state, and federal levels? Research the *Barrows v. Jackson* case. Why was there such a backlash against the desegregation of neighborhoods? Discuss the fundamental clash between private property rights and individual rights as they relate to anti-segregation laws. According to Karen Bass in the film, the term “private property” was used as a guise for discrimination. Do you agree or disagree with this statement? Explain your reasons.
3. Frequently, historians focus on conflicts in the southeastern part of the United States during the 1950s and 1960s, but California was a hotbed of civil rights activity and racial tension as well. Although California was considered a progressive state in the 1960s, there was still racial discrimination in the Golden State, especially in Los Angeles and in the Bay area. What was the source of racial tension and strife in California?
4. Identify and learn more about civil rights movements in California’s history and find out the following: Where did the various civil rights movements, parties, and leaders emerge? How did the civil rights movement of African Americans affect and influence the Native American, Women’s, Farm Workers and Chicano civil rights movements? What were the goals of these movements? Evaluate their success in meeting their goals.
5. The Black Panther Party started in California. Research their history, demands and tactics. Compare and contrast the Black Panther’s philosophy to Martin Luther King, Jr.’s approach of civil disobedience and Malcolm X’s African American separatism and black pride. What are the pros and cons of each approach?
6. Discuss the causes and effects of the Watts Riots? Who were the main participants in the riots? Why did the violence escalate? Some historians believe that the example of the Watts Riots indicated that young urban blacks rejected the nonviolent approach? Do you agree or disagree with this statement? Explain why or why not. Compare and contrast the Watts Riots of 1965 with the Los Angeles Riots of 1992.
7. How effective were various government officials at dealing with the Watts Riots? Why did some Californians criticize Brown’s response to the riots and to what extent did the riots tarnish his reputation as governor? How did his response to the riots affect his reelection bid against Republican candidate Ronald Reagan?
8. Research the 1966 gubernatorial race between Pat Brown and Ronald Reagan and focus on the issue of Rumford’s Fair Housing Bill. When Reagan ran for office against Brown, he criticized Brown’s liberal policies and spoke out against the court’s decision to overturn Proposition 14 on the grounds that it violated the Fourteenth Amendment. How did Reagan gain the support of conservative Californians and working-class white Democrats?

UNITED STATES

1. What lessons can be learned from the Watts Riots? Research other riots across the US that occurred after the Watts Riots and compare these different urban riots. (By 1967 more than 100 urban riots had broken out in the US).
2. Research and find out more about Martin Luther King, Jr.’s involvement in the civil rights movement during the 1950s and 1960s. Students may create a map or make a list of where Martin Luther King, Jr. helped organize civil rights protests throughout the United States. What was his role during and after the Watts Riots?
3. Describe Lyndon B. Johnson’s role in getting national civil rights legislation passed. Define the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Twenty-Fourth Amendment. What is the significance of the Civil Rights Act of 1964 and the Voting Rights Act of 1965? What were the effects of these laws? Were these laws “too little too late”?

Free Speech Movement

“You’ve got to put your bodies upon the gears and upon the wheels, upon the levers and upon all the apparatus, and you’ve got to make it stop! And you’ve got to indicate to the people who run it, to the people who own it, that unless you’re free, the machine will be prevented from working at all.”

- *Mario Savio, Student Leader*



GET STARTED

Discussion & Writing Questions

CALIFORNIA

- What were the roots of the counterculture and Free Speech Movement in the '60s in California?
- Why were young people and students the leaders of the counterculture movement?
- What were some of their demands?

UNITED STATES

- How did young people in the 1960s try to challenge conformity in US culture and create change in society?
- Discuss any student movements you know about today. What are their demands and tactics?
- What is the meaning of free speech as it is written in the laws of the United States?

MY OPINION

- Define the meaning of free speech for yourself.
- In your opinion, what is the role of free speech in any society, and when should speech be curtailed?
- What is civil disobedience?

THINK ABOUT WHILE WATCHING THE FILM

How did Governor Edmund Pat Brown respond to the Free Speech Movement during his time as governor? What examples of protest do you see in the film? Why were there so many protests during the '60s?

