The Rivalry
L.A. Theatre Works
Susan Albert Loewenberg, Producing Director
For over 125 years Regions has been proud to be a part of the Middle Tennessee community, growing and thriving as our area has. From the opening of our doors on September 1, 1883, we have committed to this community and our customers.

One area that we are strongly committed to is the education of our students. We are proud to support TPAC’s Humanities Outreach in Tennessee Program. What an important sponsorship this is – reaching over 25,000 students and teachers – some students would never see a performing arts production without this program. Regions continues to reinforce its commitment to the communities it serves and in addition to supporting programs such as HOT, we have close to 200 associates teaching financial literacy in classrooms this year.

Thank you, teachers, for giving your students this wonderful opportunity. They will certainly enjoy the experience. You are creating memories of a lifetime, and Regions is proud to be able to help make this opportunity possible.

Jim Schmitz
Executive Vice President
Area Executive
Middle Tennessee Area

Did you know that Krispy Kreme Doughnut Corporation helped groups across the nation raise more than $30 Million last year? Krispy Kreme’s Fundraising program is fast, easy, extremely profitable! But most importantly, it is FUN! For more information about how Krispy Kreme can help your group raise some dough, visit krispykreme.com or call a Neighborhood Shop near you!
TPAC Education
Welcomes You to
The Rivalry
by L.A. Theatre Works

Norman Corwin’s *The Rivalry* is a riveting dramatization of the famous Lincoln-Douglas debates of 1858. It uses dialogue from the original transcripts to bring to life the fierce competition for the Illinois U.S. Senate seat between Abraham Lincoln and Stephen Douglas.

Staged by L.A. Theatre Works as a radio play complete with on-stage Foley (reproduction of everyday sound effects), this performance tackles the 1850s most controversial issues – slavery, race, freedom, equality, states’ rights, and America’s future. The epic clash of ideas and oratory forged a future President and a nation, and the role of the press in the debates took on a new national and extremely partisan role that impacts us today.

We welcome you and your students to examine how the debates of 1858 compare to the political landscape of today. Explore how debate platforms have changed significantly. Political discourse then was definitely barbed, yet is it more civil than that of today? Partisan rivalry echoed then as strongly as it does today, but Norman Corwin’s script (derived from debate transcriptions) reveals how shallow and even hollow our quickened “sound bites” have become.

With great pleasure we invite you and your student to discover and enjoy the power of the arts to investigate critical facets of political life then and now.

For TPAC Education with all good wishes,

F. Lynne Bachleda
The Art and Production of The Rivalry

Norman Lewis Corwin (born May 3, 1910) is an American writer, screenwriter, producer, essayist and teacher of journalism and writing. His earliest and biggest successes were in the writing and directing of radio drama during the 1930s and 1940s.

Corwin was among the first producers to regularly use entertainment—even light entertainment—to tackle serious social issues. In this area he was a peer of Orson Welles and William N. Robson, and an inspiration to other later radio/TV writers such as Rod Serling, Gene Roddenberry, and Norman Lear.

Corwin was a major figure during the Golden Age of Radio. During the 1930s and 1940s he was a writer and producer of many radio programs in many genres: history, biography, fantasy, fiction, poetry and drama. He is currently a lecturer at the University of Southern California.

Corwin has won the One World Award, two Peabody Medals, an Emmy, a Golden Globe, a duPont-Columbia Award; he was nominated for an Academy Award for Writing Adapted Screenplay for Lust for Life (1956). Corwin was inducted into the National Radio Hall of Fame in 1993.

What is Radio Theatre?
Radio drama (or audio drama, audio play, radio play, radio theater) is a dramatized, purely acoustic performance, broadcast on radio or published on audio media, such as tape or CD. With no visual component, radio drama depends on dialogue, music and sound effects to help the listener imagine the characters and story. It is auditory in the physical dimension but equally powerful as a visual force in the psychological dimension.

Seneca, a philosopher, statesman and dramatist of ancient Rome, has been claimed as a forerunner of radio drama because his plays were performed by readers as sound plays, not by actors as stage plays; but in this respect Seneca had no significant successors until 20th-century technology made possible the widespread dissemination of sound plays.

Radio drama achieved widespread popularity within a decade of its initial development in the 1920s. By the 1940s, it was a leading international popular entertainment. With the advent of television in the 1950s, however, radio drama lost some of its popularity, and in some countries, has never regained large audiences. However, recordings of OTR (old-time radio) survive today in the audio archives of collectors and museums, as well as several online sites such as Internet Archive.

As of 2011, radio drama has a minimal presence on traditional radio in the United States. Much of American radio drama is restricted to rebroadcasts or podcasts of programs from previous decades. However, other nations still have thriving traditions of radio drama. In the United Kingdom, for example, the BBC produces and broadcasts hundreds of new radio plays each year.

The terms "audio drama" or "audio theatre" are sometimes used synonymously with "radio drama" with one notable distinction: audio drama or audio theatre is not intended specifically for broadcast on radio. Audio drama, whether newly produced or OTR classics, can be found on CDs, cassette tapes, podcasts, webcasts and conventional broadcast radio.

In addition to The Rivalry, Norman Corwin wrote The Plot to Overthrow Christmas and They Fly Through the Air with the Greatest of Ease, among many other notable plays for radio.
Los Angeles Theatre Works

L.A. Theatre Works is a non-profit media arts organization based in Los Angeles whose mission for over twenty-five years has been to present, preserve and disseminate classic and contemporary plays. Their unique hybrid of audio theatre and innovative technology to produce and disseminate theatre keeps this venerable art form thriving by assuring wide and affordable access.

Through their The Play's the Thing Series world class actors are recorded in state-of-the-art sound studios, complemented by intricate sound designs and on-stage effects. This transforms classic and contemporary stage works into intimate, compelling and sound-rich audio plays.

Their distinguished company of actors has included John Lithgow, Annette Benning, Hilary Swank, Anne Heche, Ed Asner, Alfred Molina, Marsha Mason, Jason Ritter, David Straithairn, Jobeth Williams, Paul Giamatti, Neil Patrick Harris, Laurence Fishburne, Jimmy Smits, Hector Elizondo, and Julie Harris, among hundreds of others.

L.A. Theatre Works' Audio Theatre Collection of more than 400 recorded plays is the largest library of its kind in the world. Titles by Arthur Miller, Oscar Wilde and Sophocles rub shoulders with contemporary classics by David Mamet, Yasmina Reza, and Tom Stoppard as well as newer voices such as Lynn Nottage.

L.A. Theatre Works' audio productions have received awards from the Corporation for Public Broadcasting, Writer Guild of America, Publishers Weekly, Library Journal, Audio Publishers Association, among others. Their weekly public radio show is heard by 7 million listeners annually in over 80 markets in the U.S. and is available on-demand, free of charge through L.A. Theatre Works' streaming site at www.latw.org.

Their National Touring Program, performing The Rivalry at TPAC November 1-3, 2011, gives audiences at venues across the country the experience of a "live-in-performance" radio drama.

The Rivalry, by Norman Corwin, is staged by L.A. Theatre Works as a radio play complete with on-stage Foley (reproduction of everyday sound effects).
The Lincoln-Douglas Debates of 1858

The Lincoln-Douglas debates were a series of seven encounters between Democratic senator Stephen A. Douglas and Republican challenger Abraham Lincoln during the 1858 Illinois senatorial campaign. They largely concerned the issue of slavery extension into the territories.

