

Editor

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LEADERSHIP & LEGACY
in history **National History Day**

Theme Book 2015

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Editor's Notebook

Lynne M. O'Hara

eneral Douglas MacArthur said, "a true leader has the confidence to stand alone, the courage to make tough decisions, and the compassion to listen to the needs of others. He does not set out to be a leader, but becomes one by the equality of his actions and the integrity of his intent." Leadership & Legacy in History is a new theme for National History Day. It asks students to consider what it means to lead an event (as opposed to just being present) and what it means to leave a legacy (and not just an obituary) behind. This theme asks students to examine the qualities of leaders and explore the creation of their legacies.

The 2015 Theme Book includes the annual theme narrative and topics list, as well as a series of articles and lessons that combine the experience of NHD teachers and coordinators with the resources of our partner organizations.

Several NHD coordinators have assisted in the creation of materials for this book. Jeffrey Hawks, the Education Director at the Army Heritage Center Foundation and coordinator of NHD in Pennsylvania, wrote an article assisting students in finding topics in military history. Cheryl Caskey, the coordinator of NHD in Kentucky, paired with Naomi Peuse, a former NHD coordinator, to create a middle school lesson plan that uses Chronicling America's resources to consider American public opinion regarding entry into World War I.

Several NHD teachers have shared their classroom expertise with us this year. Abigail Kuhn and Kevin Wagner have developed lesson plans to help teachers explore the theme of Leadership and Legacy in History in both US and world history classrooms. Gita Morris and Julie Noble discuss strategies for helping students with learning disabilities work through the NHD learning process.

NHD is a leader in quality professional development for both students and teachers. Two student-teacher collaborative learning teams from the 2013 Normandy Institute class explain to us what they have learned and the impact that the institute has

had on them. Pat Ramsay, the NHD in Arkansas coordinator and China Institute participant, examines the legacy of Mao Zedong as studied by 16 teachers exploring China in the summer of 2013.

Several of NHD's generous partner organizations have contributed articles to this year's theme book. The Jimmy Carter Presidential Library and Walter and Leonore Annenberg Presidential Learning Center at the Ronald Reagan Presidential Foundation have both contributed articles examining the role of two twentieth century presidents, their leadership while in office and the legacies they developed after leaving the White House. The Educational Outreach Staff at the Library of Congress has created a graphic lesson plan, focusing on strategies for analyzing visual sources from the women's suffrage movement. Finally, the National Park Service introduces teachers to its new and growing resource to help teach history through places across the US and its territories.

Since we are marking the centennial of World War I, we are working with HISTORY® and the United States World War I Centennial Commission to develop a print resource with a web component. Kim Gilmore from HISTORY® talks about ways to integrate World War I into the theme of Leadership and Legacy. Check out the new resource (which includes 17 lessons and six perspective essays) at: http://www.nhd.org/WWI.htm.

In a world where educators face challenges from multiple sides, National History Day works hard to maintain a strong leadership role in the field of history education. The 2015 theme book is a component of this outreach. For each article included in this theme book, a variety of teaching resources are accessible to teachers to print, save, edit, copy, post, or distribute at www.nhd.org/themebook.htm.

Happy Researching!

Lynne O'Hara, Director of Programs NBCT, James Madison Fellow

DIRECTOR'S NOTEBOOK Cathy Gorn

Leadership & Legacy in History-Not as Easy as You Might Think!

t first glance, the 2015 NHD theme, Leadership & Legacy in History, seems fairly easy and straightforward. However, it is not as easy as one would think. We chose the wording of this theme very carefully. The first word is "leadership." It is not "leader" or "lead" or "leading." Although all these words share the same root, each means something slightly different. The Merriam-Webster Dictionary Online defines these words as follows:

Lead: To guide on a way especially by going in advance; to direct on a course or in a direction; to serve as a channel for (a pipe leads water to the house); to go through: (lead a quiet life).

Leader: To direct the operations, activity, or performance of (lead an orchestra); to have charge of (lead a campaign); to go at the head of (lead a parade) to be first in or among (lead the league); to have a margin over (led his opponent); a person who directs a military force or unit; a person who has commanding authority or influence.

Leadership: Position as a leader of a group, organization, etc.; the time when a person holds the position of leader; the power or ability to lead other people.

The second word in the theme is "legacy." The dictionary defines legacy as:

Legacy: Something that happened in the past or that comes from someone in the past; something transmitted by or received from an ancestor or predecessor or from the past (the legacy of the ancient philosophers).

Watch out!

Looking at the definitions above, we see how the word "leadership" differs from "lead" and "leader." For "leadership," the key here is the last phrase of the definition: "the power or ability to lead other people." For "leader," the key phrase is "A person who has commanding authority or influence." An individual who demonstrates leadership is someone who has influence, who can make things happen, who can inspire others to follow. Can someone "lead the way" without displaying leadership? Of course.

Take note!

The theme is not "Leadership in History." It is Leadership & Legacy in History. So if an individual has the ability to inspire others to follow, legacy is the impact that results. What was the historical significance of George Washington's leadership on the course of events? What was the significance of his leadership in history? Can someone be a leader without providing a legacy? Certainly. But does that, then, constitute leadership? Probably not; thus, it would not fit the theme of Leadership and Legacy in History.

Look out!

Because someone does something extraordinary, do they display leadership? Not necessarily. Is a scientist a leader? Does a scientist display leadership because he or she invents something that is historically significant? Not necessarily. But if that scientist inspires others to follow him or her, in searching for a cure to cancer for example, is that leadership? Seems more likely.

American paratroopers were among the first of the Allies to begin the Normandy Invasion on D-Day. Does that mean that they displayed leadership? No, they were brave and heroic, but going first is not leadership.

Uh oh!

Can an organization provide leadership? Perhaps. Did the Southern Christian Leadership Conference provide leadership for the Civil Rights Movement? Usually, an individual at the head of the organization provides the leadership that moves an organization in a certain direction, at least in the beginning. What was its legacy?

Follow my lead!

If someone provides leadership and inspires others to follow, what about those followers? Some tend to think of "follower" as something negative or less than important, but its meaning is quite straightforward:

Follower: Someone who supports and is guided by another person or by a group, religion, etc.

That definition is not negative, and neither is being a follower. How can an individual provide leadership without having followers? Followers are critical to helping a leader reach his or her goal. When the Allies invaded Normandy, were they displaying leadership? No, they were following orders. It was an extraordinary feat that they accomplished, and they did it because General Dwight D. Eisenhower inspired them with his leadership. Leadership does not have to come from the very top, however. Sometimes it is a commander of a unit who inspires his men to follow, or an individual soldier who takes charge when others could not and inspires his fellow soldiers to follow.

The bottom line!

Leadership begins with an individual. Whether a particular individual leads effectively and makes an impact in history is for you to determine. Good luck!

WHAT IS NATIONAL HISTORY DAY?

ational History Day (NHD) is an opportunity for teachers and students to engage in real historical research. NHD is not a predetermined by-the-book program but an innovative curriculum framework in which students learn history by selecting topics of interest and launching into a year-long research project. The purpose of NHD is to improve the teaching and learning of history in middle and high schools. NHD is a meaningful way for students to study historical issues, ideas, people and events by engaging in historical research. When studying history through historical research, students and teachers practice critical inquiry: asking questions of significance, time and place. Through careful questioning, history students become immersed in a detective story too engaging to stop reading.

Beginning in the fall, students choose a topic related to the annual theme and conduct extensive primary and secondary research. After analyzing and interpreting their sources and drawing conclusions about their topics' significance in history, students then present their work in original papers, exhibits, performances, websites and documentaries. These projects are entered into competitions in the spring at local, state, and national levels, where they are evaluated by professional historians and educators. The program culminates with the national competition held each June at the University of Maryland at College Park.

Each year National History Day uses a theme to provide a lens through which students can examine history. The theme for 2015 is *Leadership and Legacy in History*. The annual theme frames the research for both students and teachers. The theme is intentionally broad enough that students can select topics from any place (local, national or world) and any time period in history. Once students choose their topics, they investigate historical context, historical significance, and the topic's relationship to the theme by conducting research in libraries, archives and museums, through oral history interviews, and by visiting historic sites.

NHD benefits both teachers and students. For the student, NHD allows control of his or her own learning. Students select topics that meet their interests. Program expectations and guidelines are explicitly provided for students, but the research journey is created by the process and is unique to the historical research. Throughout the year, students develop essential life skills by fostering academic achievement and intellectual curiosity. In addition, students develop critical-thinking and problem-solving skills that will help them manage and use information now and in the future.

The student's greatest ally in the research process is the classroom teacher. NHD supports teachers by providing instructional materials and through workshops at the state and national levels. Many teachers find that incorporating the NHD theme into their regular classroom curriculum encourages students to watch for examples of the theme and to identify connections in their study of history across time.

NHD breathes life into the traditional history curriculum by engaging students and teachers in a hands-on and in-depth approach to studying the past. By focusing on a theme, students are introduced to a new organizational structure of learning history. Teachers are supported in introducing highly complex research strategies to students. When NHD is implemented in the classroom, students are involved in a life-changing learning experience.

NATIONAL HISTORY DAY 2015 THEME: LEADERSHIP AND LEGACY IN HISTORY

Adrienne Harkness and Lynne O'Hara

uring the 2014—2015 school year, National History Day invites students to research topics related to the theme Leadership and Legacy in History. Examples of leadership can be found almost anywhere—in the military, politics, government, communities, social movements, or in fields such as science, the arts, education, religion and economics. Topics can come from any geographic area or time period. Local history and world history make equally good sources of NHD topics, and you can explore your interests from ancient history to more recent events. Try browsing your textbooks, flipping through TV channels, talking with teachers and parents, or even scrolling through Facebook or Twitter for topics that interest you. Just remember, your topic must relate to *Leadership and Legacy*. And do not forget the "in history" part of the theme—your topic must be historical, not a current event.

NATIONAL HISTORY DAY 2015



What is leadership and what is legacy? In broad terms, leadership is the act of leading: providing motivation, guidance or direction, usually from a position of authority. Leadership also implies the *ability* to lead—possessing the skills necessary to articulate a shared vision and inspire others to embrace and achieve that vision. Leaders often personify other admirable values such as courage, selflessness, ingenuity and patriotism. Certain traits like ego and confidence are important in a leader; however, such traits may be seen as negative qualities if he or she becomes overzealous or too headstrong. How do you evaluate the legacy of overzealous leaders like Saddam Hussein or Joseph Stalin? Were they leaders or tyrants? Is balance an important aspect to good leadership?

Leadership takes many forms. You might immediately think about presidents and kings as leaders, but what about local

community representatives and organizers? How about religious leaders, governors, mayors, or business owners? Some leaders are elected, others are appointed, and some seize a position of authority. When it comes to monarchies, some leaders inherit their positions. Of course, leadership requires followers, who follow either by choice or due to coercion.

Leadership is not limited to the political sphere. Often leadership can begin on a much smaller scale. Consider the leadership that it takes for a small group of people to come together to accomplish a common goal. Students might consider the impact of Lech Walesa and Poland's Solidarity movement, fighting for workers' rights, social change, and ultimately political control in the 1980s and 1990s. Other examples could include Emmeline Pankhurst's leadership of the Women's Social and Political Union in Great Britain, Cesar Chavez's National Farm Workers Association, or Mother Theresa's Missionaries of Charity.

The impact of a leader does not have to be global. You can find examples of great leadership in one neighborhood, one school, or one city. Consider the history of your state, hometown, or family. You might consider the leadership of those who built schools or founded universities—everyone from John Harvard to Booker T. Washington to Leland Stanford. You also could examine leadership in a small event within the larger context of the whole, greater event. Many people have heard of Martin Luther King, Jr. and Alice Paul, but what about Bayard Rustin or Mary Church Terrell? World War II brought leadership opportunities for Bernard Montgomery and Dwight D. Eisenhower, but what about the war experiences of Charity Adams, King George VI, or Anna Mae Hayes?

Sometimes a leader emerges because he or she happens to be in the right place at the right time. Local circumstances and background context offer important clues when we examine why a leader chose to act when and how he or she did. Who and what were his or her influences, and in turn, who and what did he or she influence? What experiences led abolitionists like Sarah and Angelina Grimké to oppose slavery? In what ways did the European leader Charlemagne influence art and architecture in Europe? Why did George Washington choose

to step down after two terms as president of the United States? What was he attempting to model about leadership in a democracy?

Sometimes people are active agents, but other times individuals are thrust into situations where they are obligated to make choices and act. Reactions to a social event, a natural disaster, an oppressive government, or other situations often show leadership. In wartime, many people find themselves forced by circumstances to do things they could never have imagined. Consider British, French, German, and American soldiers on the front lines of World War I. There are many examples where leaders have emerged unexpectedly. During the Normandy campaign in World War II, General Theodore Roosevelt, Jr. (the son of the president) landed with his infantry battalion on Utah Beach, more than a mile away from his intended location. He is famously quoted as saying, "We'll start the war from right here!" How did his leadership make a difference?

eaders often arise because they have new ideas about how something should be done or redone, built or rebuilt. They see a situation and want to change it, convinced that their vision will improve an element of life or change their community for the better. Consider the great American entrepreneurs that historian H.W. Brands labeled "masters of enterprise" leaders such as Roy Kroc, Bill Gates, Mary Kay Ash, Cornelius Vanderbilt, or John Rockefeller. Leaders dare to ask difficult questions and are passionate about resolving issues.

Of course, not all first ideas are good ones. A leader and his or her supporters may revise and change ideas in the process of moving toward a goal. This is particularly evident when they run into obstacles, Leaders like Mahatma Gandhi, Nelson Mandela, and Ellen Johnson Sirleaf were forced to make adjustments on their path to leadership. As leaders, they pushed through challenging situations and found solutions to overcome hurdles. Can other leaders, or even followers, become obstacles?

Looking carefully at the impact on society and change over time, you will also need to think about the leader's legacy. Legacy is what is handed down to us from our ancestors or predecessors. More broadly, legacy is what is left behind for future generations—such as ideas and accomplishments.

Sometimes legacies cannot be understood until long after a leader has passed away. Often reformers were considered radicals in their time. Abolitionists, socialists, anarchists, and civil rights activists around the world have seen changes in the world. What change or objective did they set in motion? How did they set out to change the world? Did they succeed? What are the legacies of John Brown, Guy Fawkes, or Karl Marx?

Sometimes a legacy depends on perspective. Not all legacies are positive ones. What happens when leadership goes awry? Legacies also can be controversial. Events can lead one group of people to feel that a leader was a great and moral influence who facilitated a positive outcome, while a different group of people believe exactly the opposite. Consider the history of Martin Luther, Sir Thomas More, Francisco Franco, the Irish Republican Army, or the Palestine Liberation

Organization. Examining both sides of the story is important to understanding your topic.

It often happens that new leaders pick up where previous leaders left off, which also adds to the legacy. Followers and supporters will frequently carry the torch, moving forward and working together to maintain the pursuit or accomplish the goal. What role did Bella Abzug, Gloria Steinem, and Lilly Ledbetter play in the twentieth century feminist movement? How can the tragic death of a leader like Mahatma Gandhi, Robert Kennedy, or Benazir Bhutto inspire others to continue the fight for their political, social, or economic goals?

How important is the relationship between a leader and supporters or followers? Great leaders typically have a great network of supporters. These people agree with what the leader stands for and play a part in helping him or her succeed. Mao Zedong led a massive revolution in China. Why did it succeed? How did he use his leadership to convince people to follow him? Followers are inspired by the leader and feel a sense of duty to the cause. Some supporters, of course, are faithful to a leader no matter what questionable actions he may take. Do you see examples of followers turning a blind eye to certain events because of their extreme loyalty?