BACKGROUND

After World War II, the US and USSR became entrenched in a Cold War that affected the US government's domestic and international policies as well as the everyday lives of Americans. The United States focused on competing in the space and arms race with the USSR, and placed greater emphasis on educational opportunities especially in science and math. During the Cuban Missile Crisis, there was a real threat that nuclear war would break out between the USSR and US. People were genuinely fearful, yet some people's fears were exaggerated. As a result, an extremist anti-communist movement emerged during the 1950s, led by the infamous Senator Joseph McCarthy, and a witch-hunt ensued. The McCarthy era was at its height in the 1950s and continued into the 1960s. Many people were "blacklisted" and their reputations were tarnished. Those who were considered "leftist" politically were often the targets of anti-communist activists. Richard Nixon, who had participated in HUAC and ran against Governor Pat Brown in the 1962 gubernatorial election, even accused Brown of being a "communist" although Brown was not. However, Pat Brown was not deterred by the false accusations and spoke out against the anti-communist frenzy.

According to the First Amendment, Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances. The right to free speech and civil disobedience played crucial roles in many civil rights movements. People like Dr. Martin Luther King, Jr., and anti-war activists participated in sit-ins, protests, and marches. The '60s is often described as a time of struggle between the younger counterculture and mainstream America. Students at UC Berkeley became involved in the civil rights movement, the Free Speech Movement, and the anti-Vietnam War movement. In part, they were reacting to the McCarthy era, when speaking one's mind could have serious consequences. As UC Berkeley students became increasingly outspoken and radical, the Board of Regents restricted on-campus political activity. As a result, Mario Savio and others involved in the Free Speech Movement occupied Sproul Hall, in what they called an expression of civil disobedience. Their actions provoked a confrontation with police who were ordered into action by Governor Brown. "Law and Order" had been restored but at a price, as other protests continued to spread outward from Berkeley. Many Californians were critical of the student activities and government's response to the protests. Many conservative Californians longed for the status quo. Although not a conservative, Brown was emblematic of the generation that considered a UC education a public treasure. He was baffled by the anger of college students who were enjoying an education that he himself had not been able to afford.

Free Speech Movement

“The student movement was in a context of some larger reengagement after McCarthyism and the deadness of the ‘50s.”

- Tom Hayden, State Senator



GO FURTHER

Research & Writing Questions

MY OPINION

- Were the UC Berkeley students effective? Do you agree with their tactics? Do you agree with their goals?
- What did you think of Governor Pat Brown’s response?
- If you were governor, how might you have handled this situation?
- What free speech movements exist today nationally and/or internationally? What are their goals? Do you agree or disagree with them?

CALIFORNIA

1. What were some of the causes the students were engaged in? What was SLATE? How did SLATE evolve into the Free Speech Movement? Who were the main leaders and what were their goals? Why did students protest against the House Un-American Activities Committee (HUAC)?
2. Which constitutional rights allow individuals and groups of people to express their views freely? Discuss and debate the importance of free speech guaranteed under the Bill of Rights. What are the limits of free speech? Analyze the student activism and the Free Speech Movement that emerged at UC Berkeley. Evaluate their effectiveness at being able to organize people and spread their ideas.
3. How did the administration of the University and law enforcement react to student protests and activism? How did Governor Pat Brown get involved in quelling the protests? Why was he criticized? In the film, Brown says that he believes that it is sometimes necessary for people to use civil disobedience to express their disapproval of unfair laws or policies. Which groups do you think he was supportive of in their protest activity? Which groups do you believe are most justified in criticizing the government?
4. Explore the roles of some of the important student leaders including Mario Savio, Bettina Apteker, Brian Turner, Steve Weisman, Art Goldberg, and Jackie Goldberg. Did law enforcement and agencies like the FBI violate the students’ democratic rights to free speech and privacy? What are some arguments that could be made in favor of the government’s actions?