The slavery extension question had seemingly been settled by the Missouri Compromise nearly 40 years earlier. The Mexican War, however, had added new territories, and the issue flared up again in the 1840s. The Compromise of 1850 provided a temporary respite from sectional strife, but the Kansas-Nebraska Act of 1854—a measure Douglas sponsored—brought the slavery extension issue to the forefront once again. Douglas’s bill in effect repealed the Missouri Compromise by lifting the ban against slavery in territories north of the 36°30′ latitude. In place of the ban, Douglas offered “popular sovereignty,” the doctrine that the actual settlers in the territories and not Congress should decide the fate of slavery in their midst.

The Kansas-Nebraska Act spurred the creation of the Republican Party, formed largely to keep slavery out of the western territories. Both Douglas’s doctrine of popular sovereignty and the Republican stand on free soil were seemingly invalidated by the Dred Scott decision of 1857, in which the Supreme Court said that neither Congress nor the territorial legislature could exclude slavery from a territory.

When Lincoln and Douglas debated the slavery extension issue in 1858, therefore, they were addressing the problem that had divided the nation into two hostile camps and that threatened the continued existence of the Union. Their contest, as a consequence, had repercussions far beyond determining who would win the senatorial seat at stake.

When Lincoln received the Republican nomination to run against Douglas, he said in his acceptance speech that “A house divided against itself cannot stand” and that “this government cannot endure permanently half slave and half free.” Douglas thereupon attacked Lincoln as a radical, threatening the continued stability of the Union. Lincoln then challenged Douglas to a series of debates, and the two eventually agreed to hold joint encounters in seven Illinois congressional districts.

*A house divided against itself cannot stand ....this government cannot endure permanently half slave and half free.* —Abraham Lincoln
The debates, each three hours long, were convened in Ottawa (August 21), Freeport (August 27), Jonesboro (September 15), Charleston (September 18), Galesburg (October 7), Quincy (October 13), and Alton (October 15). Douglas repeatedly tried to brand Lincoln as a dangerous radical who advocated racial equality and disruption of the Union. Lincoln emphasized the moral iniquity of slavery and attacked popular sovereignty for the bloody results it had produced in Kansas.

At Freeport Lincoln challenged Douglas to reconcile popular sovereignty with the Dred Scott decision. Douglas replied that settlers could circumvent the decision by not establishing the local police regulations—i.e., a slave code—that protected a master’s property. Without such protection, no one would bring slaves into a territory. This became known as the “Freeport Doctrine.”

Douglas’s position, while acceptable to many Northern Democrats, angered the South and led to the division of the last remaining national political institution, the Democratic Party. Although he retained his seat in the Senate, narrowly defeating Lincoln when the state legislature (which then elected U.S. senators) voted 54 to 46 in his favor, Douglas’s stature as a national leader of the Democratic Party was gravely diminished. Lincoln, on the other hand, lost the election but won acclaim as an eloquent spokesman for the Republican cause.

In 1860 the Lincoln-Douglas debates were printed as a book and used as an important campaign document in the presidential contest that year, which once again pitted Republican Lincoln against Democrat Douglas. This time, however, Douglas was running as the candidate of a divided party and finished a distant second in the popular vote to the triumphant Lincoln.

Source: Online Encyclopaedia Britannica
Fashion, Beauty, Media & Slang in the 1850s

Familiarity with these trends may help your students visualize the radio drama in more vivid detail. This list may also help them if they write their own radio dramas of the period.

Fashion & Beauty

for Men:
- Paper collars
- Bowler hats
- Cardigan sweaters
- Cutaway coats are "out"
- Broadcloth coats
- Ruffled shirts
- Large top hats
- Sideburns
- Derby hats in America

for Women:
- Crinoline underskirts of horsehair and linen
- Hoops in skirts
- Bloomers take off (baggy pants gathered at ankles)
- Big, puffy sleeves
- Shawls with patterned edges
- Soft felt hats

New Slang Words

A one-horse town
Start the ball rolling
Somewhere is off the beaten track/path
To burn the candle at both ends
To escape by the skin of one's teeth
A feather in one's cap
Like a fish out of water
To keep a stiff upper lip
To lick one's chops
Something makes one's blood boil
To nip something in the bud
Follow your nose
'nuff said?
To get one's beauty sleep
To put one's best foot forward

Hit songs:
“Dixie”
“Old Folks at Home (or Way Down Upon the Suwanee River)”
“Jeannie With the Light Brown Hair”
“The Yellow Rose of Texas”

Literature:
"Dime Novels" Cheap sensationalist paper-backed books
Thoreau Walden
Charles Darwin Origin of Species
Charles Dickens A Tale of Two Cities
Herman Melville Moby Dick
Harriet Beecher Stowe' Uncle Tom’s Cabin
Nathaniel Hawthorne The Scarlet Letter, The House of the Seven Gables

Media

New York Times and Daily News founded
Le Figaro, Paris
Daily Telegraph of London
Saturday Review
Harper's Weekly, New York
Atlantic Monthly
"Uncle Sam" first depicted in cartoon in the New York Lantern
Reuters new agency started in England when Paul Julius Reuter straps a share price to a carrier pigeon.
First sports story about baseball in New York Mercury

What Was 'In'

Mr. Singer's sewing machine, Mr. Otis' Elevator, Mr. Yale's lock and key and Mr. Bessemer's steel-making process
First elevator installed in 5 story New York department store
Victoria and Albert Museum in London
Crystal Palace exhibition hall in London
Worcestershire sauce
The calliope
Paper bags
Borax
Billiards in America; first tournaments
Gold used to fill dental cavities
Street-cleaning machines
Gail Borden’s condensed milk and crackers
First oil well in America
Frankfurters
First commercial laundry in Oakland, CA
Samuel Colt’s revolvers (patented 1836)
Modern embalming methods
Potato chips
First toilet paper a marketing failure

Popular Inventions and Interests

Rotary motion washing machine, can opener, safety matches, the folding theatre chair, the cable car, pencil with attached eraser, telescope, the electric stove, the foot-driven dentist's drill, stamps, aluminum

Interest in the country of Japan
The Steam Roller
First fire engine goes into service in Cincinnati
First photograph of a solar eclipse
First national convention of Republican Party in Philadelphia
World’s first dog show in England
Darwin’s natural selection and evolution theories
The source of the Nile
Political Build-up to The Lincoln-Douglas Debates in 1858

The issue of slavery, untouched in the U.S. Constitution, began to fester throughout the four decades that followed. A number of failed legislation attempts over the following forty years would bring the issue to the boiling point that would become the U.S. Civil War. Stephen A. Douglas became deeply aligned with the so-called "popular sovereignty" solution that permitted territories to decide their own stance on slavery. Abraham Lincoln opposed this solution. For more go to http://www.lincoln-douglas.org/ and click on "Historical Setting."

Dred Scott v. Stanford, 1857. This Supreme Court case concerned the status of Dred Scott, an African-American who lived with his master for several years in free territory. The opinion of the court stated that "a Negro whose ancestors... were sold as slaves" was not entitled to the rights of a Federal citizen, that he or she had no standing in court, and that the Missouri Compromise (repealed in 1854) was unconstitutional. The decision further inflamed the slavery controversy.

The Kansas-Nebraska Act of 1854. This Act established the territories of Kansas and Nebraska. The sectional conflict over slavery and the location of the transcontinental railroad (Douglas wanted it routed through Illinois) made territorial organization difficult. Douglas introduced a bill providing for popular sovereignty, the creation of two territories instead of one, and to repeal the Missouri Compromise. The bill caused sectional differences to grow beyond reconciliation. Pro- and anti-slavery forces exerted pressures in what became "bloody Kansas." Opponents of the bill founded the Republican Party, of which Lincoln became a member.