ALL OF THE GREAT LEADERS HAVE HAD ONE CHARACTERISTIC IN COMMON: IT WAS THE WILLINGNESS TO CONFRONT UNEQUIVOCALLY THE MAJOR ANXIETY OF THEIR PEOPLE IN THEIR TIME. THIS, AND NOT MUCH ELSE, IS THE ESSENCE OF LEADERSHIP.

- JOHN KENNETH GALBRAITH

When leadership goes awry, leaders can become destroyers. There are instances throughout history where leaders abused their power. Are there differences in leadership strategies for a destroyer? And can a follower or supporter influence the destruction? Consider the leadership of Nero in ancient Rome, Mobutu Sese Seko in the Congo, or Mohammad Reza Pahlavi in Iran. Are other nations responsible for removing leaders from power?

Just because something happened and someone did something, however, it does not necessarily mean a legacy was created. The key is to think about a leader's significance in history. So what? Does this person really matter? Was there real change that occurred because of his or her leadership? What was the impact on people, society, economics, or government? How did it affect what people thought or did, or maybe how people think or act today? Consider both the short-term and long-term impact. Remember that examining the context and historical significance of your topic is a crucial part of the research process that also will help you strengthen and support your thesis.

In considering the theme Leadership and Legacy in History, keep in mind that it is important to address both elements. Highlighting both the leadership and the legacy of your chosen subject will help you clearly explain the relation of your topic to the theme. Successful researchers look at available primary and secondary sources and draw conclusions from the information. Your analysis of the evidence and presentation of the information to support your thesis is a critical part of your project. Use these primary sources and let the individuals speak for themselves. In thinking about your topic, ask yourself, "what is so important about my topic and what do I want people to understand after viewing my project?" Your answers to these key questions will help guide you as you decide how to present your information.

For the perspective of two NHD students on the 2015 theme, go to www.nhd.org/themebook.htm.

Scan for Additional Resources



2015 Sample Topics List

- Benjamin Franklin and the Library Company of Philadelphia: A New Intellectual Nation
- Charlemagne's Conquest and its Impact on European Architecture
- Mikhail Gorbechev: Leading a Struggling Nation out of the
- The Euro: How the European Union Led the Movement for **Economic Integration**
- William Howard Taft and Dollar Diplomacy
- The World Health Organization: Leading the Fight to **Eradicate Communicable Disease**
- Yoga Bonita: How Brazil Led a Soccer Revolution
- Globalization of McDonalds: American Corporations Leading the World's Economy
- Ronald Reagan and Mikhail Gorbachev: Leading the World Out of the Cold War
- The Legacy of King Leopold's Vision in the Congo
- Pierre de Coubertin and the Rebirth of the International Olympic Committee
- Eleanor Roosevelt and the UN Declaration of Human Rights
- Drawing Boundaries: Thomas Jefferson's Land Ordinances and the Settling of the American West
- Pancho Villa: Leading Northern Mexico
- Toussaint L'Overture: Leading the World's Only Successful Slave Rebellion
- Nelson Mandela and the Fight for Equality in South Africa
- Eva and Juan Peron: Leaders of the Argentinian People
- Woodrow Wilson and the Organic Act: Creating the National Park Service to Protect America's National Land
- Nora Zeale Hurston and the Harlem Renaissance
- Simon Bolivar and Gran Columbia: Leading the Fight for Independence from Spain
- Lilly Ledbetter: Leading the Charge for Equal Pay
- Emiliano Zepata: Leadership for "Reforma, Libertad Ley y Iusticia"
- Olaudah Equiano: Exposing the Horrors of the Middle Passage
- Emmeline Pankhurst: Leading a Militant Struggle for Suffrage in Great Britain
- Alexander Dubček: Leading the Prague Spring
- Vladimir Lenin: Leading the Russian Revolution

- The Three Leaders: Mazzini, Garibaldi, Cavour and the Unification of Italy
- The International Space Station: Leading an International Effort to Unite Space
- The Iran Hostage Crisis: Defining the Leadership of a Presidency
- Thomas Paine's Revolutionary Writings
- Bacon's Rebellion and the Growth of Slavery in Colonial Virginia
- The Bloodless Revolution of 1800: John Adams, Thomas Jefferson, and the Legacy of a Peaceful Transition of Power
- Andrew Jackson: The Legacy of the People's President
- Invoking the Power of the Federal Government: Grover Cleveland and the Pullman Strike of 1894
- Alice Paul: Leading the Movement for Equal Rights
- Leading the Charge to Legislate Equality: Lyndon B. Johnson and the Voting Rights Act
- A. Philip Randolph: Leading the Way to Integrate America's World War II Labor Force
- Steve Jobs and the Apple II: Bringing Silicon Valley to America's Homes
- Hammurabi's Code: The Legacy of the World's First Legal Code and the Man who Made It
- Linking Europe, Africa, and Asia: Ferdinand de Lesseps and the Construction of the Suez Canal
- Otto von Bismarck and the Unification of Germany
- The Napoleonic Code: The Legacy of Napoleon Bonaparte's Remarkable Leadership
- The Congress of Vienna: Legacy of Napoleon's Downfall
- Eugene V. Debs' Leadership of the American Socialist Movement
- Realpolitik: A New Form of Leadership
- The Marshall Plan: The Economic Legacy of World War II
- The Truman Doctrine: Setting American Foreign Policy in the Cold War
- The Veterans Administration: Leading the Fight for Veterans Rights
- Finland and Norway: Leading the Resistance to the Soviet Invasion in World War II
- Charles V and the Peace of Augsburg: Leading to a New Map of Europe
- Leading a Communist Island: Marshal Tito and Yugoslavia

- Confucianism: Leading the Way to a Chinese Civil Service
- Ravi Shankar: Blending Eastern and Western Music
- The Mercator Projection: Leading How We View the World
- Theodore Roosevelt: Leading the Charge to Build the Panama Canal
- Ulysses S. Grant: Leading the Campaign to Take the Mississippi River
- George Washington: Leading the US to Independence
- Leading Higher Education in America: Harvard, Yale, and William & Mary
- Using Television to Promote Religious Ideals: The Legacy of Billy Graham
- · Cato and the Legacy of the Stono Rebellion
- Opha Mae Johnson: Leading the Way for Women in the Marine Corps
- China's Terracotta Army: The Legacy of Qin Shi Huang
- General Anna Mae Hayes: Leading the Army Nurse Corps
- Leading the Fight Against Communism: Matthew Ridgway and the Korean War
- Following the Catholic Church's Lead: The Crusades
- · Isabella, Ferdinand, and the Spanish Reconquista
- Roger Bacon: A Renaissance Man in Medieval Times

- · Alfred Nobel and the Nobel Prize
- St. Thomas More: Resisting King Henry VIII
- Tecumseh and the Western Confederacy: Leading the Battle Against Westward Expansion
- George Whitefield and the Great Awakening: Preaching Christianity to America's Slaves
- Robert Wapole and the Legacy of Salutary Neglect
- The Hudson River School: Leading an American School of Art
- Elizabeth Bisland and Nelly Bly: Leading the Way for Female Journalists by Racing Around the World
- The Southern Christian Leadership Conference: Leading the Civil Rights Movement
- General Billy Mitchell and the Development of the American Air Force
- Berry Gordy and Motown: Creating the Sound of America and a Legacy of Opportunity
- George Crile, Harvey Cushing, and the Ambulance Americaine: The Legacy of Wartime Medicine

For even more topic ideas and links to local topics, go to www.nhd.org/themebook.htm.

Scan for Additional Resources





Exploring Leadership and Legacy in History Through MILITARY HISTORY

Jeffrey G. Hawks

Education Director, Army Heritage Center Foundation

"A prudent man should always follow in the path trodden by great men and imitate those who are most excellent, so that if he does not attain to their greatness, at any rate he will get some tinge of it." —Niccolò Machiavelli, The Prince

"As long as war is regarded as wicked, it will always have its fascination. When it is looked upon as vulgar, it will cease to be popular." — Oscar Wilde

f there is one area in which military history stands above the rest of the discipline, it is in the study and teaching of leadership. The success or failure of military ventures rises and falls upon the shoulders of leaders, good and bad. Armies throughout time have made a priority of identifying the characteristics of good leaders, and of attempting to impart those qualities to their soldiers. This vast tradition has left to posterity a rich body of writing and training materials that provide National History Day students with outstanding resources to address the 2015 NHD theme of Leadership and Legacy in History.

The value of military history can be illustrated through a Japanese pun: "Heiho wa heiho desu." Based on the homophone "heiho," it can be translated as "the rules that govern human behavior on the battlefield are the rules that govern human behavior in society." What the ancient Japanese sages were telling us is that war is a microcosm of society, and the study of war leads to an understanding of humanity. In practical terms, military history is an outstanding tool for teaching students.

If the goal of history education is the development of an understanding of the processes that drive society forward, military history provides a uniquely powerful tool. War reveals the essence of humanity, not as proof of an inherently violent human nature, but because war lays bare the process of history. Students need to learn the relationships between cause, effect, action, and reaction. Dates and names provide only the framework to understand these relationships, and novice students, awash in the minutia, sometimes fail to make these connections. Often the over-emphasis of significant historical events included in a required curriculum fails to present clear examples of historical processes at work.

Government actions and social change, mired in webs of competing interests and influences that hide the historical process under multiple layers of facts and deliberate misinformation, can seem baffling to novices and students. Moreover, today's youth live in a society shaped by the very political and social change they study. Can students who take social security and career opportunities for women for granted really grasp the significance of the New Deal and

YOU MANAGE THINGS; YOU LEAD PEOPLE.

- REAR ADMIRAL GRACE MURRAY HOPPER

Rosie the Riveter? Can they really imagine a world without cell phones and automobiles? Perhaps at the end of a course of study, but how do teachers get them there?

Military history provides an effective tool for building this capacity for understanding. Students have little trouble comprehending the outcomes of military decisions: Armies either win or lose. Where the subtle, decades-long impact of an election might escape students, even the novice understands the difference between victory and defeat. The consequences of decisions, the effects of leadership, and the impact of individual efforts revealed in military history provide students with clear insight into the chain of causality. Even the effects of chance events, such as the storm that battered the Spanish Armada, emerge from the mosaic of military history. No other historical subject makes history so accessible to students who are still developing historical awareness.

The battle for Little Round Top in Gettysburg provides one useful example. Though the battle took place within the much larger context of the Civil War, students need not understand this context to grasp the essentials: If Little Round Top had fallen into Confederate hands, the battle would have been lost.

The details of the struggle over this small piece of ground illustrate the historical processes from the macro to the micro level: General Sickles disobeyed General Meade's orders, thus endangering the entire Union line. General Warren recognized the danger and took corrective action. Through Colonel Chamberlain's leadership and the collective efforts of the commanders and Soldiers of the 20th Maine, the 83rd Pennsylvania, the 44th New York, and the 16th Michigan, the Confederate assaults were repulsed. The Union held the

Colonel Robert Gould Shaw commanded the 54th Massachusetts Infantry, one of the first African-American units in the Civil War. Col. Shaw was killed leading his men in an attack on Fort Wagner, South Carolina, on July 18, 1863. Digital copies of his letters home and other materials relating to his service are available online at Harvard University. http://oasis.lib.harvard.edu//oasis/deliver/deepLink?_ collection=oasis&uniqueId=hou00649 (Photo Courtesy of the U.S. Army Heritage and Education Center)

ground, leading to a third day of battle and the Confederate defeat following Pickett's Charge. Though it was not immediately obvious at the time, this defeat represented the end of the last, best chance the South would have to win the war, and marked the beginning of the end of the Confederacy. Thus the successful defense of Little Round Top had a significant impact on the outcome of the battle, the war, and the history of the United States.

Forgetting that Little Round Top represents a pivotal point in U.S. history (a fact some historians challenge), this story lays bare the essential elements of the historical process. Leadership, geography, individual efforts, action, and reaction combined to produce outcomes. Simple counterfactual examples serve to illustrate to the student the significance of each element of the process: What if Sickles had stuck to the plan? No battle. What if Warren had been less observant or Chamberlain had been a poor leader? A battle lost. What if the soldiers had not fought so well and so hard? Again, a battle lost. Military history provides many opportunities to ask simple questions like these that can lead students to understanding.

Consider the two preceding paragraphs, a mere 273 words (about the length of the Gettysburg Address), yet sufficient to lay out the essentials. Admittedly written for an audience familiar with the events and well-versed in history, this passage still illustrates how easily teachers can employ military history to teach the process of history.

Military History and Leadership

he study of military history is, to a large degree, the study of leadership. Men of valor win battles, but they must be effectively led to do so. Rarely is valor sufficient to compensate for deficient leadership. The generals of World War I often counted on their soldiers' fighting spirit to carry the day, only to learn, sometimes slowly, that fighting spirit alone was no match for a machine gun.

Leadership is only one component of military success, but it is a critical one. Good leadership can compensate for almost any other deficiency. A deficiency of leadership, however, is a crippling blow to any army, regardless of its other strengths and weaknesses.

For this reason, leadership is a central topic for military historians. The story of warfare from ancient times to the present is, more often than not, told as the story of the commanders. Military history, more than any other subdivision of the field, is an applied science. Armies around the world study the great battles to learn the lessons of history and apply them to the modern world. The U.S. Army's leadership training program is heavy in the study of military history, from the curriculum at West Point to the U.S. Army War College, the Command and General Staff College, and the National Defense University.

One result of this focus is that the Army, along with the rest of the U.S. military, maintains an outstanding historical research and preservation program. Contrary to what detractors of the military might think, the historical programs of our armed forces place a high premium on accuracy. Leaders need to base decisions on the best available information, including the good and the bad. Whitewashed accounts of history run contrary to the needs of the armed forces.

Resources

he legacy of the central role of leadership in the military and the study of military history is a vast array of resources for historians of all ages, interests, and ability levels. Military history intersects with virtually every time period or issue a historian could want to study. Whether your students are interested in Roman times, women's history, or the role of technology in history, there is a military leader who will fit the bill, and resources are easy to find. Your students should have little trouble finding biographies of just about every noteworthy military commander going back to the pharaohs of Egypt. Many commanders left memoirs or collections of letters and diaries that can provide primary sources for your students. For American history, students should also be able to find numerous sources at the National Archives or in the Library of Congress, both of which provide online access to their catalogs. Students should also be able to find plenty of primary and secondary sources in the usual places.

But for students who choose military history topics, special opportunities await. There are a number of high-quality institutions throughout the country whose holdings provide dedicated researchers with unparalleled opportunities to explore primary sources.

The U.S. Army Heritage and Education Center (USAHEC) in Carlisle, Pennsylvania, contains over 15 million photographs, documents,



Military leaders have to concern themselves with a variety of issues in addition to questions of tactics and strategy. Soldiers need to be fed and quartered, provided with clean clothes, entertained, and so on. The moral of an Army depends in great measure on how well supplied and outfitted the soldiers are. These cooks with the 101st Airborne are doing their part by preparing a hot meal for the paratroopers in Bastogne, Belgium during the winter of 1944-45. (Photo Courtesy of the **U.S. Army Heritage and Education Center)**



American soldiers in the Meuse Valley in the summer or fall of 1918. Much of the carnage of World War I resulted from the failure of the leadership on both sides to a) avoid the war in the first place, and b) adjust their strategy and tactics in response to new technology, especially the machine gun. American entry into the war brought a much-needed influx of men, materials, and ideas. (Photo Courtesy of the U.S. Army Heritage and Education Center)

and artifacts. The collection includes the personal papers of hundreds of Army generals, including Benjamin O. Davis (the first African-American general in the U.S.), William Westmoreland, Matthew Ridgway, and Omar Bradley. The collection also includes military manuals dating back to the Revolution, and dozens of newspaper and magazine titles. The collection is open to the public, though students under 16 must be accompanied by an adult. Many award-winning NHD students have researched their projects at USAHEC, including the 2013 National Champions in the Junior Group and Senior Group Exhibit categories.