UNITED STATES

1. Connect the student movement with other countercultural movements in the ‘60s across the United States. Why did California become a hotbed for the civil rights and black power movements, the counterculture movement, the Chicano movement, the Brown Berets, AIM, and the environmental, women’s rights and gay rights movements?
2. Compare and contrast the “Old Left” with the “New Left.” The founders of SDS (Students for a Democratic Society) referred to their movement as the “New Left” to distinguish themselves from the “Old Left”—communists and socialists of the 1930s and 1940s. Create a chart that defines these two terms and also provides examples of ideas and key leaders within each group. Then take it further and write an essay that explores why the left became so divided, culminating in the 1968 Democratic National Convention.
3. Research more about activist and politician Tom Hayden, one of the interviewees in the film. Who was he and what was SDS (Students for a Democratic Society)? Read the Port Huron Statement and discuss its significance. What other causes has he been involved in?
4. What present examples of student protests can you find in the United States? Compare them to the free speech and counterculture movements of the ‘60s? What tactics are they using today? How do those tactics differ from strategies used by students in the Free Speech Movement? What do you think of their demands? Do you think they have been effective?

Focus on Occupy Movement Free Speech Then & Now

“It took them 12 hours to clear the building. We were completely non-violent but the police were very violent. I myself was beaten in the basement of Sproul Hall. Mario was bounced down all the stairs, on his head.”

- **Bettina Aptheker, Student Leader**



“I think sometimes you have to have civil disobedience. I think you had to have it in the South. But I don’t think it’s necessary except under the most extraordinary circumstances. And I don’t think the Free Speech Movement was one of those—was one of those times.”

- **Governor Pat Brown**

Compare 1960s Protest Movements to Twenty-First Century Occupy Protests

BACKGROUND

There are several examples in the film where people exercise their rights of free speech and assembly and where government tries to ensure and enforce that all citizens receive due process and equal protection of the law. Individuals, like Martin Luther King, Jr. and César Chávez, and grassroots movements like SCLC, SNCC, the FSM, and the UFW demanded an expansion of minority rights. Mario Savio and the FSM along with the Young Republicans used UC Berkeley as a forum for college students to speak out and express their views. There were instances when government officials thought they were breaking the law and cracked down on the protesters. In the film, there are numerous examples when Americans are exercising their constitutional rights. When people, like student and civil rights activists, know their rights and exercise their rights, they feel empowered and are able to participate in a democratic society and oftentimes positively affect change.

When watching California State of Mind, it may occur to the viewer that there are some striking similarities as well as some differences between the Free Speech Movement and the Occupy Wall Street movement and the national and international Occupy movement. Here is a brief description of the Occupy movement. Occupy is still unfolding, so you should find new sources of information beyond what is here.

The Occupy movement is an international protest movement for social and economic equality. Although most popular in the United States, Occupy has seen protests and occupations in dozens of other countries. Occupy protests have taken place in over 90 cities across more than 80 countries, and in over 600 communities in the United States. Many of these different groups continue their protests today. Occupy Wall Street (OWS) was initiated by the Canadian activist group Adbusters and began on September 17, 2011. The beginning of Occupy in America was partly inspired by the Arab Spring and European protests. According to the Occupy Wall Street website: “Occupy Wall Street is a leaderless resistance movement with people of many colors, genders and political persuasions. The one thing we all have in common is that We Are The 99% that will no longer tolerate the greed and corruption of the 1%. We are using the revolutionary Arab Spring tactic to achieve our ends and encourage the use of nonviolence to maximize the safety of all participants.”

GO FURTHER

Discussion, Research & Writing Questions: Compare the two movements

- Discuss the civil rights and the Occupy movements’ goals and purposes respectively.
- Who were/are the leaders?
- Who were/are the followers or participants in each movement?
- How do the members of each of these movements disseminate information about their cause?
- What are the strengths and weaknesses of each movement?
- Explain law enforcement’s and government’s response to the participants’ activities in the ‘60s and in the 2000s.
- How did/does the media help or hinder each movement?
- Do you agree with law enforcement’s response to the civil rights and the Occupy movements? Why or why not?
- What lessons can be learned from each movement?

Debate

- As a class discuss and debate which movement is more effective and explain why.

GET STARTED

Discussion & Writing Questions

CALIFORNIA & THE UNITED STATES

- What is a labor union?
- What are the definitions of a boycott, a strike, and bargaining rights?
- Who are the United Farm Workers, and what do you know about their history?
- What kinds of labor unions are there in the United States?
- What do you know about the history of labor unions in the United States?
- What kinds of rights for workers do unions try to protect?