Compromise of 1850. The 1850 Annexation of Texas and new territory after the Mexican War aggravated slavery tensions. Douglas was a primary sponsor of a compromise resolution which reduced sectional conflict for four years. This compromise was a package of five bills which included: California was admitted as a "free" state, New Mexico and Utah territories organized under the rule of "popular sovereignty", Texas gave up much of its western land for compensation, the slave trade was abolished in the District of Columbia, and a more stringent fugitive slave law was enforced. This compromise was hailed as a final solution to the slavery question in territories, but the issue arose again in 1854.

Missouri Compromise of 1820. Measures were passed by Congress to end the first of a series of crises concerning the extension of slavery. Maine entered the Union as a "free" state and Missouri as a "slave" state. This measure prohibited slavery North of latitude 36 degrees, 30 minutes.

U.S. Constitution 1787. The constitution did not address slavery. Over time the largely economic divide between the industrial North and the agricultural South enhanced the friction over slavery. "Free" and "Slave" states were in a delicate Congressional balance.
Abraham Lincoln
(1809–1865)

Abraham Lincoln was the 16th President of the United States, serving from March 1861 until his assassination in 1865. He led the country through a great constitutional, military and moral crisis — the American Civil War — preserving the Union while ending slavery and promoting economic and financial modernization. Reared in a poor family on the western frontier, Lincoln was mostly self-educated. He became a country lawyer, an Illinois state legislator, and a one-term member of the United States House of Representatives, but failed in two attempts at a seat in the United States Senate including his 1858 race against Stephen A. Douglas. He was an affectionate, though often absent, husband and father of four children.

After deftly opposing the expansion of slavery in the United States in his campaign debates and speeches, Lincoln secured the Republican nomination and was elected president in 1860. Following declarations of secession by southern slave states, war began in April 1861, and he concentrated on both the military and political dimensions of the war effort, seeking to reunify the nation. He vigorously exercised unprecedented war powers, including the arrest and detention without trial of thousands of suspected secessionists. He issued his Emancipation Proclamation in 1863 and promoted the passage of the Thirteenth Amendment to the United States Constitution, abolishing slavery.

Lincoln closely supervised the war effort, especially the selection of top generals, including the commanding general Ulysses S. Grant. He brought leaders of various factions of his party into his cabinet and pressured them to cooperate. Under his leadership, the Union took control of the border slave states at the start of the war and tried repeatedly to capture the Confederate capital at Richmond. Each time a general failed, Lincoln substituted another until finally Grant succeeded in 1865. An exceptionally astute politician deeply involved with power issues in each state, he reached out to War Democrats and managed his own re-election in the 1864 presidential election.

As the leader of the moderate faction of the Republican party, Lincoln came under attack from all sides. Radical Republicans wanted harsher treatment of the South, War Democrats desired more compromise. Politically, Lincoln fought back with patronage, by pitting his opponents against each other, and by appealing to the American people with his powers of oratory. His Gettysburg Address of 1863 became the most quoted speech in American history. It was an iconic statement of America’s dedication to the principles of nationalism, equal rights, liberty, and democracy.

At the close of the war, Lincoln held a moderate view of Reconstruction, seeking to speedily reunite the nation through a policy of generous reconciliation in the face of lingering and bitter divisiveness. However, just six days after the surrender of Confederate commanding general Robert E. Lee, Lincoln was shot and killed by Confederate sympathizer John Wilkes Booth at Ford’s Theatre in Washington, D.C. His death marked the first assassination of a U.S. president. Lincoln has been consistently ranked by scholars as one of the greatest U.S. presidents.

Abraham Lincoln: This photo was taken five days after the first Lincoln-Douglas Debate and a day before the second Debate.
Stephen Arnold Douglas  
(April 23, 1813 – June 3, 1861)

Stephen Arnold Douglas was an American politician from the western state of Illinois, and was the Northern Democratic Party nominee for President in 1860. He lost to the Republican Party’s candidate, Abraham Lincoln, whom he had defeated two years earlier in a Senate contest following a famed series of debates. He was nicknamed the "Little Giant" because he was short of stature but was considered by many a "giant" in politics. Douglas was well known as a resourceful party leader, and an adroit, ready, skillful tactician in debate and passage of legislation. He was a leading proponent of democracy—and believed that the majority of citizens should decide, through the principle of popular sovereignty, contentious issues such as slavery and territorial expansion.

As chairman of the Committee on Territories, Douglas dominated the Senate in the 1850s. He was largely responsible for the Compromise of 1850 that apparently settled slavery issues. However, in 1854 he reopened the slavery question by the highly controversial Kansas-Nebraska Act, that allowed the people of the new territories to decide for themselves whether or not to have slavery ("popular sovereignty"). The protest movement against this became the Republican Party.

Douglas supported the Dred Scott Supreme Court decision of 1857, and denied that it was part of a Southern plot to introduce slavery in the Northern states; but also argued it could not be effective when the people of a territory declined to pass laws supporting it. When President James Buchanan and his Southern allies attempted to pass a Federal slave code, to support slavery even against the wishes of the people of Kansas, he battled and defeated this movement as undemocratic. This caused the split in the Democratic Party in 1860, as Douglas won the nomination but a breakaway southern faction nominated their own candidate, Vice President John C. Breckinridge. Douglas deeply believed in democracy, arguing the will of the people should always be decisive. When civil war came in April 1861, he rallied his supporters to the Union with all his energies, but he died a few weeks later.
America in the 1850s

What impact did advances in technology and transportation have in America during the Lincoln-Douglas Debates?

What forces were driving – and resisting – a change toward “centralized” government?

What were the arguments for and against abolitionism?

Abolitionism

Abolitionism, the antislavery movement, was passionately advocated and resisted with equal intensity. As last as the 1850s, it appeared to be a failure in politics. Yet by 1865 it had succeeded in embedding its goal in the Constitution by amendment, though at the cost of a civil war. At its core lay the issue of “race,” over which Americans have shown their best and worst faces for more than three centuries. When it became entangled in this period with the dynamics of American sectional conflict, its full explosive potential was released. If the reform impulse was a common one uniting the American people in the mid-19th century, its manifestation in abolitionism finally split them apart for four bloody years.

Prelude to War, 1850-1860

Before the Civil War the United States experienced a whole generation of political crisis. Underlying the problem was the fact that America in the early 19th century had been a country, not a nation. The major functions of government—those relating to education, transportation, health, and public order—were performed on the state or local level, and little more than a loose allegiance to the government in Washington, D.C., a few national institutions such as churches and political parties, and a shared memory of the Founding Fathers of the republic tied the country together. Within this loosely structured society every section, every state, every locality, every group could pretty much go its own way. Gradually, however, changes in technology and in the economy were bringing all the elements of the country into steady and close contact. Improvements in transportation—first canals, then toll roads, and especially railroads—broke down isolation and encouraged the boy from the country to wander to the city, the farmer from New Hampshire to migrate to Iowa. Improvements in the printing press, which permitted the publication of penny newspapers, and the development of the telegraph system broke through the barriers of intellectual provincialism and made everybody almost instantaneously aware of what was going on throughout the country. As the railroad network proliferated, it had to have central direction and control; and national railroad corporations—the first true “big businesses” in the United States—emerged to provide order and stability.