For those unable to travel, USAHEC has an online catalog and an extensive digital collection, which can be found at www.usahec.org. For materials that are not digitized, the Army Heritage Center Foundation can provide copy services through the Research-for-Hire service. Visit www.armyheritage.org for information.

The Jefferson Library at West Point, the Nimitz Library at Annapolis, and McDermott Library at the U.S. Air Force Academy in Colorado Springs also house significant collections of primary and secondary materials related to military history and leadership. Students can browse and search their catalogs online. All three libraries provide access to members of the public on a limited basis, so call or email for information before making travel plans. In the event you are unable to make arrangements to travel to the libraries, the staff may be able to assist you in obtaining copies of materials for a fee.



Bad leadership has a profound impact on a soldier's experience. Writing about the Philipine Insurrection, John D. LaWall had this to say about his experience: "The story of my Company's hardships at [Novaliches] forms one of the blackest pages in the history of the 27th. Cursed with some of the vilest company officers who ever disgraced a regiment, forced to eat food unfit for a dog and to work continually in the boiling sun, our eight months' stay in this pest-hole was marked by a dreary record of sickness and suffering." (Photo Courtesy of the U.S. Army Heritage and Education Center)

Official military records are kept at the National Archives. The Archives' central repository is in Washington, D.C., with an adjunct facility at the University of Maryland at College Park. The National Archives also maintains 12 regional facilities at the following locations:

- · Anchorage, Alaska, Pacific Alaska Region
- Atlanta, Georgia, Southeast Region
- Boston, Massachusetts, Northeast Region
- · Chicago, Illinois, Great Lakes Region
- Denver, Colorado, Rocky Mountain Region
- Fort Worth, Texas, Southwest Region



Brigadier General Anna Mae Hays was the first female general in the United States. Brigadier General Elizabeth Hoisington, Chief of the Women's Army Corps, was promoted minutes later. Now in retirement, General Hays lives in Arlington, VA. (Photo Courtesy of the U.S. Army Heritage and Education Center)

- Kansas City, Missouri, Central Plains Region
- New York City, New York, Northeast Region
- Philadelphia, Pennsylvania, Mid-Atlantic Region
- Riverside, California, Pacific Region
- San Bruno, California, Pacific Region
- Seattle, Washington, Pacific Alaska Region

The Archives also includes the National Personnel Records Center (NPRC) in St. Louis, Missouri. The records at the NPRC are difficult to access for a number of reasons. The general public can only gain access to records that are 62 years old or older. Access to records less than 62 years old is limited to veterans or veterans' next-of-kin.

Another reason the general public may have trouble gaining access to records at the NPRC is the damage caused by a major fire at the center in 1973. Flames, smoke, and water destroyed an estimated 13-to-18 million personnel files. Students hoping to get sources from the NPRC should submit their

requests as early as possible, and should also consider using a researcher-for-hire to expedite the process. Students can find links to researcher services on the NPRC website.

Conclusions

ilitary history often suffers from an undeserved reputation as a field that "glorifies" warfare, which may cause students and teachers to shy away from it. The paradox of war is that in it we find examples of both the best and worst of human behavior. The history of warfare is the history of unimaginable brutality alongside incredible bravery and sacrifice. Although military historians are often drawn to the heroic elements of history, most manage to walk the line between recognizing greatness and glorifying the context.

Many students are drawn to military history because it is exciting. There is no sense in denying the allure of battle, of the stories of dedicated men and women engaged in a deadly serious business. Nor should we deny the tendency of youth to gloss over the horrors of war, for this is not a tendency that will abate if the topic of war is ignored. Oscar Wilde commented that "[a]s long as war is regarded as wicked, it will always have its fascination. When it is looked upon as vulgar, it will cease to be popular." In other words, there is no better way to cure a young mind of the tendency to glorify war than to engage it in the actual study of war. The irony of military history is that it is the very cure for the illness that critics fear it will cause.

Military history offers students and teachers unique and nearly limitless opportunities to engage in high-quality scholarship and develop outstanding NHD projects. The U.S. Army Heritage and Education Center's catalog is available online at www.usahec.org, and includes thousands of finding aids covering a myriad of topics. Teachers seeking further advice on how to help their students pursue topics in military history are welcome to contact me.

For topic suggestions, links to military history resources, and a bibliography, go to www.nhd.org/themebook.htm.

Scan for Additional Resources



From Camp David to the Carter Center: Leadership and Legacy in the Life of America's 39th President

Kahlil Chism

Education Specialist, Jimmy Carter Presidential Library and Museum

n September 1978, President Jimmy Carter accomplished one of the most momentous feats of U.S. foreign policy ever attempted—brokering peace between two Middle Eastern countries that had been at war for nearly 30 years. While American presidents from Harry Truman through Richard Nixon had faced Mid-East region crises while in office, President Carter was the first to make an effort at establishing a preemptive peace between two of that region's major powers. Carter put his political reputation on the line by inviting Mohammed Anwar al Sadat, president of the Arab Republic of Egypt, and Prime Minister of the State of Israel Menachem Begin to come to Camp David for a face-to-face summit. The result of that summit was the Camp David accords, which were signed on September 17, 1978. It stands to reason then that in 1981, as former President Carter was preparing to chart a course for his future, the success of the Camp David summit would serve as the direct inspiration for the organization that will become his legacy, The Carter Center.

Camp David, a secluded retreat in Maryland's Catoctin Mountains, is a complex of small cabins and lodges nestled among roughly 125 acres of ash, hickory, maple and other trees. The historic accords signed there were two frameworks, or outlines for peace, that led to an Egyptian-Israeli Peace Treaty the next year. The first delineated ways to give people of the West Bank and Gaza more political rights. The second suggested ways for Israel and Egypt to maintain peace between them: The Sinai region would be given back to Egypt, and Egypt would recognize Israel as a nation.

At 2:30 p.m. on Tuesday, September 5—day one of the summit— President and First Lady Rosalynn Carter greeted President Sadat at Camp David's helipad and took a brief walk with him before escorting him to his residence, Dogwood

Cabin. The Carters followed the same protocol when Prime Minister Begin arrived at 4:45 p.m. He would be staying not far from Sadat, in Birch Cabin. As Carter later recalled, "Sadat, Begin, and I had private cabins within a stone's throw of each other. None of the other cottages was more than a few hundred yards from us." Carter met briefly with both men that first day, but since Sadat retired early that evening, he and Begin would not get together until day two.

The following morning Carter and Sadat met for two hours.² Carter briefed Sadat on his talk with Begin from the night before, giving Sadat some idea of what the starting point of the negotiations might be. They talked about the importance of being flexible, and also discussed Sadat's position on behalf of

 $^{^{\}mathrm{1}}$ Jimmy Carter, Keeping Faith: Memoirs of a President. (New York: Bantam, 1982), 324

² Carter, Keeping Faith, 338.



Menachem Begin, Jimmy Carter, and Anwar Sadat meet in Aspen Lodge, Camp David, September 7, 1978. (Photo Courtesy of the Jimmy Carter Library, OPA#181106)

Egypt. According to Carter: "Sadat said there were two points on which he could not be flexible. One was land, the other was sovereignty." They agreed to schedule the first meeting between all three for 3:00 p.m.

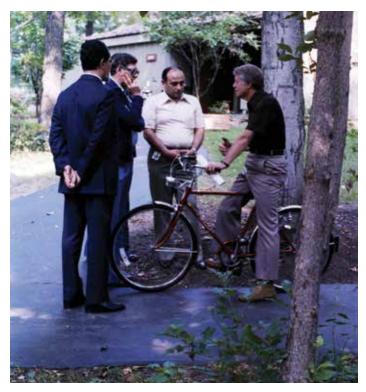
The bottom line for Begin during the afternoon's gathering seemed to be that Israel wanted to keep the West Bank, to deal with the Sinai, and avoid the Palestinian issue. "Both he and Sadat were somewhat nervous," noted Carter, "but on their best behavior at this first meeting."4

Shown above is a photograph of the three leaders on September 7, day three of the summit. Beginning at 8:30 that morning, President Carter held a two-hour meeting in Holly Cottage with Prime Minister Begin, Ezer Weizman, and Moshe Dayan, Israel's ministers of Defense and Foreign Affairs, respectively, to review the Egyptian document. At 10:30 Begin and Carter left Holly for Aspen, Carter's residence, just in time to greet President Sadat.⁵ Looking at the photo of that meeting, one is struck by the austerity of the wood-paneled room where they came together. Carter sits at a desk furnished with basic office supplies—a cup of pens and pencils, notepad, telephone, clock, and dictionary. Begin and Sadat face each other, sitting in armchairs not quite 3 feet apart. It is clear that Begin is speaking to Sadat in the image, although Sadat's and Carter's facial expressions provide no clue about the discussion at that point. Though both men are listening attentively to the Israeli prime minister, President Carter is smiling, while President Sadat's face is expressionless.

What can be said with certainty about that three-hour meeting is that things did not go well. Carter later recalled one particularly tense moment: "All restraint was now gone. Their faces were flushed, and the niceties of diplomatic language and protocol were stripped away. They had almost forgotten that I was there....Begin had touched a raw nerve, and I thought Sadat would explode. He pounded the table, shouting that land was not negotiable....About 1:30 p.m., after three solid hours of argument, we decided to adjourn for a few hours to eat, rest, and consult with our advisers."6 After a cooling-off period, they met again at 5 p.m. The arguing resumed, however, and when Sadat and Begin indicated they had had enough and were about to leave, Carter "got in front of them to partially block the way."⁷

Day three was the last time that Sadat and Begin would meet together at Camp David. During the summit's remaining 10 days, Carter either walked or bicycled back and forth between the two leaders' cabins, striving to negotiate a peaceful solution to their differences. Over the next four days, the U.S. president held separate meetings with the Israeli and

⁷ Carter, Keeping Faith, 359.



Jimmy Carter on bicycle while meeting with Israeli delegation members outside cabin, Camp David, September 12, 1978. (Photo courtesy of the Jimmy Carter Library)

⁶ Carter, Keeping Faith, 351-353.

³ Carter, Keeping Faith, 339.

⁴ Carter, Keeping Faith, 344.

⁵ Daily Diary of President Jimmy Carter, September 7, 1978.

Egyptian teams, prayed with Sadat, attended a Jewish Sabbath meal with the Begins, and took the delegations for a tour of Gettysburg National Military Park.

On September 12—day eight—Carter "decided to work that afternoon on the terms for an Egyptian-Israeli treaty, and spread the Sinai maps out on the dining room table to begin this task, writing the proposed agreement on a yellow scratch pad." He noted, "Within three hours I had finished...."8

Featured below is a letter drafted by President Carter, with input from U.S. Assistant Secretary of State for Near East Affairs Harold Saunders, on September 15. With only two days left before the summit was slated to end and no agreement in sight, Carter requested of both leaders "that today we receive your most constructive recommendations."9 In fact, Carter and Saunders had only been working on this document for about 20 minutes when a staffer burst in and exclaimed: "Sadat is leaving. He and his aides are already packed. He asked me to order him a helicopter!" According to Carter, "It was a terrible

#1A THE WHITE HOUSE WASHINGTON

Letter; Jimmy Carter to Anwar Sadat and Menachem Begin, September 15, 1978. (Photo Courtesy of the Jimmy Carter Library)

moment. Now even my hopes for a harmonious departure were gone."10 He later recalled:

I didn't know what to do; Sadat was leaving, I couldn't do anything about it. And I went in a back room and I knelt down and prayed, and I asked God to help me. And then I walked over to Sadat's cabin, and he had all of his suitcases out in front, and all of his aides were there ready to load his suitcases into the helicopter. And I went in to his room, and I told everybody else to get out, and Sadat and I stood with our noses almost touching, and I told Sadat that he had betrayed me, and betrayed his own people, and if he left, our friendship was severed forever; and the proper relationship between the United States and Egypt would be dealt a severe blow. And he went over in a corner by himself and he came back and said, "I'll stay."11

From that moment forward, the three world leaders began making progress—that is, until the proverbial eleventhhour of the negotiations. During the evening of the last day, September 17, Begin objected to signing the frameworks because of the wording of one of the documents describing Israel's occupation of eastern Jerusalem. Just as he had done with Sadat two days earlier, Carter decided to make a personal appeal to the Israeli prime minister. He headed to Begin's cabin carrying a stack of signed photographs of himself with the other two leaders. Begin had requested signed copies for his grandchildren, and without telling him, Carter had found out the name of each child and personalized each photo. He recalled:

I handed [Begin] the photographs. He took them and thanked me. Then he happened to look down and saw that his granddaughter's name was on the top one. He spoke it aloud, and then looked at each photograph individually, repeating the name of the grandchild I had written on it. His lips trembled, and tears welled up in his eyes. He told me a little about each child....We were both emotional as we talked quietly for a few minutes about grandchildren and about war.12

President Carter also told Begin about an amended version of the Jerusalem letter that he had left with Begin's team, suggesting that the prime minister read the new version before breaking off negotiations. A discouraged Carter then

⁸ Carter, Keeping Faith, 385.

⁹ "Letter from Jimmy Carter to Anwar Sadat and Menachem Begin, September 15, 1978." Jimmy Carter Library, Atlanta, GA.

¹⁰ Carter, Keeping Faith, 391.

¹¹ Carter, Keeping Faith, 392-393.

¹² Carter, Keeping Faith, 399.



President Sadat, President Carter, and Prime Minister Begin at the signing of the Camp David accords, in the East Room of the White House, Washington, DC, September 17, 1978. (Photo courtesy of the Jimmy Carter Library)

walked back to meet once again with Sadat, briefing him on what then seemed like the summit's grim prospects. Not long after that, however, Carter received a call from Begin, who said, "I will accept the letter you have drafted on Jerusalem." 13 By 10:30 p.m., all three men were on U.S. television signing the Framework for Peace in the Middle East, in the East Room of the White House.14

Three months later, the Nobel Peace Prize was jointly awarded—a first in the 80-year history of the prize—to Sadat and Begin. And in 2002 Jimmy Carter also received the Nobel Peace Prize "for his decades of untiring effort to find peaceful solutions to international conflicts, to advance democracy and human rights, and to promote economic and social development."15 The Nobel Committee noted that "Carter's mediation was a vital contribution to the Camp David accords between Israel and Egypt, in itself a great enough achievement to qualify for the Nobel Peace Prize."16

By January 1981, two decades before he was honored by the Nobel Committee, 56-year-old Carter found himself among the pantheon of America's youngest former presidents. He spent most of that year writing his memoir, Keeping Faith, planning his presidential library, and pursuing his hobby of woodworking. But it wasn't enough. "I had the same kind of thoughts about alleviating tensions in the troubled areas of the world," he noted in his book, "promoting human rights, enhancing environmental quality, and pursuing other goals that were important to me. These were hazy ideas at best, but they gave us something to anticipate which could be exciting and challenging during the years ahead."17

Early in 1982, the former president had an epiphany. "One night I woke up and Jimmy was sitting straight up in bed," Mrs. Carter

¹³ Carter, Keeping Faith, 399.

¹⁴ Daily Diary of President Jimmy Carter, September 12, 1978.

^{15 &}quot;The Nobel Peace Prize 2002," Nobel Prize. 2013. Accessed March 25, 2014 - http:// www.nobelprize.org/nobel_prizes/peace/laureates/2002/

¹⁶ "The Nobel Peace Prize 2002." - http://www.nobelprize.org/nobel_prizes/peace/ laureates/2002/press.html

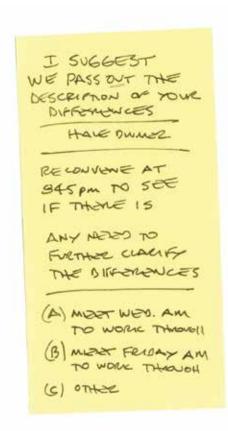
¹⁷ Carter, Keeping Faith, 575.