MY OPINION

- Do you think labor unions are a good thing?
- Do you think young people should be allowed to work as many hours as adults?
- What kind of rights and conditions do you believe workers should have?

THINK ABOUT WHILE WATCHING THE FILM

- How did Governor Edmund “Pat” Brown respond to the United Farm Workers’ demands during his administration?

BACKGROUND

The union became the means to organize and mobilize farm workers in California during the 1960s, and a new stage in farm labor relations emerged when César Chávez and Dolores Huerta organized the National Farm Workers Association in 1962. Later, under their continued leadership, the UFW was at the forefront of a social movement that involved not only farm workers, but also ethnic minorities, church leaders of numerous faiths, student activists, and civil rights and anti-poverty forces of the 1960s and 1970s. Chávez advocated and utilized nonviolent tactics and civil disobedience, and the UFW, which eventually affiliated with the AFL-CIO, successfully won important contracts from California growers and influenced the government to pass the Agricultural Labor Relations Act of 1975.

GO FURTHER

Research & Writing Questions

CALIFORNIA

1. What were the goals of the United Farm Workers? Who was César Chávez and what was his role in the UFW? What was “La Causa?” Who is Dolores Huerta? What tactics did the UFW use to get the attention of Governor Brown and Californians?
2. Research the Delano Grape Strike. Chávez joined the strike in 1965; explore his involvement in the strike and how it put pressure on growers to hear the farm workers’ demands.
3. Keeping in mind that Brown had a good relationship with the growers in California, what was his position regarding farm worker rights and demands? Discuss what Governor Jerry Brown calls “a conflict of interest” between the governor of California and the United Farm Workers. Were there any ways in which the grape growers were good for California or responsive to labor demands?

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GO FURTHER

Research & Writing Questions continued

CALIFORNIA

4. What early influences inspired Chávez and Huerta to become involved in workers' rights? What historic events influenced Chávez and/or Huerta to become involved in workers' rights struggles? Why was the Farm Workers Association founded? Which tactics did the UFW use to gain the attention of the state government and the agricultural employers/growers? What were some of the main causes that Huerta, Chávez, and the UFW fought for in the 1970s?
5. Trace the history of the California Agricultural Labor Relations Act of 1975.

UNITED STATES

1. What effect did the UFW's efforts have on worker rights? Why are Huerta and Chávez important role models for their activism and efforts to protect workers' rights nationally? How is the UFW still involved in fighting for workers' rights today?
2. Research current debates over immigration reform, amnesty and undocumented workers. What is the UFW's position on these issues? How is immigration connected to issues of labor and jobs?
3. Research the history of other labor unions in the United States. What are some of the largest unions currently in the United States? What are some of their policies and demands? What are their opponent's policies and demands? Find some examples of current conflicts between labor and government or business. What is your position on labor unions?

Growth of a Superstate Water & the Environment

“The story of the West is the story of water, who has it, who needs it, how it gets from here to there. Pat Brown understood that.”

- Nancy Pelosi, Congresswoman



GET STARTED

Discussion & Writing Questions

“It is time to start moving dirt and stop throwing mud!”

- Pat Brown, Governor

CALIFORNIA

- Why was water important in the development of modern California?
- Discuss the role of car culture and its impact on the state of California.
- What environmental problems does California face in the twenty-first century?

MY OPINION

- What do you think are the most important environmental issues today?

THINK ABOUT WHILE WATCHING THE FILM

- What were some of the controversies over water that were addressed in the film? In what ways have our attitudes and approaches to water use and conservation changed throughout California’s history?

BACKGROUND

When Pat Brown took office in 1958, California was booming. His gubernatorial vision was to build California by expanding the freeway, water, and higher educational systems. As Arnold Schwarzenegger so aptly put it, Pat Brown has “emerged as a pivotal figure of the twentieth century and helped California become the ‘superstate’ that it is today.” As California’s population increased, and it eventually became the most populous state in the United States, it was necessary to make major changes to accommodate the huge numbers of people and to make infrastructure improvements that could help California continue to grow economically.