For many Americans the wrench from a largely rural, slow-moving, fragmented society in the early 1800s to a bustling, integrated, national social order in the mid-century was an abrupt and painful one, and they often resisted it. Sometimes resentment against change manifested itself in harsh attacks upon those who appeared to be the agents of change—especially immigrants, who seemed to personify the forces that were altering the older America. Vigorous nativist movements appeared in most cities during the 1840s; but not until the 1850s, when the huge numbers of Irish and German immigrants of the previous decade became eligible to vote, did the anti-foreign fever reach its peak. Directed both against immigrants and against the Roman Catholic church, to which so many of them belonged, the so-called Know-Nothings emerged as a...
powerful political force in 1854 and increased the resistance to change.

Sectionalism and slavery
A more enduring manifestation of hostility toward the nationalizing tendencies in American life was the reassertion of strong feelings of sectional loyalty. New Englanders felt threatened by the West, which drained off the ablest and most vigorous members of the labor force and also, once the railroad network was complete, produced wool and grain that undersold the products of the poor New England hill country. The West, too, developed a strong sectional feeling, blending its sense of its uniqueness, its feeling of being looked down upon as raw and uncultured, and its awareness that it was being exploited by the businessmen of the East.

The most conspicuous and distinctive section, however, was the South—an area set apart by climate, by a plantation system designed for the production of such staple crops as cotton, tobacco, and sugar, and, especially, by the persistence of slavery, which had been abolished or prohibited in all other parts of the United States.

It should not be thought that all or even most white Southerners were directly involved in the section’s “peculiar institution.” Indeed, in 1850 there were only 347,525 slaveholders in a total white population of about 6,000,000 in the slave states. Half of these owned four slaves or fewer and could not be considered planters. In the entire South there were fewer than 1,800 persons who owned more than 100 slaves.

Nevertheless, slavery did give a distinctive tone to the whole pattern of Southern life. If the large planters were few, they were also wealthy, prestigious, and powerful; often they were the political as well as the economic leaders of their section; and their values pervaded every stratum of Southern society. Far from opposing slavery, small farmers thought only of the possibility that they too might, with hard work and good fortune, some day join the ranks of the planter class—to which they were closely connected by ties of blood, marriage, and friendship. Behind this virtually unanimous support of slavery lay the universal belief—shared by many whites in the North and West as well—that blacks were an innately inferior people who had risen only to a state of barbarism in their native Africa and who could live in a civilized society only if disciplined through slavery.

Though by 1860 there were in fact about 250,000 free blacks in the South, most Southern whites resolutely refused to believe that the slaves, if freed, could ever coexist peacefully with their former masters. With shuddering horror, they pointed to an insurrection of blacks that had occurred in Santo Domingo, to a brief slave rebellion led by the African American Gabriel in Virginia in 1800, to a plot of Charleston, South Carolina, blacks headed by Denmark Vesey in 1822, and, especially, to a bloody and determined Virginia insurrection led by Nat Turner in 1831 as evidence that African Americans had to be kept under iron control. Facing increasing opposition to slavery outside their section, Southerners developed an elaborate proslavery argument, defending the institution on biblical, economic, and sociological grounds.

A decade of political crises
In the early years of the republic, sectional differences had existed, but it had been possible to reconcile or ignore them because distances were great, communication was difficult, and the powerless national government had almost nothing to do. The revolution in transportation and communication, however, eliminated much of the isolation, and the victory of the United States in its brief war with Mexico left the national government with problems that required action.

Source: Online Encyclopaedia Britannica
An introduction to the nature of radio plays and the political background of the 1858 Lincoln-Douglas debates.

MATERIALS
- The ability to have students listen to the radio play version of Dracula on the internet.
- A copy of The Rivalry script excerpt on following page.
- A copy for each student of the handout diagram from this guidebook (p. 9) “The Political Build-Up to the Lincoln-Douglas Debates.”

WARM-UP
Go to http://www.mercurytheatre.info/ and listen to at least the first three minutes of Dracula (until the howling dogs and wolves).

Discuss with your students:
- What sounds (including voices) do you hear?
- What techniques does Orson Welles use to tell the story?
- How do you perceive a sense of time, place, and weather?
- How does Welles hint at what is at stake?

Read the script excerpt from The Rivalry. Brainstorm how this scene would be enhanced with sound.

ACTIVITY ONE
Have students write four or five paragraphs about a common school event, such as a football game, a pep rally, a dance, or a school wide assembly. In small groups, have them develop a roughly two-minute script that uses only dialogue to represent the setting, the characters, and the actions of the situation. Have them think in terms of sound effects to flesh out the dramatization.
Perform the “radio plays” with one or two students in the group being the Foley artists—the ones who make the sound effects.

ACTIVITY TWO
Pass out and go over “The Political Build-Up to the Lincoln-Douglas Debates” to increase familiarity with the historical context. Use the study questions articles in this guidebook for further research or to add details to the timeline.

ALTERNATE SUGGESTIONS
Using the short scene provided on the next page, ask small groups of students to read and prepare to perform the scene for the class. There are 3 character parts, and numerous opportunities for a designated Foley artist to enhance the scene.

Have small groups of students research familiar events in history and share their reports in the style of a radio play.
ADELE

Of course I went. I always knew I would. It was a grueling campaign. One would think they were running for President, so avid was the interest, so huge the crowds. In seven cities and towns they debated. There were receptions, parades, competing brass bands, fife and drum corps, serenades, saluting cannons…Whenever they appeared on the same platform, people came by the thousands…came by train, boat, wagon, some of them walking for miles-to sit or stand in a public square, under a merciless sun, or in a pouring rain, to hear their champions speak. … (As ADELE leaves at L, light begins to come up. A fife and drum corps, perhaps a band of the kind Adele has described, is heard banging away. Cannons go off, too—one of them quite close at hand. After a long moment in which the unpopulated stage has come to a full, hot noonday light, ABRAHAM LINCOLN enters from R, wearing his stove pipe hat. A partisan band (offstage) hits it up good now, and Lincoln crosses down to the platform, mounts it, takes his hat off, and begins to remove scraps of paper and notes from inside the deep hat—a filing system he often carried around on his head. In the progress of getting settled, he drops his watch on the wooden floor, picks it up, listens to see if it is still running, then starts to sit when he is distracted by a loud voice at (upstage), behind him. It is the voice of DOUGLAS, who has entered confident and in a jovial mood. He calls offstage to Adele, as much for the benefit of her friends as for Adele herself.)

LINCOLN
Good afternoon, Judge.

DOUGLAS
I’m not late, am I Lincoln?

LINCOLN
No, we still have a minute or two… looks like there might be twenty thousand people out there, Judge.

DOUGLAS
Ah, yes, I have quite a number of adherents in this part of the State.

LINCOLN
(Amiably) I’ll see what I can do to change that.

DOUGLAS
One can always try. Is Mrs. Lincoln with you?

LINCOLN
No. She doesn’t like the smell of gunpowder.

DOUGLAS
I’m sorry. I had hoped to renew an old acquaintance, as well as to hear some of your new stories. What was the one you were telling the boys as we came through?

LINCOLN
(Starting away) Oh, that’s not much of a story…

DOUGLAS
(Holding an arm) Come on, Lincoln.

LINCOLN
(Making the best of it) Well, it seems there was an aging father whose son was still a bachelor at the age of 42, and he said to him, “Son—if you want to please yore old paw, you’ll take you a wife.” “why sure,” answered the son, “just tell me whose wife to take.” (DOUGLAS laughs a little too heartily for the speed of the joke) Well, its’s not that good….
LESSON TWO

The Power of Rhetoric –

Language designed to have a persuasive or impressive effect on its audience.

In the real Lincoln-Douglas debates the candidates spoke uninterrupted for up to an hour, a running time that would count as a major address then and now.