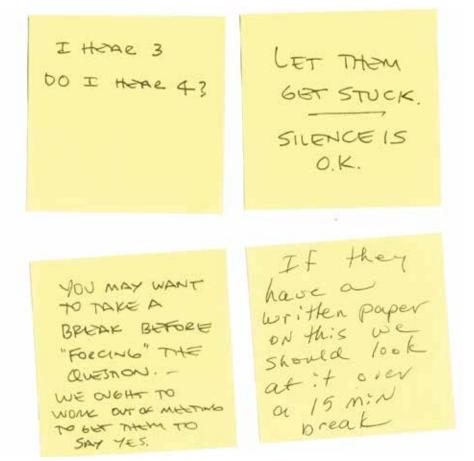
recalled....'What's the matter?' I asked. 'I know what we can do at the library, he said. 'We can develop a place to help people who want to resolve disputes....If there had been such a place, I wouldn't have had to take Begin and Sadat to Camp David."18

The Carter Center was founded in 1982, in partnership with Emory University, to advance peace and health worldwide. A nongovernmental organization, the Center has helped to improve life for people in more than 70 countries by advancing democracy, human rights, and economic opportunity; preventing diseases; improving mental health care; teaching farmers to increase crop production; and resolving conflicts.¹⁹ While the United Nations and sometimes the United States ends up managing conflicts between large nations, Carter's goal was "to resolve civil wars and legal disputes between the poorest countries in the world, those forgotten places like Ethiopia and the Sudan."20

On September 7, 1989, The Carter Center issued a statement that peace talks were underway between the People's Democratic Republic of Ethiopia (PDRE) and the Eritrean People's Liberation Front (EPLF)."21 That document marked the beginning of day one of 12 days of negotiations presided over by former President Carter, at the invitation of both sides. The year before, he had visited Ethiopia's capital, Addis Ababa, to consult with dictator Mengistu Haile Mariam. During a subsequent visit he also met with Eritrean and Tigrayan revolutionary leaders who had been engaged in a 30-year war with the Ethiopian government—mediations that marked the first time the parties agreed to negotiate without preconditions in the presence of a third-party mediator. ²²

By 1989, the conflict between the PDRE and the EPLF was the longest-running war in Africa's history. Eritrea was historically a province of Ethiopia, one of the poorest but oldest countries on Earth. The relationship between Eritrea and Ethiopia had





Notes; "Post-Its for Peace," Notes from Carter Center negotiations of the PDRE vs. EPLF, Oct-Sept/1989. (Photo Courtesy of the Jimmy Carter Library, Museum Display, Post-Presidency section.)

 $^{^{18}}$ Jimmy and Rosalynn Carter, Everything to Gain: Making the Most of the Rest of Your Life. (Fayetteville: University of Arkansas, 1995).

^{19 &}quot;Carter Center Accomplishments," Carter Center. 2014. Accessed March 25, 2014: http://www.cartercenter.org/about/accomplishments/index.html

²⁰ Brinkley, Douglas. The Unfinished Presidency: Jimmy Carter's Journey Beyond the White House. (New York, Viking Penguin, 1998).

²¹ "PDRE and EPLF Announce Peace Talks, September 7, 1989." Jimmy Carter Library, Atlanta, GA.

²² "The Carter Center Waging Peace, Ethiopia." Carter Center. 2014. Accessed March 25, 2014: http://www.cartercenter.org/countries/ethiopia-peace.html



Notes; "Post-Its for Peace," Notes from Carter Center negotiations of the PDRE vs. EPLF, Oct-Sept/1989. (Photo Courtesy of the Jimmy Carter Library, Museum Display, Post-Presidency section.)

changed in the late 1880s when Italy colonized Eritrea, affecting the region's culture, commerce, and borders. When Italian colonization ended in 1941, Eritrea was administered by Great Britain. By the time UN Resolution 390 mandated that Eritrea should be federated to Ethiopia, many of the people living there saw themselves as distinct and separate from Ethiopians proper. Eritreans wanted their own country, but Ethiopia objected to the idea, not only for historic reasons, but because without Eritrea, which is on the eastern side of Ethiopia, bordering the Red Sea between Djibouti and Sudan, Ethiopia would be landlocked.²³

The documents shown on this page, Post-It Notes for Peace, were created during the opening round of talks held at The Carter Center in Atlanta. The informality of using post-it notes during such important negotiations, as well as the contents of some notes—"Let Them Get Stuck, Silence is O.K," or "Should you offer to leave the room?"—was in keeping with the rationale behind the way the negotiation space had been set up. The negotiating team's first concern was to "create an environment that was both neutral and conducive to a peaceful outcome," since previous negotiation efforts between the PDRE and EPLF, which took place in hotels, had been unsuccessful. They reportedly "brought in sofas and overstuffed chairs...added table lamps, plants, and small coffee tables," and, "as a less than subtle touch, placed a white sculpture of doves on a pedestal in one corner of the room and hung a painting of the signing of the Middle East peace accords at Camp David on a nearby wall."24

Two months after the Atlanta talks, the two groups met again in Nairobi, Kenya. Though progress had been made, the fighting continued. In May 1991, Tigrayan forces reached the capital city of Addis Ababa, forcing the president of Ethiopia to flee the country. In May 1993, Eritrea became an independent nation.25

In this instance, even the foreign policy expertise and international relations experience of former President Carter and The Carter Center could not reconcile the longest-running conflict in African history. "One of the most formidable obstacles of all," Carter wrote, looking back on the negotiations, "can be the continuing conviction of one or both sides that they might still win the war. This was a problem we faced when the Carter Center conducted mediations between Ethiopia and Eritrea."26 Despite the outcome of that struggle, however, Jimmy Carter will have a remarkable legacy—a man who believed in peace, not only for the citizens of his own country, but for his fellow man the world over.

For a complete bibliography, copies of the documents, and teaching resources, go to www.nhd.org/themebook.htm.



 $^{^{25}}$ "The Carter Center Waging Peace, Eritrea." Carter Center. 2014. Accessed March 25, 2014: http://www.cartercenter.org/countries/eritrea-peace.html

²³ Dayle E. Spencer and William J. Spencer. The International Negotiation Network: A New Methodology of Approaching Some Very Old Problems. 2, no. 2, January 1992: http://www.cartercenter.org/documents/1224.pdf

²⁴ Spencer and Spencer, The International Negotiation Network

²⁶ Jimmy Carter, Talking Peace: A Vision for the Next Generation. (New York: Dutton, 1993).



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THE LEADERSHIP AND Legacy of the Cold War President

Janet Tran

Education Manager of the Walter and Leonore Annenberg Presidential Learning Center at the Ronald Reagan Presidential Foundation **Anthony Pennay**

Director of the Walter and Leonore Annenberg Presidential Learning Center at the Ronald Reagan Presidential Foundation

ike so many of the enjoyable aspects of the study of history, presidential legacies are not fixed. A president's legacy is based not only on his accomplishments in office, but the context of the times and the aftermath of his policies long after he has moved out of 1600 Pennsylvania Avenue. President Ronald Reagan left office in 1989 with a 60 percent approval rating, but post-presidency events, research, and publications have equally shaped his legacy. Recent polls consistently find President Reagan in the top five most popular American Presidents. While facts do not change, as presidential documents are unearthed and policies are played out, the hand of history hones and refines the narrative. Recently published "new" histories of presidents such as Washington and Lincoln, removed from office a century or more, exemplify the long arc of presidential narratives.

Whereas Washington is linked to the Founding, and Lincoln to the Civil War, President Reagan is inextricably tied to the drama-filled backdrop of the Cold War. Of course, hindsight is 40/20, with historians proclaiming they stood with the president who demanded the dismantling of the Berlin Wall and predicted the collapse of the Soviet Union. However, during the Reagan presidency, it was a "thin and sustainable hope that some future President" would stand at the landmark of the Berlin Wall and "recall that years before President Ronald Reagan had gone there and predicted the Wall's decay."2

³ Margaret Thatcher, "Lecture to the Heritage Foundation: The Principles of Conservatism," December 10, 1997, transcript. Margaret Thatcher Archive. http:// www.margaretthatcher.org/document/108376



President Reagan writing his State of the Union Address in the Oval Office, January 24, 1983. (Photo courtesy of http://www.reagan.utexas. edu/archives/photographs/large/c12572-6A.jpg. C12572-6A)

British Prime Minister Margaret Thatcher recalled that President Reagan's contemporaries advocated the popular option of appeasing the Soviet Union, fearful of a third global conflict.³ Today the fear of nuclear winter and the threat of the Cold War have faded into distant memory, but, as is true for each generation of Americans, historians and fans of history seek to contextualize the events of the present through the lens of the past. While today's current threat of terrorism differs greatly from the spread of communism, lessons from the leadership of President Reagan, his firm belief in the ultimate triumph of freedom and his resolve to end the Cold War, are still applicable to diplomacy in unstable regions in the world today.

¹ "Gallup Poll," Gallup Organization. Accessed January 28, 2014. http://www.gallup. com/poll/124922/presidential-approval-center.aspx

² Sidey, Hugh, "Rekindling Pride and Purpose," Time Magazine 119, no 25 (June, 21, 1982).

An American Renewal

hile malaise and crisis of confidence was a domestic issue that President Reagan faced upon entering office, it had major implications in the foreign policy arena as well. Intuitively, Reagan knew that without a renewal of American pride, an improvement in self-image and most importantly an economic recovery, negotiations with the Soviet superpower would be from a position of weakness. A strong economy was critical to be an exemplar to the world, and of course to sustain the arms buildup that could pressure the Soviet Union to the negotiating table.

President Reagan also saw an opportunity, as the popularity of Soviet ideology declined, to showcase the greatness of the American system rooted in opportunity, freedom and dignity.⁴

Optimism was a famous trait of the fortieth president, who preached with conviction that "America's best days and democracy's best days lie ahead." His optimism was on display in his many jokes, as well as his commitment to rekindling a sense of pride in the American people. As he himself noted in his farewell address, he was most proud of the nation's renewed sense of patriotism. Post-Vietnam, Reagan was the first president to finish two terms in office, signaling a transition in the American psyche. The president's persistent sense of optimism made him believe that, despite unproductive negotiations with previous general secretaries of the Soviet Union, working with the Soviets was worth his time and effort.

⁵ Ronald Reagan, "Address Before a Joint Session of the Congress on the State of the Union," January 25, 1984, transcript. Ronald Reagan Presidential Library and Museum. http://www.reagan.utexas.edu/archives/speeches/1984/12584e.htm



President Reagan working in the Address in the Oval Office, October 26, 1988. (Photo courtesy of http://www.reagan.utexas.edu/archives/ photographs/large/C50114-4.jpg. C50114-4)

Soviet Union, Communism and **Internal Collapse**

The Sources of Soviet Conduct," the seminal work of former deputy chief of mission of the U.S. to the U.S.S.R George Kennan, published as an essay in Foreign Affairs magazine in 1947, identified the fundamental conflict between the United States and the Soviet Union.⁶ Soviet ideology, Kennan argued, was diametrically opposed to capitalism and ultimately interested in expanding its sphere of influence. While popular opinion in the 1980s may have seen the Soviet Union as an equal rival of the United States, intelligence documents dating back to 1977 predicted that the Soviet economy was stretched thin and would face serious strains in the next decade.7 President Reagan was privy to this intelligence and gambled on evidence suggesting that the Soviet economic system, despite bellicose threats of burying the West, was unsustainable.8

A prevailing myth surrounding U.S. intelligence during the Reagan era is that the Reagan administration and intelligence community were caught by surprise at the deteriorating state of the Soviet Union's economy.9 However, during President Reagan's time in office, the Central Intelligence Agency wrote openly about Soviet leader Mikhail Gorbachev's challenges, including the "overall economic situation" and the "generally deteriorating" living conditions throughout the Soviet Union. Planned societies can create short-term bursts of productivity toward a specific goal or cause, but ultimately inefficiency and corruption take over.¹⁰ While some scholars would argue that Soviet collapse was inevitable, President Reagan called the Soviets' bluff and began an arms buildup that would expedite the failure of the Communist system.

The Reagan Doctrine and Arms Buildup

n the summer of 1982, President Reagan's address to the British Parliament in Westminster Palace emphasized his commitment to democracy, ending the tenuous stability

⁴ Gaddis, J. L., Strategies of Containment: A Critical Appraisal of American National Security Policy during the Cold War. Chicago: Oxford University Press, 2005.

⁶ George Kennan, "The Sources of Soviet Conflict," Foreign Affairs 25, no. 4. (July 1,

⁷ Bruce D. Berkowitz, "U.S. Intelligence Estimates of the Soviet Collapse: Reality and Perception," International Journal of Intelligence and Counter Intelligence 21, no. 2 (2008): 237-250.

⁸ Thatcher, "Lecture to the Heritage Foundation: The Principles of Conservatism."

⁹ Berkowitz, "U.S. Intelligence Estimates of the Soviet Collapse."

¹⁰ Berkowitz, "U.S. Intelligence Estimates of the Soviet Collapse."

of containment and détente.11 Reagan might have inherited the policy of proxy wars and strategies carefully constructed by his predecessors, but he was clearly prepared to detour from their Cold War playbook. The president's impassioned rhetoric angered his critics and often unnerved his allies. Detente, skeptics argued, had more or less avoided the outbreak of global war.12

The Reagan Doctrine called for the revival of U.S. military might and a renewed and unabashed commitment to support anti-Communist forces abroad.13 These policies comprised a concerted effort to force the economic collapse of the Soviet Union. The chess match of East meets West led to the U.S. investment and involvement in Eastern Europe, Latin America, Asia, and the Middle East. The Soviet Union responded in turn, investing in military buildup while the Russian people sank further into misery. While international intervention was not entirely free of controversy, even critics must concede that the defense buildup during the Reagan Era contributed to the decline of Soviet system.14

In his farewell address, Reagan commented that pundits had predicted Reagan Doctrine policies would incite war and end in disaster. However, the president knew that strength on display did not equate with strength deployed. "Common sense," he said, dictated that "to preserve the peace" the United States needed a revival of military strength.¹⁵

Reagan and Gorbachev

resident Reagan was quick to credit others for success, believing that "no President, no Congress, no Prime Minister, no Parliament" would ever eliminate the threat of global war.¹⁶ However, the story of how the Cold War came to an end could not be narrated without crediting the leaders of the two superpowers who presided over its

11 Ronald Reagan, "Address to Members of the British Parliament," June 8, 1982, transcript. Public Papers of the Presidents of the United States: Ronald Reagan. http://www.reagan.utexas.edu/archives/speeches/1982/60882a.htm

conclusion, Reagan and General Secretary Gorbachev. When Reagan entered office, the situation in the Soviet Union was dangerous because human contact between the leaders of Western and Eastern spheres of influence was next to nonexistent.17 Reagan understood the value of human interaction and recognized a difference in Gorbachev from previous leaders of the Soviet Union. Reagan would show that a president could alter the course of foreign policy and drive diplomacy.¹⁸

The superpowers were rapidly amassing arms, and they agreed on a shared but tentative goal of reducing their nuclear stockpile. The Reagan-Gorbachev summits, now viewed as foreign policy legend, took place in a time when Americans viewed negotiations as weakness. To begin with, the relationship between the president and the general secretary was fraught with tension in Geneva, and came close to ending altogether when the talks stalled in Reykjavik in 1986. However, President Reagan refused to abandon hope; a year after negotiations broke down in Reykjavik, both leaders signed the Intermediate-Range Nuclear (INF) Treaty at the Washington summit on December 8, 1987.