The history of water in the west and in California is oftentimes a contentious topic. As Nancy Pelosi states in the film, “the story of the West is the story of water, who has it, who needs it, how it gets from here to there. Pat Brown understood that.” Although northern and southern Californians were often divided on the issue, Pat Brown viewed water as a state wide challenge. In 1959 the population of California was more than fifteen and a quarter million individuals, an increase of nearly 50 percent since 1949. Prior to the creation of the California Aqueduct in the 1950s, not only were there devastating floods, droughts, and agricultural demands for a better, efficient water system, but the general public also wanted more water resource development and expected government to provide this service. The federal Central Valley Project, a project that delivered water to the San Joaquin Valley during the 1950s, was not adequate to meet the diverse needs of a rapidly growing state in the post-World War II years. Many felt Pat Brown was the right governor at the right time, and it was through his leadership that the government began to address the problem, as he became a huge advocate of enacting the California Water Resources Development Bond Act (i.e., the Burns-Porter Act), which would provide funding for the construction of the California Water Project.

GO FURTHER

Research & Writing Questions

CALIFORNIA

1. In 1962, California became the most populated state in the US. Identify the major demographic shift that took place in California in the post-war era. Why did Americans migrate to California? What challenges did this pose for California?

continued on next page

Growth of a Superstate Water & the Environment

“Everything seemed possible. It seemed like there was a limitless supply of oil, and water and air, and land to build on.”

- *Tom Brokaw, Journalist*



GO FURTHER

Research & Writing Questions continued

“We felt the mountains would never need the water anyway. I mean they - there was plenty of water for them up in the mountains, ...”

- *Pat Brown, Governor*

CALIFORNIA

2. How did the automobile boom and car culture work hand-in-hand in spurring California’s growth and development during the post World War II era? How did this change impact the landscape of California? What opportunities did it provide and what challenges did it pose to Californians’ quality of life? Discuss the creation of the Interstate Highway Act and its effect on the expansion of California’s freeway system. Besides receiving federal money, how did California finance the building and expansion of numerous freeways?
3. What were the major causes of suburbanization during the postwar era? Identify which federal laws and policies helped encourage suburbanization. What were the push and pull factors that led to the major demographic and social changes that took place in the post-war era? Analyze the impact of suburbanization by using California as an example.
4. Create a timeline of the history of California’s water plans. Trace the history of California’s water development and its relationship to the story of California.
5. Why did Governor Brown believe that water was one of the most important issues for California? What was the proposed State Water Project on the Feather River? How did Brown pitch the idea to his California constituents and how was he able to successfully gain the support to build the greatest public works project in the history of the state? Discuss how his leadership skills aided in getting the bill to pass and which previous leadership experiences helped Brown in his “executive” leadership as governor. Why was the timing at the beginning of Brown’s governorship an important factor that helped in getting the bill passed? After the water bill was passed, how was Brown able to fund the California Water Project? How was he able to convince the voters to pay for the water project?
6. Pat Brown once said that “water with problems is better than no water,” whereas Jerry Brown proposed in the film that Californians must have a water policy that deals with growth but in a more “harmonious” and “efficient” way. Compare and contrast the approaches of Pat Brown and the older generation with Jerry Brown and the younger generation in regard to water policies.
7. Did everybody approve of Brown’s environmental policies? Which environmental groups supported or opposed his policies. Look at the Sierra Club’s positions in the ‘50s and ‘60s. Research some of the environmental problems that have arisen due to California’s big water projects. What are some possible solutions to these environmental problems?

Government & Ideology Politics in the Media Age

“Government can’t of course lift up everybody, we’re can’t get rid of death, sickness, hatred and worry, bigotry or any of these things that have existed. But we can provide people with the opportunity, we can equalize the opportunity”

- Pat Brown, Governor



GET STARTED

Discussion & Writing Questions

“Government has become the master, but government is supposed to be the servant.”

- Ronald Reagan, President

CALIFORNIA

- Governor Edmund “Pat” Brown believed in “Responsible Liberalism.” What does this term mean and how did this concept influence the way he governed?
- Who was Ronald Reagan, and what was his relationship to California?