MATERIALS

Copies of the speeches and documents at the end of this book (Number of groups will determine the number of copies)

WARM-UP

What are some examples of memorable speeches? Why do we remember them?

Discuss what speeches really get our attention. Why and how? As a class, read and discuss the excerpt below from Lincoln’s famous “House Divided” speech. What techniques are employed to persuade the audience?

ACTIVITY

Divide the class into several small groups. Distribute at least two of the speeches and or documents included at the back of this guidebook to each group.

Ask each group to state the purpose of each speech, and identify the persuasive arguments and techniques. Does the speaker have credibility on the topic? Compare and contrast techniques, language style and other characteristics of the speeches. What makes each speech memorable?

Share and discuss as a class the techniques and hallmarks of memorable rhetoric, forming a list of attributes.

NOTICE DURING THE PLAY

Ask students to look for attributes of effective and memorable during the speech scenes in The Rivalry. Do any more attributes come to mind after listening to a live speaker?

EXTENSION

Which, if any, of the issues in these speeches are still alive today? Have students write and/or deliver a persuasive speech on an issue of their choice.

Abraham Lincoln to the Illinois Republican Convention in Springfield, Illinois

The opening to “A House Divided” speech, June 16, 1858

Mr. President and Gentlemen of the Convention:

If we could first know where we are and whither we are tending, we could better judge what to do and how to do it. We are now far into the fifth year since a policy was initiated with the avowed object and confident promise of putting an end to slavery agitation. Under the operation of that policy, that agitation has not only not ceased but has constantly augmented. In my opinion, it will not cease until a crisis shall have been reached and passed. "A house divided against itself cannot stand." I believe this government cannot endure, permanently, half slave and half free. I do not expect the Union to be dissolved; I do not expect the house to fall; but I do expect it will cease to be divided. It will become all one thing, or all the other. Either the opponents of slavery will arrest the further spread of it and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction, or its advocates will push it forward till it shall become alike lawful in all the states, old as well as new, North as well as South.
LESSON THREE
What role can the press play in politics?

In this activity, students will distinguish between fact and opinion and identify the slant and impact of historical and contemporary headlines.

MATERIALS
- Copies of contemporary headlines: Fact or Opinion? p. 16

WARM UP
Ask students to divide a sheet of paper labeling one side Facts and the other Opinions. Students should define each word and list three examples of each about a neutral topic, such as “Football is the best American sport.” Give them a few minutes and then discuss the following questions: What is the difference between fact and opinion? Are all facts true for everyone? Can opinions also be true? Why is it important to know the difference between fact and opinion?

DISCUSSION
Consider the impact of fact and opinion in media coverage, using the wars in Iraq and Afghanistan as current examples. Current campaign reporting would be another relevant topic.

- Does the average person read a newspaper critically? Do they consider if an article is accurate, objective or fair?
- Is there a “point of view” in the news? Are news stories objective or biased? In what ways?
- What effect does the news media have on the public’s opinions?

Part One
- Pass out copies of headlines from various sources, (p.16), or choose your own current headlines if you prefer.
- Ask students to rank each headline from most biased to least biased, and circle the words that they feel most strongly reflect a biased point of view.
- Take a vote to determine the headline the majority of students rate as most biased, and discuss which words they circled. Can they change these words to alter the meaning of the headline, making it un-biased? Ask for synonyms and write the new headline on the board. How does word choice affect the meaning?

Part Two
- What impact can the media have on public opinion, on political actions, and on political campaigns? Discuss the ethics of biased journalism vs. reporting that is free of personal bias.
- Read the excerpt from the script: Douglas and Adele Reviewing Newspaper Clippings. Identify the news headlines, dividing them into Pro-Lincoln and Pro-Douglas groups. How do these compare to current styles of headlines?
- Based on these headlines, ask students to consider this statement:

The Lincoln-Douglas debates were the first time that the press traveled with candidates, a standard practice today. With advances in technology and transportation, reporting became more immediate and accessible than ever before.

- What motivates reporters to write sensational/biased reports? What are the pros and cons of “immediate and accessible” reporting? Is it different today? How?
- Thinking again about recent campaigns and world events, ask students their opinions of using Facebook or Twitter in political arenas. What are the pros and cons?
Fact or opinion?
Bias in the media handout

Recent Headlines

‘Four Lessons Learned Help U.S. Military In Afghanistan’ (Fox News, February 18, 2010)

‘In Iraq, Americans Struggle to Relinquish Control’ (Wall Street Journal, March 1, 2010)

‘A Courageous Voice Silenced In the Middle East’ (Fox News, March 11, 2010)

‘Before Another U.S. Soldier Dies...’ (Fox News, May 12, 2010)

‘Iraqis take charge of last prison in US control amid concerns government isn't ready’ (Fox News, July 15, 2010)

‘Will We Again Abandon Afghan Women?’ (New York Times, July 15, 2010)

‘Will Afghan women's rights be bargained away?’ (CNN, July 16, 2010)


‘13 killed, 26 injured in bombing at Iraqi market’ (CNN, July 21, 2010)


DOUGLAS I’ve got something to tell you! Do you know Major Stuart has come out for me?

ADELE (Shrieking with laughter) What? The man whose thumb you nearly bit off?

DOUGLAS It’s apparently healed at last.

ADELE Oh, that’s wonderful!

DOUGLAS He was Lincoln’s first law partner, too. He announced that on the slavery issue he agrees with me—he’s wholly opposed to the Republican party. Also, my love, do you know what the betting is?

ADELE I don’t care what the betting is.

DOUGLAS Well I’d like to do a bit of reading. (Getting a clipping from the table) You collect newspaper clippings ... here’s one I’ll warrant you didn’t see; from Chicago ... : (Reading) “We are authorized to announce that a gentleman of this city would bet $10,000 that Stephen A. Douglas will be re-elected to the Senate of the United States. Come, gentlemen Republicans, show your faith in Abe.”

ADELE (Starting off) All right, let me read something to you from the Chicago press.

DOUGLAS (Interested) Oh? What?

ADELE (As she goes through the L door) You’ll see.

DOUGLAS (To himself, with a chuckle.) My little filing secretary.

ADELE (Returns with a batch of clippings and starts to read them as she crosses) Listen to this: “Lincoln Wiped Up the Ground With the Little Giant. At the End of the Speech, Douglas Fled, a Defeated Man.”

DOUGLAS (Nettled) The swine!

ADELE (Another clipping) The Quincy Whig: “Douglas Actually Foamed at the Mouth.” (DOUGLAS makes a grab for the rest of the clippings in her hands. As he does):

DOUGLAS Where are my papers?

ADELE (Avoiding him) Calm, Stephen; it gets better. Here’s the Carlinville Free-Democrat. It thinks you’re improving.

DOUGLAS Does it?

ADELE (Reading) “Judge Douglas seems less bloated than in some of his past speeches.”

DOUGLAS I know that editor! He’s a fanatic abolitionist! Come on, darling, where are my papers?

ADELE Here are the good ones. I was saving them for dessert. (Reading) “Hundreds who had been applauding Lincoln all along, turned and applauded Douglas. At the end of the last debate, Lincoln was the worst used-up man in the United States.”

DOUGLAS That’s more like it.

ADELE The Philadelphia Press: “Poor Lincoln! He was writhing in the powerful grasp of an intellectual giant.”

DOUGLAS (Sits, puts his feet up on the table) Go on, you’re improving.
ADELE Here’s the best one of all. “Lincoln’s Heart Fails Him! Lincoln’s Legs Fail Him! Lincoln’s Tongue Fails Him! Lincoln Fails All Over!”

DOUGLAS That’s what I call clean, crisp reporting.