According to former Secretary of State George Schultz, President Reagan "never let the perfect be the enemy of the good, either at home or abroad."19 In 1988 at the Moscow Summit, Reagan and Gorbachev released a joint

¹⁹ Schultz, "The Fall of the Berlin Wall,"



President Reagan giving a speech at the Berlin Wall, Brandenburg Gate, Federal Republic of Germany, June 12, 1987. (Photo courtesy of http:// www.reagan.utexas.edu/archives/photographs/large/C41252-6.jpg. C41252-6)

¹² George Schultz, "The Fall of the Berlin Wall: A Perspective on Its Twentieth Anniversary." November 6, 2009, transcript. Ronald Reagan Presidential Foundation. http://www.reaganfoundation.org/clientimages/GeorgeShultzReaganLibrarySpeech_ BerlinWallAnniversary_Nov62009.pdf

¹³ Krauthammer, Charles. "The Reagan Doctrine." Time Magazine, 1 April 1985, 18.

¹⁴ Richard Ned Lebow and Janice Gross Stein, "Deterrence and the Cold War," Political Science Quarterly, 110, no.2 (Summer 1995): 57-181.

¹⁵ Ronald Reagan, "Farewell Address to the Nation," January 11, 1989, transcript. Public Papers of the Presidents of the United States: Ronald Reagan. http://www.reagan. utexas.edu/archives/speeches/1989/011189i.htm

¹⁶ Reagan, "Address to Members of the British Parliament."

¹⁷ Schultz, "The Fall of the Berlin Wall."

¹⁸ W. J. Dixon, and S. M. Gaarder. "Presidential Succession and the Cold War: An Analysis of Soviet-American Relations, 1948-1988." Journal of Politics, 54 no. 1 (1992), 156-

statement showcasing the progress their nations had made in peacekeeping for the world. Over the span of the Reagan presidency, Soviet relations improved and milestones in peacekeeping were achieved.20

Starting in 1986, Reagan delivered a New Year's address to the Russian people, and Gorbachev did the same for Americans. These addresses, broadcast via radio and television, served as tangible proof of their unwavering determination to make the world a safer place. In retirement, both men credited the other as a partner in preserving global peace in a time when war seemed inevitable. Not surprisingly, in 1989 when the Soviet Union was slowly being dismantled, news outlets declared the United States the winners of the Cold War. However, both Reagan and Gorbachev recognized that because freedom had triumphed, the whole world emerged as the Cold War's winners.

In Retrospect: How the Cold War Was Won

oday the fall of the Berlin Wall serves as the metaphor for the collapse of the Soviet Union and end of the Cold War. In some circles, Reagan's call to the general secretary to "tear down this wall" has been glorified into mythology, as though the Berlin Wall was summarily destroyed just after he uttered those words. This is a disservice to the president's legacy and a frightening simplification of the Cold War's complexity.

²⁰ Dixon and Gaarder, "Presidential Succession and the Cold War," 156-175.



President Reagan with Chancellor Kohl and Eberhard Diepgen, arriving to give a speech at the Berlin Wall, Brandenburg Gate, Federal Republic of Germany, June 12, 1987. (Photo courtesy of http://www.reagan. utexas.edu/archives/photographs/large/C41251-13A.jpg. C41251-13A)



President Reagan and Soviet General Secretary Gorbachev meet in the boathouse during the Geneva Summit in Switzerland, November 19, 1985. (Photo courtesy of http://www.reagan.utexas.edu/archives/ photographs/large/c44261-22.jpg)

When President Reagan delivered his historic remarks at the Brandenburg Gate, he was one of only a few people who envisioned a reunified East and West Germany. His faith in the value of democracy, the human desire for freedom, and his optimistic view that good would eventually triumph enabled him to predict that communism would end up in the "ash heap of history."21

After the Soviet Union's collapse, the narrative of the Reagan presidency was further shaped by the contentious atmosphere of the 1992 election.²² Victory, conservatives would argue, was centered on the coalition that elected President Reagan and believed in the supremacy of the West. Conservatives would lionize the image of Reagan's strong resolve that wrestled the Soviet Union to its knees. Liberals would instead emphasize the economic stagnation and political decay caused by 70 years of Communism.

Reappraisal is a natural process for modern presidents, as evidence comes to light of the effects of their term in office. President Reagan's diaries, letters and speeches reflect a man who was an avid reader and a gifted writer. Declassified intelligence documents reveal knowledge about the Soviet Union that dictated policies encouraging the arms race. The fall of the Berlin Wall and end of the Cold War showed that American leadership helped maintain peace.

²¹ Reagan, "Address to Members of the British Parliament."

²² Petersen, Eric F. "The End of the Cold War: A Review of Recent Literature." The History Teacher 26, no. 4 (August 1993): 471-485.



President Reagan saluting as he boards the helicopter at the U.S. Capitol, Washington, DC on his last day as President, January 20, 1989. (Photo courtesy of http://www.reagan.utexas.edu/archives/ photographs/large/c51664-20A.jpg. C51664-20A)

President Kennedy once said in a speech: "A man may die, nations may rise and fall, but an idea lives on. Ideas have endurance without death." Today it's clear that the ideas President Reagan communicated resonated with Americans when he was elected in 1980, and they still resonate strongly today. Perhaps Reagan himself communicated it best, when he reflected that "once you begin a great movement, there's no telling where it will end. We meant to change a nation, and instead, we changed a world."

Today President Ronald Reagan's legacy revolves around his leadership at the close of the Cold War. It is built upon his refusal to accept détente between two superpowers armed with weapons capable of creating a nuclear winter. It is built upon his rejection of the view that America's standing in the world was in decline. It is built upon faith in the human commonality that yearns for freedom and liberty, fundamental cornerstones of the American people.



President Reagan and Mikhail Gorbachev photo op. at First Meeting in Grand Kremlin Palace in Moscow, May 29, 1988. (Photo courtesy of http:// www.reagan.utexas.edu/archives/photographs/large/C47249-22.jpg)

Education Resources at the Ronald Reagan Presidential Foundation and Library

The Walter and Leonore Annenberg Presidential Learning Center (APLC) at the Ronald Reagan Presidential Foundation is committed to engaging the future leaders of America in the study of our nation's democratic processes with the aim of developing proactive informed, educated, and conscientious citizens and leaders.

The American Presidency and the Cold **War Document Based Question**

The theme book website includes an original Document Based Question (DBQ) developed by the Walter and Leonore Annenberg Presidential Learning Center (APLC) that borrows resources from the Presidential Libraries, National Security Archives and other reputable foundations. The teacher resources are modeled after rubrics provided at the Advanced Placement (AP) reading.

To access the DBQ or a complete bibliography, go to www.nhd. org/themebook.htm.

Scan for Additional Resources



Alumni Spotlight

s an organization, National History Day is dedicated to the students and teachers who participate in our programs. Over 10 million students have participated from all 50 states, D.C., American Samoa, Guam, Puerto Rico, and International Schools in China, Korea, and South Asia. To show our ongoing support for all who have come before and those who will join us in the years to come, NHD is founding the NHD Alumni Network, to engage and connect with former students around the world. Building our network will allow alumni to build connections and contacts outside of their nine to five network, and allow them to continue demonstrating their support for NHD activities. Our alumni include lawyers, doctors, Pulitzer winners, foundation leaders, television hosts and more.

One such very engaged alum, Jon Gillum, did not come to NHD willingly. His 6th grade teacher in Baytown, Texas, required his geography class to participate, and Jon reluctantly prepared a group documentary on Morse Code in 1987-88. "It was pretty laughable in hindsight. I pretended to be a *Nightline* anchor in the video, and we had only five sources in our bibliography—one of which was a dictionary. Somehow, though, we advanced to the state competition, and after that I was hooked."

During the next six years, Jon advanced to the national contest five years in a row, placed in the top ten in the nation in three different categories, and won first place at the national contest two years in a row.

Since then Jon has remained involved with NHD as a judge, mentor, and speaker. He currently serves on the NHD Board of Trustees as well as the Education Committee of the Texas State Historical Association, which administers the NHD program in Texas. "The reason I have stayed involved in NHD for the past 26 years is that NHD is a life-changing experience for most students, regardless of whether you win a prize. The research, writing, and analytical skills that NHD develops are unmatched, and they personally gave me a tremendous advantage in college, graduate school, and ultimately in my career."



Jon Gillum, Senior Counsel at Locke Lord LLP and NHD Alum.

Jon now practices administrative law and commercial litigation in the Austin office of Locke Lord LLP. "Most NHD participants—just like me—do not ultimately become professional historians. But what those students learn from NHD allows them to become professionals at anything to which they set their minds."

NHD challenges students to expand their knowledge and capacity for research beyond those required in most class curriculum. It is proven that these students outperform their non-NHD peers on state standardized tests in multiple subjects, including reading, science and math, as well as history. We are asking all teachers, parents, partners, and other members of our network to help NHD with this effort by encouraging them to reach out to former NHD students and telling them to join our network through www.nhd.org/alumni.htm.



Join the National History Day alumni network and continue being part of **OUR**story!



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NHD: A CHALLENGE THAT PAYS OFF FOR STUDENTS, EVEN THOSE WITH LEARNING CHALLENGES

Gita Morris and Julie Noble

The New Community School, Richmond, Virginia

he National History Day project is a valuable process for students interested in learning more about the past and how it can empower the future. It's also a tool teachers can use to energize students—but it's not just for gifted students, top history students, or after-school clubs. National History Day can be a valuable means of teaching all kinds of students how to improve their research skills and tap into their interests and strengths.

As teachers at a school for students with language-processing challenges, we both employ NHD projects to complement and build on the curriculum during the regular school day. Julie Noble is an eighth-grade history teacher who introduces NHD to her students in her Ancient World curriculum. Gita Morris, the History department head, also works with eleventh-grade students in U.S. History/Modern World on NHD. Fifth-, sixth-, and seventh-graders work on shorter history projects, in which they learn basic research skills. In other years of high school, students focus on writing term papers.

Our School and Students

he school where we teach has an enrollment of 120 in fifth- through twelfth-grades. The difficulties our students face when creating an NHD project are the same ones they face in the classroom. Processing language is difficult for them in various ways, including problems with reading accuracy, vocabulary, reading comprehension, reading rate, written expression, spelling, memorization, remembering names and dates, organization, and ability to use technology. Many also have challenges when it comes to attention span, organization, and executive functioning. For these reasons they often come to us lacking the background knowledge you might expect to find in students of their age and obvious intelligence. Not every student has difficulty in all of these areas, however, or to the same extent.



These difficulties can pose special challenges when it comes to NHD research, as well as during project creation and the judging process. Sometimes questions that seem routine to most people, such as what year an event took place or what source the student found most helpful, are really tough for our students. On the other hand, the answers to more abstract questions, such as why was a given event important, may come more naturally. This may have to do with the way a student makes connections or connects to prior learning. Students with dyslexia, for example, often have strengths, in that they are able to see events from a different perspective. What our students have in common is intelligence that is above their skill levels, as well as intellectual curiosity, which is what we seek to tap into, igniting their interest in topics they can research for an NHD project.

On the positive side, we have good parental support, in addition to a school culture where the expectation is that students, not parents, will complete projects. We are able to build in work time within our class schedules, which is critical because our students also come from a wide geographic range, sometimes traveling more than 50 miles to school. We are also fortunate to have strong support for NHD from the administration and from faculty in other departments. Our school has a strict one-project-at-a-time rule, however, which means that we have to fit NHD work into periods of time not already reserved for things like the Science Fair and English research papers. Fortunately, we have students who are willing to stay late (and sometimes even come in over vacations!) to work on their projects.

The first group to create NHD projects in middle school are the eighth-graders. During the fifth, sixth, and seventh grades the students learn to do basic research and smaller projects that set the stage for the work they will tackle in the eighth grade. Middle school students are taught to first determine a topic that ties in with their curriculum, then find resources that can help them gain a general understanding of that topic—usually an encyclopedia article. They are asked to read and highlight that article for essential information, and then they are taught how to create note cards (either on actual cards or digitally) that each contain one thought, phrased in their own words. Then they learn how to organize these separate thoughts into categories of information.

THE CHALLENGE OF LEADERSHIP IS TO BE STRONG, BUT NOT RUDE; BE KIND, BUT NOT WEAK; BE BOLD, BUT NOT BULLY; BE THOUGHTFUL, BUT NOT LAZY; BE HUMBLE, BUT NOT TIMID; BE PROUD, BUT NOT ARROGANT; HAVE HUMOR, BUT WITHOUT FOLLY.

- JIM ROHN

Next they need to think about how they will use that information to communicate how their topic relates to the NHD theme. Generally this involves getting them to place the cards into three big categories. The first is thinking about what makes their topic fit the theme, for example a turning point or whether something is a right or responsibility. The second category is the cards that describe an actual event, person, or action. The third is the "so what, or why did it make a difference for people then and in the future?" category. After that we work on coming up with sub-categories, and then we have an outline for creating either an exhibit, a performance, or a documentary. We usually compete in only those categories, because of where our students are in terms of technology use and writing ability. This part of the project takes a lot of oversight and encouragement from the teacher.

In our eleventh-grade history course, I introduce NHD by exploring that year's theme. Typically most of these students completed projects in the eighth grade, but there are always some who entered our school after that. Both in class and for homework I ask them to explore some of the projects on the NHD website, so they can appreciate what is possible.

We block off a five-to-six-week window for this activity in between the Science Fair and our January exam period. During that time students work in teams, and they are expected to spend about 30 minutes on the project per night outside of class as well as working in class. Most teams schedule some after-school work sessions, either at school or on weekends in a student's home. During the first week, the students explore potential topics, usually beginning with a list that I give them. They are limited to the time period covered by our course; my list includes appropriate topics that I believe can be supported by resources available to them through our library, the internet, and our own community. However, they aren't limited to topics on my list.

The research phase lasts two to three weeks. After that, they move into project design. As they plan and carry out their projects, they often need to do additional research, so of course the research phase is ongoing. During the research phase, they practice the techniques they've been taught in earlier classes: They amass a collection of 3-by-5 cards with the information they've found, and they maintain separate primary and secondary source bibliographies using an online site. Because they do much of their research in class, they can ask questions when they do not understand something



they have read, and because we have usually worked together on research in prior years, they are comfortable asking. Each week I ask them to report in writing on what they have accomplished, and they are required to meet note card quotas—which they often exceed. Often they do not do the annotated bibliography or the process paper until March. That is partly because once they begin project work, they find that everything takes longer than expected. That first minute



of a video may take hours to complete! It is also because after exams they go right into their English research papers, so I have to wait until those are done before we can resume NHD

work. At that point they often make significant revisions to their projects, as well as complete the annotations and the process paper.

Lessons Learned

e first began work with NHD during the 2001-02 school year. Many of the same principles that are true for other projects at our school work for NHD. For any long-term project, structure is critical. We try to break down each week so that it has specific goals that students must meet. If they don't, they stay after school to work until they have met them. While we can't guarantee success for our students, we have learned that by breaking large tasks into smaller pieces, holding students to interim deadlines so that problems do not snowball, providing support where they genuinely need it, and having resources available that they are able to work with, we greatly improve their chances for success.

Why NHD?

iven the challenges these students face and the large amount of time that we dedicate to NHD projects, "Why?" seems like an apt question. Every time our faculty discusses twenty-first century skills and how to infuse them into our curriculum, NHD comes to mind, at least for us. Creativity, critical thinking, collaboration, communication, global citizenship, digital literacy-you name it and NHD fosters it. Our students get excited about their topics, and while there are certainly frustrating moments, the pride they feel when they meet a challenge is wondrous indeed. Seeing our bright students competing with their intellectual peers warms our hearts as teachers—corny but true!