UNITED STATES

- How did television changed politics in the United States during the latter part of the twentieth century?
- How has new media changed politics in the twenty-first century?
- What are some of the Republican or conservative positions regarding the role of government in the United States? How do Republicans view the federal government and state governments and their roles?
- What are some of the Democrat or liberal positions regarding the role of government in the United States? How do Democrats view the federal government and state governments and their roles?

MY OPINION

- Should a government provide things like free education, public roads, housing, healthcare, clean water, or jobs? For each one discuss why or why not.
- What do you think the role of government should be? What is government’s responsibility to citizens?
- What are your responsibilities to other citizens and as a member of a democracy?

THINK ABOUT WHILE WATCHING THE FILM

- How did Pat Brown see the role of government and his role as governor?

BACKGROUND

The 1950s and ‘60s brought many changes to the American political landscape that included television, the civil rights movements and an increased role for government. In many ways during the years when Pat Brown was governor, it was a time of transition, an era that saw the growth and development of progressive values throughout the United States, and it was a turning point in California’s history: Brown was only the second Democratic governor of California since the 1890s. Under the leadership of presidents John F. Kennedy and Lyndon B. Johnson, civil rights legislation, anti-poverty efforts, and social services expanded. In addition, Earl Warren, former California governor, led the Supreme Court during the most liberal stage ever in US history; a time when the court expanded civil rights, civil liberties, judicial power, and the power of the federal government in significant ways.

Pat Brown followed in the footsteps of progressive governors Hiram Johnson and Earl Warren and left his own “liberal” mark on history. As Tom Brokaw says in the film: “He was the most engaging lovable figure, a true progressive who was committed to the people of California, and in fact I believe he is the Godfather of Modern California.” During Brown’s governorship he was committed to social and economic justice, environmental concerns, and the use of public authority to attain desired ends. During his administration, the legislature increased unemployment, disability, and workmen’s compensation payments and set up an Office of Consumer Affairs and the State Economic Development Agency. Although instituting these policies was expensive, he was able to successfully raise taxes, and during his first term, many Californians were confident and hopeful for the future of their state, its economy, and its leadership.

During this period, television’s role in American culture and politics became greater and greater as Americans increasingly owned television sets. In 1947, only 7,000 people had television sets, but by 1950, there were 7.3 million, and by 1960, 87 percent of US homes had at least one television. The increased number of television set purchases symbolized the increased materialism of the day. Not only did people watch commercials, serial shows, and films, they also watched the news and political debates on their new TV sets. They were able to watch as events unfolded during the civil rights movements, state and federal elections, and the Vietnam War. This important medium became a powerful means for politicians to “sell” their platforms and to pitch their political ideas. In the television age, image mattered, and politicians knew it, and tried to capitalize on it by appearing on TV.

Government & Ideology Politics in the Media Age

"I think that government should try to do things for people...not to the point of doing everything for them, but I don't believe in seeing people suffer while government sits by and lets the individual take care of himself."

- **Pat Brown, Governor**



GO FURTHER

Research & Writing Questions

"What we need is more power to individuals and not more power to government in Washington, DC."