ADELE Stephen, I wish there … (Breaks off when she sees his feet up) Take your feet off the table.

DOUGLAS Sorry…

ADELE (Taking up where she left off) I wish there were some neutral ground, where an impartial critic would say how it looks to him. For perspective’s sake, if nothing else. It’s silly when the Times reports a thousand torches in the torchlight parade that met us in Freeport, whereas the Press and Tribune, because it’s for Lincoln, puts the number at only 74.

DOUGLAS (Laughing) You can’t let things like that bother you. Where would we be if we tried to give the lie to every deliberate miscalculation and a slander?

ADELE (After a moment) Yes … life would be nothing but a perpetual flea hunt, wouldn’t it? (DOUGLAS thinks this is a pretty shrewd comment, rises and embraces her appreciatively)

DOUGLAS “Perpetual flea hunt” … pretty good! (BLACKOUT) (As they leave the stage, a spot comes up on our old friend the REPUBLICAN COMITTEEMAN. He is excited about something contained on a piece of paper that he carries in his hand)

REPUBLICAN COMMITTEEMAN Good News! Good news for all Lincoln men! I’m informed a straw vote was taken on the excursion train from Oquawka yesterday with the results as follows:
For Lincoln: 252 votes
For Douglas: 116.

Out of sixty ladies in the train, 56 were for Lincoln-the great whole of the remainder for Douglas. So hurrah for Lincoln and the ladies! However, there is one item I’d like to take up which is an offense to the whole state of Illinois. (Fishes in his pocket for a news clipping, as he goes on speaking) I have received from a friend of mine in the nation’s capital, a copy of the Norfolk Virginia Argus, in which it says: “The whole country is disgusted with the scene now being exhibited in the State of Illinois. The most malignant and reckless contest ever to disgrace the annals of American history is now being waged for the Senatorship. Ere long we expect the telegraph will tell us of a pugilistic encounter between the two candidates”. I am going to reply to that slander. That’s all I have to say. (Off he goes. Now the principals return to the stage, as they did once before, in a half-light. When they are in position, the light comes up fast and LINCOLN resumes speaking)
It may be helpful to familiarize your students with some of the concepts in the play before they attend the performance.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>abolitionist –</td>
<td>a person who wanted slavery to end</td>
</tr>
<tr>
<td>adjudication –</td>
<td>the legal process by which a judge reviews evidence and arguments presented by opposing parties, weighs the evidence, and comes to a decision</td>
</tr>
<tr>
<td>amalgamation –</td>
<td>to mix or merge; to unite</td>
</tr>
<tr>
<td>border ruffians –</td>
<td>activists who entered territories in order to support the idea of slavery and keep abolitionists from gaining ground</td>
</tr>
<tr>
<td>brickbat –</td>
<td>blunt criticism</td>
</tr>
<tr>
<td>calamity -</td>
<td>disaster</td>
</tr>
<tr>
<td>catechize –</td>
<td>to examine closely by means of questions and answers</td>
</tr>
<tr>
<td>cessation –</td>
<td>to cease or stop (Some Southern states wanted to break from the United States to form their own independent country over the issue of slavery.)</td>
</tr>
<tr>
<td>confer –</td>
<td>to get the opinion of someone else; consult; compare ideas</td>
</tr>
<tr>
<td>congenial –</td>
<td>agreeable and pleasing</td>
</tr>
<tr>
<td>contend –</td>
<td>to go up against; to struggle; to compete</td>
</tr>
<tr>
<td>controvert –</td>
<td>to oppose an argument or position</td>
</tr>
<tr>
<td>conveyance –</td>
<td>the act of communicating or imparting information</td>
</tr>
<tr>
<td>despotism –</td>
<td>a system of government in which the ruler or ruling entity has absolute power</td>
</tr>
<tr>
<td>emancipation –</td>
<td>to free from slavery or bondage</td>
</tr>
<tr>
<td>equality –</td>
<td>the belief that people should be treated the same no matter their race, gender, or religion</td>
</tr>
<tr>
<td>erroneous –</td>
<td>full of mistakes or errors</td>
</tr>
<tr>
<td>fundamental –</td>
<td>at the foundation of or basis of</td>
</tr>
<tr>
<td>gallant –</td>
<td>brave or heroic</td>
</tr>
<tr>
<td>hypocrisy –</td>
<td>to state a belief in something and then do the opposite</td>
</tr>
<tr>
<td>impetuous –</td>
<td>to act before thinking something through; impulsive</td>
</tr>
<tr>
<td>inveracities –</td>
<td>untruths; lies</td>
</tr>
<tr>
<td>musing –</td>
<td>thoughts on a subject</td>
</tr>
<tr>
<td>partisan –</td>
<td>strong attachment and belief in one side of an issue or political party</td>
</tr>
<tr>
<td>posterity –</td>
<td>future generations</td>
</tr>
<tr>
<td>pretense –</td>
<td>to pretend; a false show of something</td>
</tr>
<tr>
<td>principle –</td>
<td>a belief or rule that effects one’s behavior</td>
</tr>
<tr>
<td>quibble –</td>
<td>to argue over a slight difference</td>
</tr>
<tr>
<td>rhetoric –</td>
<td>language designed to have a persuasive or impressive effect on its audience</td>
</tr>
<tr>
<td>rebut –</td>
<td>to refute</td>
</tr>
<tr>
<td>reconnoitering –</td>
<td>making a military observation of a place</td>
</tr>
<tr>
<td>regimental colors –</td>
<td>the uniform marks and colors of a permanent unit of an army</td>
</tr>
<tr>
<td>rival –</td>
<td>opponent</td>
</tr>
<tr>
<td>sectional parties –</td>
<td>political affiliations based on geographic regions</td>
</tr>
<tr>
<td>theology –</td>
<td>the study of the nature of God and religious belief.</td>
</tr>
</tbody>
</table>
Sources and Suggested Websites

http://www.nps.gov/liho/historyculture/debates.htm
Abraham Lincoln’s home, a National Park Service site.

http://www.lincoln-douglas.org/
“The goal of this website is to make more accessible information on the Lincoln-Douglas Debates of 1858, and to foster an understanding their role in American history and in the history of Freeport, Illinois.”

http://www.lincoln-douglas.org/

http://www.mercurytheatre.info/
“The finest radio drama of the 1930’s was The Mercury Theatre on the Air, a show featuring the acclaimed New York drama company founded by Orson Welles and John Houseman.”

http://www.latw.org/
L. A. Theatre Works Website, including resources for schools and libraries.
Concluding Excerpt of Martin Luther King's Address at March on Washington

I say to you today, my friends, that in spite of the difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at a table of brotherhood.

I have a dream that one day even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

I have a dream that one day the state of Alabama, whose governor's lips are presently dripping with the words of interposition and nullification, will be transformed into a situation where little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith with which I return to the South. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with a new meaning, "My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring."

Martin Luther King, Jr. (January 15, 1929 – April 4, 1968) was an American clergyman, activist, and prominent leader in the African-American Civil Rights Movement. He is best known for being an iconic figure in the advancement of civil rights in the United States and around the world, using nonviolent methods following the teachings of Mahatma Gandhi. King was assassinated on April 4, 1968, in Memphis, Tennessee. He was posthumously awarded the Presidential Medal of Freedom in 1977 and Congressional Gold Medal in 2004; Martin Luther King, Jr. Day was established as a U.S. federal holiday in 1986. (Wikipedia)
Ronald Reagan’s Concluding Remarks at the Annual Convention of the National Association of Evangelicals in Orlando, Florida “The Evil Empire #1”

March 8, 1983

I believe we shall rise to the challenge. I believe that communism is another sad, bizarre chapter in human history whose last pages even now are being written. I believe this because the source of our strength in the quest for human freedom is not material, but spiritual. And because it knows no limitation, it must terrify and ultimately triumph over those who would enslave their fellow man. For in the words of Isaiah: “He giveth power to the faint; and to them that have no might He increased strength….But they that wait upon the Lord shall renew their strength; they shall mount up with wings as eagles; they shall run, and not be weary...."