Here is one student's story. A few years ago, one of our high school students was faced with creating an NHD project. Though this young man had been at our school for three years, he had thus far shown virtually no interest in school, despite his abilities and the determined efforts of his teachers. He partnered up with another student, and they decided on a topic they were both interested in, also opting to create a documentary, which built on this young man's recently developed skill of movie making. As crunch time for their documentary approached, he reported to me that his mother was a little upset about why his light was still on after "lights out." He had been telling her, "But mom, I'm working on my movie!" She was so surprised to see he was that involved with a school project that she let it go. He and his partner placed first in our region, second in the state, and went on to the National Contest with great fanfare.

We went into this endeavor determined to appreciate small triumphs. It was eight years before we had a student advance to Nationals, but our goal has always been the journey, not a medal at the finish line.





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The History of Leadership Through the Lens of Mao's China: NHD's 2013 SUMMER INSTITUTE

Pat Ramsey

State Coordinator, National History Day in Arkansas, Social Studies Education Coordinator at the University of Central Arkansas

wo weeks in China: The Great Wall, the Forbidden City, Shanghai? How intriguing! Seeing these places not as a tourist but as a scholar studying Mao Zedong's leadership role in the long, often violent, and world-changing revolution that would make China an economic and political adversary of the United States? I was definitely interested! In 2013, National History Day offered a summer institute, "Understanding Leadership: China in the Twentieth Century," to History Day teachers who wanted to broaden their understanding of Mao's China as a leadership model. The extensive reading list included works that would give us perspectives of the revolution from a variety of players, those who were followers of Mao, and those who were not. Our travels would bring us to the very streets where some of the revolutionary dramas described in those readings had played out. We would get to meet Chinese residents who were living with the outcomes of Mao's legacy.



2013 China Institute participants gathered in the Bund in Shanghai, China.

hile I am not a regular classroom teacher, I get to interact with many secondary students through my dual roles as a field supervisor of university teacher-interns and the state coordinator of the National History Day in Arkansas program. The China Institute offered a rich mixture of historical events and ideas that I could use in developing lesson plans with my college students and in History Day workshops with teachers and students. I applied for the institute, and as they say, the rest is history.

Off we went, a lively mix of teachers and NHD staff, to spend two weeks looking for evidence of the impact of Mao's leadership. My own, individual quest was to find an answer to a question: Can we consider someone a successful leader if many of his policies bring serious hardship and tragedy to his followers?

We toured cities, talked with residents, and expanded our understanding of China's embrace of communism and also its complex current relationship with capitalism and the global community. Our preparatory reading list included several works on Mao's rise to power, as well as books on other individuals intimately involved in China's struggle to find an economic and political structure that would bring the country to global power. While the readings gave us insight into the political conflicts and violence that were a hallmark of Mao's regime, nothing could approach the understanding we gained from talking with Chinese citizens—who are living with the outcome of the revolution—and from walking the streets where Mao's leadership brought such sweeping changes.

No amount of reading could have prepared us, too, for the overwhelming sense of congestion we faced in China's crowded cities. Everyone in China seemed to be going somewhere. The streets were always packed with cars, small trucks, motorcycles, and bicycles. In the mornings, many were traveling to work from extensive apartment complexes, often situated on the edges of municipal areas. One might expect a single American apartment complex to house several hundred families, but the massive structures we saw in China had been designed for tens of thousands of families.



Mao's official portrait at Tiananmen gate, 1967. (Original artwork courtesy of Zhang Zhenshi)

n Shanghai, the first city on our itinerary, we traced communism's effects on the economy through changing architectural styles. Within the Bund, the neighborhood once dominated by western commercial entities, we saw elegant bank buildings built early in the twentieth century, where wealthy Europeans and Americans had once transacted business with each other and the Chinese. When Mao's revolution ended western capitalism in China, those structures were converted to state use. The ensuing revolutionary period produced few buildings that would enhance the city's architectural landscape. As we looked across the Huangpu River, we could see taller, very modern-looking buildings that represent China's return to a global

THE GROWTH AND DEVELOPMENT OF PEOPLE IS THE HIGHEST CALLING OF LEADERSHIP.

- HARVEY FIRESTONE

economy. Today Shanghai has once again become known as a center of global economic leadership, with a thriving local economy that depends upon its youthful population's entrepreneurial skills. As our travels continued, we would see other cityscapes that reminded us of Shanghai's, punctuated with shiny skyscrapers of steel and glass reaching upward from crowded streets.

We spent our first evening in Nanjing admiring this beautiful city from an unusual perspective: aboard some of the boats that traverse Nanjing's canals. The next day we visited the Nanking Massacre Museum, where the 300,000 residents slaughtered by the Japanese army during the 1937 Rape of Nanking are commemorated. We also went to the home of German businessman John

Rabe, who protected more than 200,000 Chinese citizens from torture and death during the Japanese incursion. Rabe's efforts provide an inspiring example of how one individual embraced responsibility in a horrific situation not of his making and not under his control.

late-night flight took us next to Changsha, where we visited the Hunan Normal School and met 10 young women studying to become tour guides. They practiced their English on us, lecturing on Chinese history, and then lunched with us at a restaurant purported to be Mao's favorite. Over dishes of "fatty pork" and "stinky tofu," we talked how China's one-child policy had affected them. Later we visited Orange Island, where there's a huge stone bust of Mao, and then traveled to Shaoshan, Mao's hometown, where we had lunch at a restaurant owned by a woman who knew Mao and his family well. Ms. Tan, who is 85, talked about how she survived Mao's regime and ultimately became a wealthy restaurateur. She had managed to prosper as a private businesswoman despite the harshest restrictions. Our discussion with her (through a translator) helped us better

understand the complexity of China's economic system.

On day eight we flew to Xi'an, the ancient center of Chinese civilization and the Silk Road's eastern terminal. Visiting the famous terra cotta warriors, the city walls, and other archaeological sites gave us all a better appreciation of the long line of Chinese rulers who had led this nation before Mao.

We took a night train to our last city, Beijing. Here we walked the courtyards of the Forbidden City and also stood in Tiananmen Square, expanding our historical knowledge across centuries of Chinese political culture. Our tour had given all of us a better understanding of the transformations that have brought this nation into the twenty-first century, where globalism and layered economic practices bring new challenges.

While in Beijing, we made a trip to the Great Wall, a site that no visitor should miss out on. While there, everyone should take the time to walk at least a part of this ancient fortress, which kept out marauders and provided jobs for many laborers over many years. Today the Wall serves as a major tourist attraction, bringing revenues from throngs of visitors. A visit to the Summer Palace and a lecture at Tsinghua University capped off our trip.

We had seen a tiny part of this huge country, and met some lovely people along the way. And in the process I had found a response to the question I started out with, about whether a leader is successful if his policies bring negative or even tragic outcomes to his followers. I not only have an answer, I also have a plan for challenging my History Day students to look at leadership from perspectives they may have never before considered.

2013 China Institute participants meeting with Chinese students in Hunan.

Footprints on our Hearts: Honoring Fallen Heroes

Joshua Bill and Andrea Flores

2013 Normandy Team, Waukegan High School, Waukegan, Illinois

here are times when we all need a tutorial on what it means to be a leader. Ours came this past summer, on the beaches and in the American Cemetery in Normandy, France. It was there where the fallen, silent heroes of D-Day took their rightful place in our hearts. Their legacy lights the way for all who seek to find a timeless example to follow of service, sacrifice and love of country.

When we were accepted into the Albert H. Small Normandy Institute last winter, we had no way of knowing that the experience would change the way we saw our own lives. The first several months of preparation included intense reading that would contextualize our entire experience. Those texts became the lenses through which we saw servicemen throughout the world responding to the summons of their country's call of honor. We quickly realized that members of

the revered "Greatest Generation" saw themselves responding with uncertainty but growing conviction to duty: hesitant, scared, yet moving forward because they were the ones to bear the burdens of war. Clearly, one of the most often-identified themes that emerged from the texts was leadership by example. The Greatest Generation earned its nickname by quietly stepping into the inferno of war, a choice that is difficult to imagine for those of us who follow in their footsteps.





First Lieutenant Robert M. Follensbee.

our local historical society, for we had decided to study someone from our own hometown. Looking at his high school yearbook brought unexpected sadness as we compared our own carefree experiences in learning, teaching, and socializing. We were able to re-create the life of First Lieutenant Robert M. Follensbee of Waukegan, Illinois. As the details of his life came into focus, we looked forward to our journey to France with a renewed sense of anticipation for everything this trip would be about.

Our arrival in our nation's capital brought heightened anticipation and uncertainty about the trip to come. When we met Mr. Small, he took us by surprise—never before had we encountered someone who had such a

beautiful idea, taking a handful of students from across the country and making them understand the sacrifices made in World War II. After the session's opening night, we felt as if it was our special duty to spread the idea of what the war took away from us. All 15 students involved were convinced it was their obligation to honor the legacy of the fallen.

Visiting the National Mall, we were touched by the reverence the general public has for those who gave their lives for freedom. We laid a wreath at the World War II Memorial, and as the bugler played taps, all those visiting the memorial, many of whom had formerly been snapping photos and chatting, fell silent. We soberly reflected on the 400,000 lives lost in the conflict—and our appreciation of their sacrifices continued to grow throughout our journey.

As we researched our soldier at the National Archives, we began to see how all these puzzle pieces fit together. Reading the journals of members of the 4th Infantry, we could trace the daily travails of the unit, including details of lives lost and territory held. What took us by surprise was finding Robert Follensbee's name in a book where so few soldiers were singled out. It turns out he paid the ultimate sacrifice on June 12 on "bloody hill" around the Montebourg area, after playing an important part in capturing Cherbourg.

All the soldiers we saw in pictures at the archives remained with us after we left D.C. behind. We would recall that they never thought of themselves as contributing to history; they were just there because they had to be. They fought for the people they had left back home, for their brothers in arms, and hoped to return to the hometowns they loved.

A few days later it was time to retrace Lieutenant Follensbee's steps in Normandy. When we arrived in France, even though most of us were so tired we could hardly keep half an eyelid open, we visited Pegasus Bridge, site of the first Allied D-Day landing by the airborne division. There we learned about the efforts of the French to aid the Allied forces. In fact, throughout our travels in France we were greeted graciously; the French seem to have never forgotten the help they received from the Allies. When we traveled to St. Mere-Eglise, we were stunned to note that a church we stopped by had a parachute hanging from its spire. On hearing the story of the paratrooper who landed there and played dead while watching his friends being gunned down, we were all struck by the cold reality of warfare. That scene also gave us a better understanding of the scars borne by those who fought in the conflict.

We visited Utah Beach, the northernmost beach of the amphibious landings, on a day that was gray and rainy, just as it had been on D-Day. As the waves crashed on the shoreline,



Waukegan High School student Andrea Flores stands at the Normandy American Cemetery gravesite of Waukegan resident Robert M. Follensbee, who was killed in action a week after D-Day. (Photo courtesy of Waukegan Public Schools)

we tried hard to imagine Follensbee reaching the beach. At the same time, as we took in the poppy fields nearby, it seemed impossible this stunning setting had once been pulverized by war. The countryside's beauty amazed us: It was difficult to comprehend that something so terrible could have occurred at this spot.

In particular, our visit to Omaha Beach, the deadliest landing spot, impressed us all with its haunting beauty. The soft sands and gentle waves there were in striking juxtaposition to the horrors we had read so much about. Each of the men who came ashore, we realized, had been fighting for peace in their own time, and also for later generations. They were everyday heroes fighting for the future, winning for us the kind of perfect peace we found at Omaha.

Our bus was collectively silent when we were on our way to present eulogies for our soldiers at the American Cemetery.



Soldiers wading ashore at Utah Beach on the morning of June 6, 1944. (Photo courtesy of National Archives USA)

We realized we would be doing something very few people get to do. A group of us decided to take the long way to the cemetery, going along Omaha Beach, following the same route as the U.S. 1st Infantry. We got lost on our way there, but in a way that seemed only fitting; we were like soldiers, trying to carve our way up an unfamiliar hillside, unsure of our path but aware of an objective we needed to meet.

left behind grew into the leaders who are shaping the world today. Understanding the trajectory of a single life within the broader arc of so many touched by the war brings into sharp focus what we must not take for granted, so that those who gave their lives did not die in vain.

hen we reached the cemetery, it was filled with white crosses glistening in the sunlight. As we listened to the eulogies prepared by the students for "their" soldiers, every story we heard brought fresh tears. Every one was distinct and special. For us, in those moments, the war dead were no longer a faceless crowd. We gained an appreciation of the value of each individual life and each soldier's contribution to the freedom we now hold so precious.

Words cannot explain how this program has changed our lives. For one thing, we learned that in order to not allow this kind of destructive event to repeat itself, we must understand it. The institute also taught us there is always something bigger than ourselves. What we managed to accomplish, in retracing and honoring the lives and legacies of the fallen, is a journey every American should strive to make, whether it is in Normandy or the hometowns where men and women who gave their lives once lived, and where the family members they

A COMPETENT LEADER CAN GET EFFICIENT SERVICE FROM POOR TROOPS, WHILE ON THE CONTRARY AN INCAPABLE LEADER CAN DEMORALIZE THE BEST OF TROOPS.

- JOHN J. PERSHING



The Albert H. Small Normandy: Sacrifice for Freedom Student & Teacher Institute

National History Day announces an exciting and unique summer institute for teachers and students. In June 2014, fifteen student/teacher teams will engage in a rigorous study of D-Day and World War II. Students and teachers will be immersed in lectures presented by leading World War II historians, participate in a scholarly study of the war memorials in the D.C. area and walk in the footsteps of history on the beaches of Normandy. Students will study about and make presentations on various aspects of the Normandy Campaign. The last day in Normandy will be a day of remembrance. The students will lay a wreath at the American Cemetery and present eulogies based on individual pre-institute research of a soldier who made the ultimate sacrifice.

For more information please visit www.nhd.org/normandyinstitute.htm







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Normandy: Remembering Leadership and Its Legacy

By Abigail Oleighia Woosley and Gerald Morris

2013 Normandy Institute Team McLean County High School, Calhoun, Kentucky

wo thousand and fourteen represents the 70th anniversary of one of the great turning points in history, D-Day. Operation Overlord involved taking five beaches on the Northern coast of France in June 1944, a battle that pitted the might of Nazi Germany against Americans, British, Free French, Poles, and other allies, with the freedom of the world's citizens riding on the results. From U.S. Army General Dwight D. Eisenhower to the lowliest private storming the beaches, each individual involved had to show courage and commitment in the face of very long odds.

There were no guarantees on the morning of June 6, 1944. U.S. Army General Dwight D. Eisenhower was so uncertain of the outcome beforehand that he had written a speech in which he took complete blame for its failure. The invasion's ultimate success provides many valuable leadership lessons. It is the kind of courageous leadership shown by the D-Day invaders that the Normandy Institute strives to commemorate, and also inspire in today's students and teachers.



A LCVP (Landing Craft, Vehicle, Personnel) from the U.S. Coast Guard-manned USS Samuel Chase disembarks troops of the U.S. Army's First Division on the morning of June 6, 1944 at Omaha Beach. (Photo courtesy of Robert F. Sargent, U.S. Coast Guard)



Morris and Woolsey visiting the US Navy Memorial on Utah Beach.