- **Richard Nixon, President**

THE ROLE OF GOVERNMENT

1. Analyze the following quotation of Governor Edmund "Pat" Brown: "Government can't, of course, lift up everybody —it can't get rid of death, hatred and worry, bigotry, or any of these things that have existed. But we can provide people with the opportunity; we can equalize the opportunity." Give examples of the ways Brown governed according to his philosophy. What is your opinion about the role of government; do you agree with Brown's philosophy?
2. In the film, it is evident that Governor Pat Brown had faith in government. He advocated for an activist government to address issues ranging from poverty to housing to education. He asserted that he was an advocate of "responsible liberalism." Define what he meant by this and explain the accomplishments of the Brown administration. What were the challenges or weaknesses of his liberal approach to government?
3. Pat Brown, a self-proclaimed "optimist" had a positive view of government and its ability to address challenges in society. Why do some people have a pessimistic view about government? What are their arguments? What are the most common complaints regarding government? What are the positive aspects of government? Do you agree with the optimistic or pessimistic view of government? What is your ideal government?
4. In general there are two main thoughts in the United States regarding the role of government: liberal and conservative. Describe each philosophy of government. Trace the evolution and different definitions/meanings of liberalism or conservatism throughout US History from FDR to today. Distinguish between both economic and political liberalism and economic and political conservatism.
5. How did Governor Pat Brown become interested in government. Trace the events that led him to becoming governor of California by using the timeline on the website. What were some of the major pieces of legislation that Brown supported during his governorship? How was he able to galvanize support for the bills he wanted passed?
6. Read speeches cited in the Bibliography (pg.37) regarding government and its role: one from Ronald Reagan and one from Pat Brown. Compare and contrast the two views of government, analyze their arguments, and take a position. What do you believe the role of government should be?
7. An important part of governing is working effectively with the legislature. While not highlighted in the film, House Speaker Jesse Unruh played a major role in California politics. Research the role that Jesse Unruh played in helping Brown initiate and gain support for his liberal policies. Who was Jesse Unruh? Describe the relationship between Unruh and Brown. While they were both democrats, why were they described by some as rivals? Why was Unruh called "Big Daddy"?
8. Research the 1966 gubernatorial race between Pat Brown and Ronald Reagan and focus on the issue of Rumford's Fair Housing Bill, and the Free Speech Movement. When Ronald Reagan ran for office against Pat Brown, he criticized Brown's liberal policies and spoke out against the court's decision to overturn Proposition 13 on the grounds that it violated the Fourteenth Amendment. In addition how did he use the FSM to criticize Brown? How did Reagan gain the support of conservative Californians and working-class white Democrats?

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Government & Ideology Politics in the Media Age

“Now you vote for me, if you believe in yourself. If you believe in your right to control your own destiny. To run your own life. Yes, and to have something to say about how you spend the most of the money that you earn.”

- **Ronald Reagan, President**



“My father was a very optimistic person when it comes to the ability people through public institutions to create good.”

- **Jerry Brown, Governor**

“And in the wake of Pat’s career government became unpopular. People started to say that government was always a waste of money and if government’s always a waste of money, why would we look to government to build anything? Pat would never have believed that.”

- **Ethan Rarick, Author**

GO FURTHER

Research & Writing Questions continued

POLITICS IN THE TELEVISION AGE

1. Based on your observations of the film, describe how Governor Brown used the media to communicate with the citizenry. What tactics did he use to gain support? What were the strengths and weaknesses of the way in which he communicated to his constituency? Why does image matter so much during political campaigns? What type of image did Brown try to get across to his constituents? Evaluate the effectiveness of his strategy.
2. In what ways did Brown and his supporters underestimate Ronald Reagan’s ability to win the gubernatorial election? How did Reagan’s experience as an actor help and/or hinder his ability to connect with voters? Think of other examples of politicians being able to connect effectively via television.
3. Learn more about the Nixon-Kennedy debates of 1960. Look at the role of the television in the debates: <http://www.history.com/videos/the-first-jfk-nixon-debate#the-first-jfk-nixon-debate> and History of American Journalism: <http://history.journalism.ku.edu/1950/1950.shtml> Describe what happened in these debates and why they were so important. Do you think that people should base their vote on a television debate, why or why not? What were some of the lessons that politicians learned from these televised debates?
4. What is the role of the media in democracy? What happens in a democracy when the press is restricted? Should the government fund the press or should it be privately funded, what is the role of public television and public radio? Should candidates running for office be able to spend as much money as they want on media advertising, or should this be restricted?

Debating the Death Penalty

"I always knew when there was a death penalty case because they would prepare for the governor a thick black briefing book, and those nights were very dark nights. My father took each one of these cases as a life and death matter, as it was."

- Kathleen Brown, California State Treasurer



GET STARTED

Discussion & Writing Questions

CALIFORNIA

- Is the death penalty currently legal in California?
- What famous trials occurred in California that caused debate over the death penalty?

UNITED STATES

- What is clemency?
- What are some of the arguments in favor and against the death penalty?
- What are capital offenses in the United States?
- Do all states in the US have capital punishment?
- Can the US Federal Government apply the death penalty?