Yes, change your world. One of our Founding Fathers, Thomas Paine, said, "We have it within our power to begin the world over again." We can do it, doing together what no one church could do by itself.

God bless you, and thank you very much.

Ronald Wilson Reagan (February 6, 1911 – June 5, 2004) was the 40th President of the United States (1981–1989), the 33rd Governor of California (1967–1975) and, prior to that, a radio, film and television actor. In his two terms as President, he survived an assassination attempt, implemented sweeping new political and economic initiatives and implemented international policies to end the Cold War. On January 18, 1993, Reagan’s former Vice-President and sitting President George H. W. Bush awarded him the Presidential Medal of Freedom. (Wikipedia)

Abraham Lincoln to the Illinois Republican Convention in Springfield, Illinois

June 16, 1858

The opening to “A House Divided” speech.

Mr. President and Gentlemen of the Convention:

If we could first know where we are and whither we are tending, we could better judge what to do and how to do it. We are now far into the fifth year since a policy was initiated with the avowed object and confident promise of putting an end to slavery agitation. Under the operation of that policy, that agitation has not only not ceased but has constantly augmented. In my opinion, it will not cease until a crisis shall have been reached and passed. "A house divided against itself cannot stand." I believe this government cannot endure, permanently, half slave and half free. I do not expect the Union to be dissolved; I do not expect the house to fall; but I do expect it will cease to be divided. It will become all one thing, or all the other. Either the opponents of slavery will arrest the further spread of it and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction, or its advocates will push it forward till it shall become alike lawful in all the states, old as well as new, North as well as South.

Abraham Lincoln (February 12, 1809 – April 15, 1865) was the 16th President of the United States, serving from March 1861 until his assassination in 1865. He led the country through a great constitutional, military and moral crisis — the American Civil War — preserving the Union while ending slavery and promoting economic and financial modernization. Six days after the surrender of Confederate commanding general Robert E. Lee, Lincoln was shot and killed by John Wilkes Booth. His death marked the first assassination of a U.S. president. (Wikipedia)
Senator Robert F. Kennedy
Announcing the Death of Martin Luther King
Indianapolis, Indiana
April 4, 1968

I have bad news for you, for all of our fellow citizens, and people who love peace all over the world, and that is that Martin Luther King was shot and killed tonight. Martin Luther King dedicated his life to love and to justice for his fellow human beings, and he died because of that effort.

In this difficult day, in this difficult time for the United States, it is perhaps well to ask what kind of a nation we are and what direction we want to move in. For those of you who are black--considering the evidence there evidently is that there were white people who were responsible--you can be filled with bitterness, with hatred, and a desire for revenge. We can move in that direction as a country, in great polarization--black people amongst black, white people amongst white, filled with hatred toward one another. Or we can make an effort, as Martin Luther King did, to understand and to comprehend, and to replace that violence, that stain of bloodshed that has spread across our land, with an effort to understand with compassion and love.

For those of you who are black and are tempted to be filled with hatred and distrust at the injustice of such an act, against all white people, I can only say that I feel in my own heart the same kind of feeling. I had a member of my family killed, but he was killed by a white man. But we have to make an effort in the United States, we have to make an effort to understand, to go beyond these rather difficult times.

My favorite poet was Aeschylus. He wrote: "In our sleep, pain which cannot forget falls drop by drop upon the heart until, in our own despair, against our will, comes wisdom through the awful grace of God."

What we need in the United States is not division; what we need in the United States is not hatred; what we need in the United States is not violence or lawlessness; but love and wisdom, and compassion toward one another, and a feeling of justice toward those who still suffer within our country, whether they be white or they be black.

So I shall ask you tonight to return home, to say a prayer for the family of Martin Luther King, that's true, but more importantly to say a prayer for our own country, which all of us love--a prayer for understanding and that compassion of which I spoke.

We can do well in this country. We will have difficult times; we've had difficult times in the past; we will have difficult times in the future. It is not the end of violence; it is not the end of lawlessness; it is not the end of disorder.

But the vast majority of white people and the vast majority of black people in this country want to live together, want to improve the quality of our life, and want justice for all human beings who abide in our land.

Robert Francis "Bobby" Kennedy (November 20, 1925 – June 6, 1968), was an American politician, a Democratic senator from New York, and a noted civil rights activist. He was a younger brother of President John F. Kennedy and acted as one of his advisors during his presidency. From 1961 to 1964, he was the U.S. Attorney General.

In March 1968, Kennedy began a campaign for the presidency and was a front-running candidate of the Democratic Party. In the California presidential primary on June 4, Kennedy defeated Eugene McCarthy, a U.S. Senator from Minnesota. Following a brief victory speech delivered just past midnight on June 5 at The Ambassador Hotel in Los Angeles, Kennedy was shot by Sirhan Sirhan. Mortally wounded, he survived for nearly 26 hours, dying early in the morning of June 6. In 1978, the United States Congress posthumously awarded Kennedy its Gold Medal of Honor. (Wikipedia)
Susan B. Anthony in 1873 after her arrest for casting an illegal vote in the presidential election of 1872. She was tried and then fined $100 but refused to pay.

Friends and fellow citizens: I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen's rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.

The preamble of the Federal Constitution says:

"We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people - women as well as men. And it is a downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them provided by this democratic-republican government - the ballot.

For any state to make sex a qualification that must ever result in the disfranchisement of one entire half of the people, is to pass a bill of attainder, or, an ex post facto law, and is therefore a violation of the supreme law of the land. By it the blessings of liberty are forever withheld from women and their female posterity.

To them this government has no just powers derived from the consent of the governed. To them this government is not a democracy. It is not a republic. It is an odious aristocracy; a hateful oligarchy of sex; the most hateful aristocracy ever established on the face of the globe; an oligarchy of wealth, where the rich govern the poor. An oligarchy of learning, where the educated govern the ignorant, or even an oligarchy of race, where the Saxon rules the African, might be endured; but this oligarchy of sex, which makes father, brothers, husband, sons, the oligarchs over the mother and sisters, the wife and daughters, of every household - which ordains all men sovereigns, all women subjects, carries dissension, discord, and rebellion into every home of the nation.

Webster, Worcester, and Bouvier all define a citizen to be a person in the United States, entitled to vote and hold office.

The only question left to be settled now is: Are women persons? And I hardly believe any of our opponents will have the hardihood to say they are not. Being persons, then, women are citizens; and no state has a right to make any law, or to enforce any old law, that shall abridge their privileges or immunities. Hence, every discrimination against women in the constitutions and laws of the several states is today null and void, precisely as is every one against Negroes.
The Declaration of Independence

The beginning of the Declaration of Independence.  
(Original spelling and capitalization retained) 
Adopted by Congress on July 4, 1776

The Unanimous Declaration of the Thirteen United States of America

When, in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed. That whenever any form of government becomes destructive to these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security. --Such has been the patient sufferance of these colonies; and such is now the necessity which constrains them to alter their former systems of government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these states. To prove this, let facts be submitted to a candid world.
Harvey Milk, the first openly gay elected official.
1978 “The Hope Speech”

The first gay people we elect must be strong. They must not be content to sit in the back of the bus. They must not be content to accept palabrum. They must be above wheeling and dealing. They must be—for the good of all of us—indepen[dent], unbought. The anger and the frustrations that some of us feel is because we are misunderstood, and friends can't feel the anger and frustration. They can sense it in us, but they can't feel it. Because a friend has never gone through what is known as coming out. I will never forget what it was like coming out and having nobody to look up toward. I remember the lack of hope—and our friends can't fulfill it.