The Normandy Institute was developed by Albert H. Small, who felt the lessons learned on June 6, 1944, were being lost on current generations. With the help of National History Day, Mr. Small was able to translate his vision to reality four years ago. His idea was simple: Take small groups of students and teachers, immerse them in the academic study of World War II, stressing the significance of D-Day, and then bring them to the actual battlefields, to help them gain a deeper understanding of why preserving this singular event's legacy is so important. Once the students and teachers came home, they would spread the word, preserving D-Day's legacy for future generations long after the World War II generation passes.

Abby and I learned about the Normandy Institute completely by accident. When I got an e-mail on the state listserv about the program, at first I did not believe it was real. Once I had checked into the program, I immediately contacted Abby, a student who I believed would benefit and be responsible for carrying through with it. Hers was the first name on that list. I will forever be thankful that she decided to take on this task.

In the effort to tie the concepts of leadership, legacy, and Normandy together, the first stop during the Institute was at the World War II Memorial in Washington, D.C. There on June 17, 2013, Abby was given the honor, along with three other Institute members, of placing a wreath at the wall of the

fallen. It was a moment for our group to remember what had inspired this trip: Freedom is not free. Seeing the stars on that wall and thinking about those who had perished during the war gave our group an opportunity to internalize that idea. Plaques leading the way into the memorial, depicting various wartime events, are also the visual legacy of the event. The names of battles at both ends of the memorial remind us of the sacrifice made by Americans in the fight for freedom.

The on-site guides reminded us of the effort it took to build the memorial, pointing out that all the money to build the memorial was provided by private citizens. The memorial is a demonstration in leadership, not only of the World War II generation that it honors, but also of ordinary Americans who felt it was important to preserve the wartime generation's legacy.

eadership and legacy hit closer to home once we arrived at Utah Beach, in Normandy. On June 22, our group arrived at a wet and dreary coastline, on a day that reminded Abby and me of what it might have been like for the troops on June 6. The weather leading up to D-Day

ALL OF THE GREAT LEADERS HAVE HAD ONE CHARACTERISTIC IN COMMON: IT WAS THE WILLINGNESS TO CONFRONT UNEQUIVOCALLY THE MAJOR ANXIETY OF THEIR PEOPLE IN THEIR TIME. THIS, AND NOT MUCH ELSE, IS THE ESSENCE OF LEADERSHIP.

- JOHN KENNETH GALBRAITH

had been horrible, but on the night of June 5 and morning of June 6, the allies caught a break. The seas were still rough, but the weather cooperated enough to allow the landings to happen. Standing on that beach, Abby and I thought about General Theodore Roosevelt, Jr., who despite landing in the wrong place, decided to start the war there. Fortunately for General Roosevelt and others, the beach was not as heavily defended as some other spots, which allowed the Americans to move inland. Their progress also depended on the bravery and leadership of members of the 101^{st} and 82^{nd} Airborne Divisions who were by that time spread out all over Northern France. The airborne forces managed to regroup and move on their objectives in small groups, enabling the landing forces to come ashore at Utah.

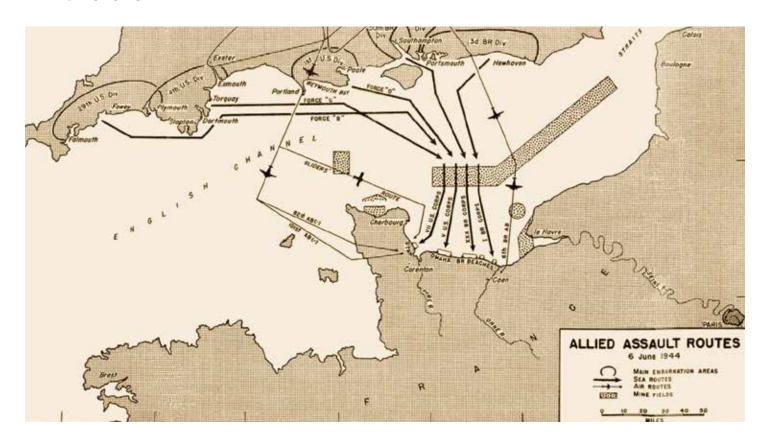
Utah had a very special meaning for Abby and me because it is the final resting place for the sailor we had researched, George Kelly. Mr. Kelly was from the small Western Kentucky town of Madisonville (just 40 minutes from where Abby lives). Mr. Kelly was an ordinary boy growing up, who loved his family, friends and music. Considered by his classmates the best trumpet player while he was in school, he began working for his father, a mechanic. In 1942 Mr. Kelly decided to enlist in the Navy, hoping to put his mechanics skills to use. He trained



Four 2013 Normandy Student Scholars place a wreath at the National World War II Memorial in Washington, DC.

at Great Lakes Naval Station, Chicago, and eventually ended up on the only vessel he would serve on, *LCI 232*. While on board, Mr. Kelly moved up in rank and responsibility from fireman to chief motor machinist's mate. He participated in landings at North Africa and Sicily and prepared for the Normandy landings as part of Operation Neptune.

On the morning of June 6, 1944, Mr. Kelly was at his station in the engineering section of the ship, which was below the



D-day allied assault routes. (Photo courtesy of the Center for Military History, US Army)

waterline. Just after LCI 232 had offloaded its compliment of soldiers and was heading back out to bring more troops in, the vessel was hit by an enemy shell and struck a mine. In just a few minutes LCI 232 sank, with few survivors. Mr. Kelly's commanding officer, in a letter to his parents, explained to them that their son had been liked and respected by all those aboard—a true example of the best traditions of the Navy. In preparation for the institute, Abby and I had researched Mr. Kelly's life and death, and Abby created a website to memorialize this brave sailor from Madisonville.

The last stops we made were Omaha Beach and the American Cemetery. We had all read about and discussed the tremendous effort required by those who landed on Omaha on June 6. 1944. During our first visit to Omaha was on June 24, we were reminded that, despite the quiet lapping of the waves that morning, this was the scene of the invasion's highest casualty rates. It took all the elements of leadership to get Americans off that beach and into the fight: courage, bravery, sacrifice, skill, and intelligence. As Abby and I walked near the chilly waters of the English Channel, we couldn't help but hear echoes of a day 70 years before. Humbled by the sacrifices made by all those young men, Abby and others were moved to show their appreciation by writing "We Remember," and the names of each of the men they had researched in Omaha's sands of Omaha. It was a very moving moment—in a trip full of moments.

Our institute's "Day of Days" came June 25, when we made our last visit to Omaha. This was an opportunity to demonstrate our appreciation for those who did not make it home. It began above Omaha Beach at the 1st Infantry Division Monument. As we looked down on the sands we'd walked the day before, we were reminded once again of the awesome task the Americans undertook, in occupying the contested heights where we now stood.

The group then split up, with Abby and some others moving on the American Cemetery. The rest of us walked down to the beach, then traced the steps of the Americans who secured the cliffs where the cemetery now sits. That walk up the hill was tough. We could only imagine what it was like to be wet, cold, carrying 80 pounds of gear—while being shot at from all quarters. Once our group reunited on the top, we raised the flag over the cemetery, laid a wreath at the monument,



Army casualties on Omaha Beach, June 6, 1944. (Photo courtesy of the National Archives and Records Administration)

and began the process of eulogizing each of the fallen men we had researched. Remembering these brave men, taken at the peak of their lives, was a life-changing experience. The words spoken at each gravesite were moving. By the time we reached our sailor on the Wall of the Missing, everyone was feeling the weight of that day. As we made our way to the bus to travel to Paris, everyone was aware of the important task these men had bequeathed us: to remember them and help others remember them as well.

The Normandy Institute was a life-altering experience. Thanks to our journey, we will always remember that freedom is not free, the importance of leadership, and the importance of legacy. Freedom is earned through sacrifice. In the case of the World War II generation, our whole nation sacrificed to secure freedom for the United States as well as the world. We must always bear in mind, too, that leadership makes a difference. From General Eisenhower to George Kelly and the lowest private on Omaha Beach, without leadership, the invasion would have failed. Finally, the institute showed us that we can only benefit from the lessons of history if we take the time to learn and study them, and pass along our knowledge onto others. Abby and I agree: It was a trip we will never forget!

THE EMPEROR AND THE CHAIRMAN: EXPLORING Leadership in Ancient AND MODERN CHINA

By Abigail Kuhn

Ann Arbor Learning Community, Ann Arbor, Michigan

Editor's Note: A full version of this lesson, including connections to Common Core and C3 Framework, graphic organizers, and all documents can be found at www.nhd.org/themebook.htm.

Introduction:

ooking at the Terracotta Warriors, a group of sculptures depicting the armies of China's first emperor, Qin Shi Huang, it's as though history is frozen in time. Each individual face seems to tell a story, arousing our curiosity about who and what the real warriors represented. We find ourselves asking questions that transcend time and place. Why were they created? Who built them? How were they constructed? What else might be buried, as these figures were so many years ago, that we have yet to discover?

These fascinating artifacts are tourist magnets. Each year more than a million visitors come to see the Chinese warriors lined up in battle formation, still standing at the ready to defend their emperor and their homeland. Despite their undeniable appeal, for American tourists, the Terracotta Warriors can also be a dramatic reminder of some of the ways in which the United States differs from China—even though we might find it difficult to articulate exactly what those cultural differences are. Misunderstandings can

arise from such cultural distinctions. It can be hard to know how to reach common ground, for example, when it comes to teaching Asian history in American schools.

For a variety of reasons, many of today's American educators never studied China during their formative years. Perhaps in part because of that, China's long and complex history can seem overpowering to teachers. But we must bear in mind that the Chinese economy will likely surpass the U.S. economy by the year 2020, which means our students will be living in a world that looks much different than today. Despite their teachers' comfort level with Chinese history, it is critical that our students gain an understanding of Asian history.

NO MAN WILL MAKE A GREAT LEADER WHO *WANTS TO DO IT ALL* HIMSELF, OR TO GET ALL THE CREDIT FOR DOING IT.

- ANDREW CARNEGIE

The changing face of global economics and society should lead us to reexamine the relationship between the United States and China. In addition, we should reconsider how we approach teaching this part of history. As the world becomes more interconnected, students must develop the skills necessary to adapt to this changing world. Critical thinking, creativity, leadership, and global awareness will be essential to schools in the twenty-first century.

Middle school students are often intrigued by the mystery surrounding ancient cultures. While modern history may also interest them in different ways, some students struggle to link the two periods or find relevance in ancient history. This lesson works to bring together China's ancient and recent histories.

Historians have compared the leadership and legacies of Emperor Qin and Communist Chairman Mao Tse-tung, often with a critical eye to both men. In a fascinating intersection of ancient and modern, studying the discovery of the Terracotta Warriors near the end of the Cultural Revolution provides an opportunity to explore the similarities and differences between these two men. Note that the resources listed at the end of this lesson provide a good place to start the journey to better understanding China, its leadership, and its place in the twenty-first century.

Objectives:

After completing this lesson, students will be able to:

- Explain the guiding principles of leadership for two Chinese leaders, one ancient and one modern
- Compare and contrast the leadership and legacy of Emperor Qin and Chairman Mao
- Evaluate connections between the legacies of Emperor Qin and Chairman Mao

Teaching Time: Two to three 90-minute class periods

Grade Level: Middle School, 6-8

Disciplines: World History



Terra cotta soldier and his terra cotta horse. (Photo courtesy of Robin Chen)

Historical Period: Ancient China (~200 BCE), twentieth century China

Guiding Questions:

- What guiding principles helped shape the leadership of Emperor Qin and Chairman Mao?
- How did the time in which they were born help shape who they became as leaders?
- How is the leadership and legacy of each similar to and different from that of the other?

• How do the leadership and legacy of Emperor Qin and Chairman Mao intersect with each other?

Lesson Procedure:

Introduction:

1. Begin class by asking students to name American presidents or historical leaders that they hear about most often. This could be done in small groups, with each group creating its own list. Have groups share their ideas and look for crossover. How many leaders did every group list? (This could be adapted to fit your current topic of study.)

2. Discuss the following:

- a. What leadership qualities did these people display?
- b. What legacy have they left?
- c. Why do we remember Presidents Abraham Lincoln, John F. Kennedy, George Washington, or FDR more than Presidents Chester Arthur or Millard Fillmore?
- d. What guiding principles shaped these people and how did it affect their leadership and/or legacy?
- e. How has our place in this world and our past affected the way we view each of these people?
- 3. Watch the first 3:17 of Simon Sinek's TED talk "How Great Leaders Inspire Action." (Depending on the level of your students, you may have them watch the entire talk before the start of class.)

4. Ask students:

- a. Do you agree or disagree that the "why" is more important than the "how" or the "what"? Why?
- b. Think about the people you listed above. What is the "why" for some of these people? How did this help them to inspire action?
- c. How is the "why" important for even "bad" leaders?
- 5. Show students the photo of the entrance to the Forbidden City. Ask them for their observations about the photo. Use this to help gauge how much they know about China. For instance, do they know who is in the portrait? Do they connect the ancient and modern in this photo? Do they know what the Forbidden City is?
- 6. Based on student observations, ask some of the following questions.
 - a. What might the placement of this photo say about the leader in the photo?
 - b. Likewise, what might it say of his legacy?
 - c. What is the value of looking at both the ancient and the modern in a country's culture?
 - d. What questions do you have after seeing this photo?



Mao Zedong sitting. (Photo courtesy of "Quotations from Chairman Mao Tse-Tung")

Looking at Their Leadership: Comparing Qin and Mao:

How to Use These Activities

While comparing the leadership qualities of Qin and Mao could be difficult for students, the following activities allow for a variety of learning opportunities and scaffolding that will help students focus on specific aspects of each leader. Activity 1 has students explore two schools of thought in China, Confucianism and Legalism, whereas Activities 2 and 3 require students to apply these schools of thought to Qin and Mao. While many historians feel that both Qin and Mao represent some degree of Legalism, providing an opportunity for students to explore Confucianism provides additional context for their work. This is particularly important considering the role that Confucianism has played in Chinese history.

Depending on the time available, it may be necessary to have students work in groups and then come together as a whole class to compare and contrast the two leaders in Activity 4. In this case, Activity 1 could constitute small groups that focus on either Confucianism or Legalism. From here, small groups may be used to move through Activities 2 and 3, with groups

either completing Activity 2 or 3. If the small group method is used, groups should share their findings with the class so all students have the necessary information for Activity 4. If you wish to break it down further, groups that work with the Mao documents could split into sub-groups that look at specific types of sources.

Activity 1: Schools of Thought: Confucianism and Legalism

- 1. Have students read the documents for Confucianism and Legalism.
- 2. Ask students what these men had to say about leadership. Ask students if any leaders come to mind when they hear these things.
- 3. Make a Venn Diagram to show the similarities and differences between these two schools of thought. If this activity is done in small groups, it will be helpful to have students complete their Venn Diagram when groups present their findings to the class.

Note: There are other schools of thought in China, but for the purpose of this lesson, Confucianism and Legalism are most significant.

Activity 2: Emperor Qin

1. Have students read the documents for Emperor Qin.



Qin Shi Huang. (Photo courtesy of Dennis Jarvis, Halifax, Canada)

- 2. Give students photos of the Terracotta Warriors.
- 3. Discuss the following questions. Students could also answer these questions in small groups or independently.
 - a. What type of leadership qualities does Qin seem to possess?
 - b. How do you see evidence of Confucianism or Legalism?
 - c. How does Oin make decisions?
 - d. What is the foundation for his leadership?
- 4. Have students create a "propaganda poster" to show what they have gathered about Emperor Qin.

Activity 3: Chairman Mao

- 1. Have students read the documents on Chairman Mao.
- 2. Give students copies of propaganda posters.
- 3. Discuss the following questions. Students could also answer these questions in small groups or independently.
 - a. What type of leadership qualities does Mao seem to possess?
 - b. How do you see evidence of Confucianism or Legalism?
 - c. How does Mao make decisions?
- 4. Have students create a "propaganda poster" to show what they have gathered about Chairman Mao.