MY OPINION

- What is your position on the death penalty?

THINK ABOUT WHILE WATCHING THE FILM

- How did Governor Brown handle the famous Caryl Chessman death penalty case?

BACKGROUND

During Pat Brown's second term as governor, he was faced with several setbacks, one of these was the controversy over the death penalty law and specifically the Caryl Chessman case. The controversy over the Chessman case tarnished Brown's political reputation and impacted his family as well; when his wife Bernice and daughter Kathleen Brown were introduced during the opening ceremony of the winter Olympics in Squaw Valley the anti-death penalty crowd booed. Before becoming governor, Brown was a supporter of capital punishment, but during his time as governor he became a staunch opponent of capital punishment, believing that it was "barbaric." However, he was thwarted in his attempts to eliminate the practice in California by the state legislature and although he granted a stay in the celebrated Cary Chessman case, Chessman eventually went to the gas chamber in 1960. Brown took his executive power of clemency very seriously and would spend endless hours reading the files of death row cases to ensure that all of the inmates in question received due process. To Brown, the issue of whether a death row inmate received a fair trial or not affected his sense of justice in capital punishment cases. After Pat Brown's governorship, he went on to learn more about the capital punishment issue and wrote a book entitled Public Justice, Private Mercy: A Governor's Education on Death Row.

GO FURTHER

Research & Writing Questions

CALIFORNIA

1. Read a few excerpts from Pat Brown's book or watch Debating The Death Penalty and answer the following questions: What was Governor Pat Brown's stance on capital punishment? Why did he change his mind regarding this issue? Discuss what influenced his decisions regarding capital punishment and clemency issues. Evaluate whether you believe Brown's change of heart was justified. Why was he criticized for being indecisive regarding the issue of capital punishment? Try to put yourself in his shoes: what factors would you take into consideration when deciding whether you should grant someone clemency?

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Debating the Death Penalty

“The governor has the power to pardon individuals and that is outside the judicial system. And it’s un-reviewable. The president also has that same power. And it’s a power that comes from—from kings.”

- *Arthur Alarcón, Judge*



GO FURTHER

Research & Writing Questions continued

CALIFORNIA

2. Watch the video Debating The Death Penalty, research more about the Chessman case, and discuss the following: Why was the Chessman case so controversial? Why did many Californians scrutinize Brown’s decision regarding the Chessman case? Do you believe in the death penalty, why or why not? Do you think Governor Pat Brown did the right thing by trying to commute Caryl Chessman’s sentence?
3. Look at the history of the death penalty in California. What are some other famous cases where the death penalty was invoked? What were the forces that pushed for the legality or illegality of the death penalty over time in California? What is the role of the voter initiative process and ballot measures in making the death penalty legal or illegal in California? What were Propositions 17 and 34?
4. According to Article V Section 8a of the California Constitution, the Governor may “grant a reprieve, pardon, and commutation, after sentence, except in case of impeachment.” It is said that this executive power is a tradition rooted in ancient Greece and also was a right of kings. Do you believe that executive leaders should have the right to clemency? What are the pros and cons of this executive privilege? Do governors and presidents risk their legacies when they grant pardons at the end of their administrations?

UNITED STATES

1. The death penalty is a very contentious issue that continues to be widely debated. Pat Brown struggled with the issue and grappled with the pros and cons of the morality and constitutionality of capital punishment. Explore the national debate regarding the constitutionality of the death penalty. Describe the pro and anti capital punishment positions.
2. Research the various court cases surrounding the issue of capital punishment. Here is one website from the ACLU that lists various court cases and statistics regarding the death penalty: <http://www.aclu.org/capital-punishment/death-penalty-101> (See the Bibliography on page 38-39.)
3. Capital punishment is a reserved power (i.e. a power grounded in the Tenth Amendment subject to judicial review). Discuss and debate the constitutionality and/or morality of capital punishment. Create a chart of states that use capital punishment and states that have banned capital punishment. Compare and contrast different state and federal laws regarding the death penalty. Then take it further and compare and contrast death penalty laws in countries outside the United States.
4. Analyze both sides of the debate on capital punishment. Explain your opinions on whether it’s moral and effective.