I can't forget the looks on faces of people who've lost hope. Be they gay, be they seniors, be they blacks looking for an almost-impossible job, be they Latins trying to explain their problems and aspirations in a tongue that's foreign to them. I personally will never forget that people are more important than buildings. I use the word "I" because I'm proud. I stand here tonight in front of my gay sisters, brothers and friends because I'm proud of you. I think it's time that we have many legislators who are gay and proud of that fact and do not have to remain in the closet. I think that a gay person, up-front, will not walk away from a responsibility and be afraid of being tossed out of office. After Dade County, I walked among the angry and the frustrated night after night and I looked at their faces. And in San Francisco, three days before Gay Pride Day, a person was killed just because he was gay. And that night, I walked among the sad and the frustrated at City Hall in San Francisco and later that night as they lit candles on Castro Street and stood in silence, reaching out for some symbolic thing that would give them hope. These were strong people, whose faces I knew from the shop, the streets, meetings and people who I never saw before but I knew. They were strong, but even they needed hope.

And the young gay people in the Altoona, Pennsylvanias and the Richmond, Minnesotas who are coming out and hear Anita Bryant on television and her story. The only thing they have to look forward to is hope. And you have to give them hope. Hope for a better world, hope for a better tomorrow, hope for a better place to come to if the pressures at home are too great. Hope that all will be all right. Without hope, not only gays, but the blacks, the seniors, the handicapped, the us'es, the us'es will give up. And if you help elect to the central committee and other offices, more gay people, that gives a green light to all who feel disenfranchised, a green light to move forward. It means hope to a nation that has given up, because if a gay person makes it, the doors are open to everyone.

So if there is a message I have to give, it is that I've found one overriding thing about my personal election, it's the fact that if a gay person can be elected, it's a green light. And you and you and you, you have to give people hope. Thank you very much.

Harvey Bernard Milk (May 22, 1930 – November 27, 1978) was an American politician who became the first openly gay man to be elected to public office in California, when he won a seat on the San Francisco Board of Supervisors. Milk served 11 months in office and on November 27, 1978, Milk and Mayor George Moscone were assassinated. In August 2009, Milk was posthumously awarded the Presidential Medal of Freedom for his contribution to the gay rights movement. (Wikipedia)
Conclusion of President George W. Bush’s speech before a Joint Session of Congress, outlining America's reaction to the 9/11 attacks.
September 20' 2011.

After all that has just passed, all the lives taken and all the possibilities and hopes that died with them, it is natural to wonder if America's future is one of fear. Some speak of an age of terror. I know there are struggles ahead and dangers to face. But this country will define our times, not be defined by them.

As long as the United States of America is determined and strong, this will not be an age of terror. This will be an age of liberty here and across the world.

Great harm has been done to us. We have suffered great loss. And in our grief and anger, we have found our mission and our moment.

Freedom and fear are at war. The advance of human freedom, the great achievement of our time and the great hope of every time, now depends on us.

Our nation, this generation, will lift the dark threat of violence from our people and our future. We will rally the world to this cause by our efforts, by our courage. We will not tire, we will not falter, and we will not fail.

It is my hope that in the months and years ahead life will return almost to normal. We'll go back to our lives and routines, and that is good.

Even grief recedes with time and grace.

But our resolve must not pass. Each of us will remember what happened that day and to whom it happened. We will remember the moment the news came, where we were and what we were doing. Some will remember an image of a fire or story of rescue. Some will carry memories of a face and a voice gone forever.

And I will carry this. It is the police shield of a man named George Howard, who died at the World Trade Center trying to save others.

It was given to me by his mom, Arlene, as a proud memorial to her son. It is my reminder of lives that ended and a task that does not end.

I will not forget the wound to our country and those who inflicted it. I will not yield, I will not rest, I will not relent in waging this struggle for freedom and security for the American people.

The course of this conflict is not known, yet its outcome is certain. Freedom and fear, justice and cruelty, have always been at war, and we know that God is not neutral between them.

Fellow citizens, we'll meet violence with patient justice, assured of the rightness of our cause and confident of the victories to come.

In all that lies before us, may God grant us wisdom, and may he watch over the United States of America.

Thank you.

George Walker Bush (born July 6, 1946) is an American politician who served as the 43rd President of the United States from 2001 to 2009. Before that, he was the 46th Governor of Texas, serving from 1995 to 2000. A series of terrorist attacks occurred eight months into Bush's first term as president on September 11, 2001. In response, Bush announced a global War on Terror, which included an invasion of Afghanistan that same year and a 2003 invasion of Iraq. Bush successfully ran for re-election in 2004. (Wikipedia)
TPAC Education is supported in part by the generous contributions, sponsorships, and in-kind gifts from the following corporations, foundations, government agencies, and other organizations.

Special Thanks to:
The HCA Foundation on behalf of HCA and the TriStar Family of Hospitals

Discover Who Makes HOT Possible

THANKS TO OUR SPONSORS

Aladdin Industries Foundation, Inc.  Lipman Brothers, Inc.
AT&T  Meharry Medical College
American Airlines  The Memorial Foundation
The Atticus Trust  Metropolitan Nashville Airport Authority
Bank of America  Miller & Martin, PLLC
Baulch Family Foundation  Monell’s Dining and Catering
BlueCross BlueShield of Tennessee  Nashville Convention and Visitors Bureau
BMI  Nashville Predators Foundation
The Broadway League  National Endowment for the Arts
Bridgestone Americas Trust Fund  Neal & Harwell, PLC
Brown-Forman  Nissan North America, Inc.
Caterpillar Financial Services Corporation  NovaCopy
Central Parking Corporation  The Pfeffer Foundation
Coca-Cola Bottling Co.  Piedmont Natural Gas Foundation
The Community Foundation of Middle Tennessee  Pinnacle Financial Partners
Corrections Corporation of America  The Premiere Event
Davis-Kidd Booksellers Inc.  Publix Super Markets Charities
Dickinson Wright PLLC  Mary C. Ragland Foundation
Dollar General Corporation  The Real Yellow Pages
Dollywood  The Rechter Family Fund*
Doubletree Hotel Downtown Nashville  Irvin and Beverly Small Foundation
Enterprise Holdings Foundation  SunTrust Bank, Nashville
Ezell Foundation  Earl Swensson Associates, Inc.
Fidelity Offset, Inc.  The Tennessean
Samuel M. Fleming Foundation  U.S. Trust
Patricia C. & Thomas F. Frist Designated Fund*
Gannett Foundation  Vanderbilt University
Gaylord Entertainment Foundation  Waller Lansden Dortch & Davis
The Gibson Foundation  Wells Fargo Foundation
GroupXcel  XMi Commercial Real Estate
Landis B. Gullett Charitable Lead Annuity Trust  *A fund of the Community Foundation of Middle Tennessee
HCA-Caring for the Community
Highland Capital Management
Ingram Arts Support Fund*
Ingram Charitable Fund*
Krispy Kreme
Landmark Digital Services

HOT Transportation grants underwritten by Bridgestone Americas Trust Fund
This performance is presented through arrangements made by Baylin Artists Management, Inc.