Activity 4: Comparing/Contrasting: Qin and Mao

Have students create a chart that shows their interpretation of the effectiveness of Qin and Mao as leaders. This will be used when students begin to look at the legacy of these two leaders.

Looking at Their Legacies:

The legacies of Qin and Mao are complex and fascinating. Use the chart students created in Activity 4 to begin discussing the legacy of Qin and Mao. Ask students how they view the legacy of each. Encourage students to support their answers with their work from previous activities. It is important that there be some discussion around the intersection of these two men. How does the legacy of Mao reflect the legacy of Qin? How does Mao's legacy affect that of Qin?

The following discussion points for further analysis of Qin's and Mao's legacies could be used as whole class, small group, or individual activities. It is not necessary to complete all of them, and therefore students can choose one that is of particular interest to them. These discussion points are

easily adaptable, and student findings could be displayed in a number of ways, including writing essays. Some students may find they need to conduct additional research.

Additional Discussion Points:

- 1. While no artwork from the time of Qin exists beyond the Terracotta Soldiers, artists throughout history have depicted the first emperor in a number of ways. Have students examine some of the following works of art from the seventeenth and nineteenth centuries and then discuss what these tell us about the legacy of Qin throughout Chinese history.
 - a. Book burning (seventeenth century)
 - b. Emperor Qin Palanquin (seventeenth century)
 - c. First Emperor (nineteenth century)
- 2. The Chinese Communist Party has declared that Mao was 70 percent good and 30 percent bad. Have students discuss what they think about these numbers in regards to Mao, as well as what they might say about Qin.
- 3. How has the discovery and excavation of the Terracotta Warriors changed Qin's legacy?
- 4. The Terracotta Warriors were discovered in 1974, but not officially announced to the Chinese public until 1975. At this point, the Cultural Revolution was nearing its end. How is this significant to both Qin's and Mao's legacy? How does this help bridge the gap between the ancient and the modern? How may the discovery of the warriors have benefited the Communist Party?
- 5. Consider the following quote from *Quotations of Mao Tse-tung*. While he speaks in the context of revolution and counter-revolution, how can his ideas about achievements and shortcomings be used to look at someone's leadership and legacy?

Draw two lines of distinction. First, between revolution and counter-revolution, between Yenan and Sian. Some do not understand that they must draw this line of distinction. For example, when they combat bureaucracy, they speak of Yenan as though "nothing is right" there and fail to make a comparison and distinguish between the bureaucracy in Yenan and the bureaucracy in Sian. This is fundamentally wrong. Secondly, within the revolutionary ranks, it is necessary to make a clear distinction between right and wrong, between achievements and shortcomings and to make clear which of the two is primary and which secondary. For instance, do the achievements amount to 30 percent or to 70 percent of the whole? It will not do either any good to understate or to overstate. We must have a fundamental evaluation of a person's work and establish whether his achievements amount to 30

percent and his mistakes to 70 percent, or vice versa. It would be entirely wrong to describe work in which the achievements are primary as work in which the mistakes are primary. In our approach to problems, we must not forget to draw these two lines of distinction, between revolution and counter-revolution and between achievements and shortcomings. We shall be able to handle things well if we bear these two distinctions in mind; otherwise, we shall confuse the nature of the problems. To draw these distinctions well, careful study and analysis are of course necessary. Our attitude towards every person and every matter should be one of analysis and study.

Conclusion:

End by returning to the photo of the entrance to the Forbidden City. Have students discuss the significance of Mao's portrait on the entrance to the imperial palace. What does this say about his legacy, but also about the legacy of the imperial age of China (and thus Qin's)?

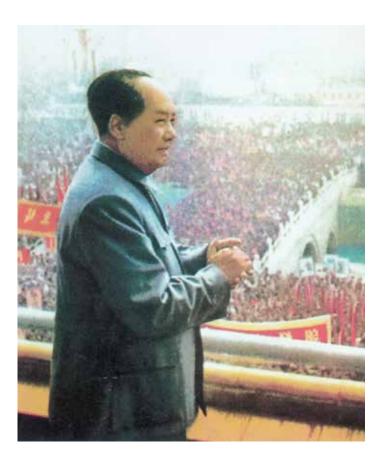


Photo of Mao Zedong in front of a crowd. (Photo courtesy of "Quotations from Chairman Mao Tse-Tung")

Note: The Forbidden City is from a period much more recent than Qin, and consequently he would not have lived here. However, the Forbidden City does represent a symbol of imperial China.

Culminating Assignment:

1. Write a conversation between Qin and Mao to compare and contrast their leadership and legacy.

Materials

- Computer with Internet Access
- Photos of Terracotta Warriors
- Photo of Mao's portrait outside the Forbidden City
- Copies of propaganda posters or access to digital images
- Copies of the provided documents

Assessment

Students can be assessed formally and informally throughout. Venn diagrams, propaganda posters, leadership effectiveness charts, and conversation may be used for formal assessment. Students must participate in discussions to fully engage in these activities, and this should be a component of informal assessments.

Ideas for Extension

- 1. Explore other significant twentieth century leaders in China, particularly Sun Yat-Sen and Chiang Kai-Shek.
- 2. Who are the other leaders in this lesson? What is their legacy? Have students explore one of these leaders independently and write a letter to this person.
- 3. How do we know that the Terracotta Warriors belong to Qin if they are never mentioned in writing?
- 4. Have students explore their own leadership. What lessons can they apply from Qin and Mao in their own lives? Who might they have the ability to influence? How do they want to be remembered as leaders?
- 5. Consider other ancient societies that you have studied with your students. Have students compare and contrast the leadership seen in these with that seen in Chinese leaders.

For links to the documents and graphic organizers referenced in this lesson plan, go to www.nhd.org/themebook.htm.



CHRONICLING AMERICA: Uncovering a World at War

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Director, Chicago Metro History Fair

hronicling America makes digital copies of newspapers from around the country dated between 1836 and 1922 available online. Available through the Library of Congress with support from the National Endowment for the Humanities, this resource includes a U.S. newspaper directory that offers information regarding newspaper coverage from 1690 to the present. Chronicling America can be used by classroom teachers as a source of primary source material that reflects a variety of geographic, ethnic, social, and class perspectives on issues and events in American history. It can also be used as a research source for students for National History Day projects. Visiting http://chroniclingamerica.loc.gov/ daily, students and interested learners alike have the opportunity to read headlines from "100 Years Ago Today."



Members of the London Scottish Regiment undertake rifle drill. (Photo courtesy of the Hulton Archive)

One hundred years ago today, when the European nations were embroiled in a great war, the United States attempted to continue trade and diplomatic relations with a world in conflict. This lesson gives students the opportunity to examine historical newspapers, available through Chronicling America, and read the conflicting viewpoints of America's citizens. Students will engage in dialog as they struggle to decide: Should the Unites States remain neutral or join the fight?

This lesson provides students the opportunity to analyze newspapers to understand public opinion regarding the U.S. entry into World War I from multiple perspectives. The goal is to help students think critically about a variety of viewpoints while analyzing primary source newspaper articles printed from 1914 through 1917. Teachers looking for inspiration, ideas, and lesson plans can visit http://edsitement.neh.gov/.



A British soldier says goodbye to his family before leaving for the war. (Photo courtesy of the Hulton Archive)

Guiding Questions:

- Why was America so divided about the prospect of entering World War I in 1917?
- How did Americans react toward the events of World War I in their hometown newspapers?

Learning Objectives:

After completing this lesson, students will be able to:

- Read and analyze several newspaper articles to determine the point of view of the author.
- Understand the reason behind why some Americans advocated involvement in the war, while others opposed U.S. involvement or maintained a neutral stance.

Background:

century ago, World War I was being fought in American public opinion as well as in the trenches of Europe. The American literacy rate was remarkably high, and newspapers were the main source of news and information for most Americans. Newspapers were of course for-profit businesses, and in order to make money, many major cities offered multiple newspapers catering to specific audiences. Today we can see these publications as the first draft of history. They are tremendous historical sources because they give modern readers insight into the conversations that played out in American homes of that era.

Between 1914 and 1917, the assassination of Austrian Archduke Franz Ferdinand, the declaration of war in Europe, the invasion of Belgium, the establishment of trench warfare in France, the sinking of the liner *Lusitania*, and the publication of the Zimmermann telegram were all events that influenced public opinion. The articles touching on these incidents offered in this lesson reflect a variety of public opinion from newspapers from across America.

College, Career and Civic Life Social Studies Standards (C-3):

- D1.5.6-8: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
- D2. His.13.6-8: Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.
- D3.2.6-8: Evaluate the credibility of a source by determining its relevance and intended use.
- D4.1.6-8: Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

Common Core Connections:

- CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

- CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CCSS.ELA-Literacy.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and wellchosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Skills Objectives:

- Develop critical thinking skills by analyzing and evaluating primary sources.
- · Better understand bias through analyzing newspaper articles from multiple perspectives.
- Sharpen interpretation skills by using available sources to identify support toward an argument.
- · Develop communication skills by framing ideas into a cohesive argument.
- Build group cooperation skills by coming to a consensus in a team setting.
- Confidently use Chronicling America as a tool for research projects.
 - » Teaching Time: One or two 45-60 minute class periods



A Serbian soldier off to the front is accompanied to the station by his wife. (Photo courtesy of the Hulton Archive)

Articles that lean toward averting war or neutrality:

- Betts, A. G. "Neutrality, Not War." Daybook, Chicago, Illinois, May 17, 1915
- "The Fortune of War." The Herald and News, Newberry, South Carolina, May 11, 1915
- "Loaded Dice the Symbol of Game." The Hartford Herald, Hartford, Kentucky, November 1, 1916
- "Pacifist Leader Urges Revolution to Prevent War." New York Tribune, New York, New York, April 3, 1917
- "Rally Round Old Glory." The Northwest Worker, Everett, Washington, April 12, 1917
- "Real Patriots." The Northwest Worker, Everett, Washington, April 12, 1917
- "Time to Keep Cool." The Intelligencer, Anderson, South Carolina, May 11, 1915
- "US Conscription Authorized by Act." The Labor World, Duluth, Minnesota, September 9, 1916
- "War!" Daybook, Chicago, Illinois, April 17, 1914

Articles that lean toward war:

- "The American Union Against Militarism." The Labor Advocate, Cincinnati, Ohio, February 24, 1917
- "Bomb Threat to Gov. Walsh Hints at Death." The Washington Times, Washington, D.C., July 14, 1915
- Darrow, Clarence. "No Thinking Person Will Refuse to Back Wilson." The Daybook, Chicago, Illinois, April 20, 1917
- "Germany's Plan to Embroil U.S. and Slice Off 3 States Angers." El Paso Herald, El Paso, Texas, March 1, 1917
- "Propaganda Seen in Berlin's Pacific Gesture to U.S." New York Tribune, New York, New York, March 23, 1917
- "U. S. Ship Is Sunk; 21 Die; No Warning!" New York Tribune, New York, New York, March 23, 1917
- "Senator Lodge Fells a Pacifist who Assaults Him in the Capitol." The Ogden Standard, Ogden, Utah, April 2, 1917
- "War by Assassination." The Intelligencer, Anderson, South Carolina, May 11, 1915
- "Who is a Good Citizen?" The Leavenworth Echo, Leavenworth, Washington, July 27, 1917



British and Japanese officers stand by a Japanese flag after the siege of Tsingtao. (Photo courtesy of the Hulton Archive)

» Grade Level: Middle School, 6-8

» Disciplines: Arts and Humanities, Civics and Government, U.S. History

» Historical Period: World War I

Preparation and Resources:

- Historical context narrative (provided)
- Historic newspaper articles (provided)
- · Article analysis chart (provided)
- Internet access to view newspapers (optional)
- Large Post-it chart paper or chalk/whiteboard

Lesson Activities: Day I

Introduction: 10 minutes

• Provide students with a copy of the contextual narrative and any additional information you wish to include for review. As a class, discuss the circumstances that led

to war and the issues that faced the United States as it navigated the complexities of neutrality.

Reading of articles: 15 minutes

- Divide the class into small groups of two or three students
- Provide each small group two or three articles to read silently. Consider providing articles from conflicting positions.
- Struggling readers may find the following articles more accessible, as they are shorter and/or their argument is more plainly stated and concrete.
 - » "War!" Daybook, Chicago, Illinois, April 17, 1914
 - » "The Fortune of War." The Herald and News, Newberry, South Carolina, May 11, 1915
- In small groups, have students discuss the articles. Using the article analysis chart as a guide, students should determine what the articles are trying to communicate.
 - » Do they support sending American troops to war, are they opposed to participation, or do they present a different issue entirely?
 - » What support is given for their position?
 - » Who wrote the article or what group's viewpoint is captured there?
 - » Is their opinion important? Why or why not?

Classroom Discussion: 20-35 minutes

- Combine the small groups into two larger groups (the class should be divided in half).
- Ask the groups to pretend they are President Wilson's advisors in March 1917. Direct students to discuss their overall impressions based on what they learned from their

THE FINAL TEST OF A LEADER IS THAT HE LEAVES BEHIND HIM IN OTHER MEN, THE **CONVICTION AND THE** WILL TO CARRY ON.

– WALTER LIPPMAN

articles (groups may wish to draft out a pros and cons list to gather all the different perspectives) and determine the U.S. position toward war: Should the United States remain neutral or should the nation join the fight?

- Using the large Post-it chart paper or your classroom chalk/white board, have the groups write down three to five reasons that justify their final position. Student should cite the articles they have used to come to this decision.
- Have each group present its final decision, including the conclusion for its argument, to the class.

Homework

Present students with the second section of the contextual narrative. Students should write a two-paragraph response that explains how closely their decision aligned with history, providing reasons for why it may have differed.

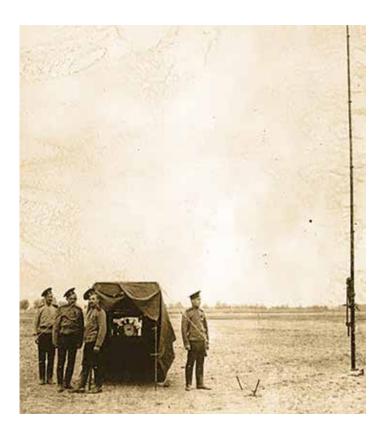
Lesson Activities: Day II

Local Perspective/Further use of Chronicling America: 45-60 minutes

- Introduce students to the Chronicling America database. Explain its purpose and demonstrate how to use it.
- If desired, http://edsitement.neh.gov/what-chroniclingamerica/using-chronicling-america offers a short video tutorial to get students started.
- Divide students into three to five groups, depending on technology access. (If each student has access to a computer, then this can be done individually).
- Have each group find two or three newspaper articles from your own state or region that discusses U.S. involvement in World War I from 1914-1916.
- Have students fill out the same article analysis chart they
 used for the pre-selected articles to determine the opinion
 of people from their own state/region compared to those
 in the original articles they read.
- As a summative assessment or exit ticket, ask students:
 - » Would your final decision been different given this new information? Explain why or why not.

Extension / Adaptation

- As a class, discuss the kinds of information that can be learned through newspaper articles. Brainstorm other topics that can be well researched using newspapers/Chronicling America.
- Now that students are familiar with Chronicling America, have each group find two or three articles that discuss U.S.



Russian soldiers outside a marconi wireless station. (Photo courtesy of the Topical Press Agency)

involvement in World War I from 1917-1918. How do the issues discussed in articles building up to war show up in subsequent press coverage?

• Now that students are familiar with the kind of information that can be located in newspaper articles, have them locate additional primary sources (letters, government documents, photographs, political cartoons, etc.) dated between 1914 and 1916. Places to try might include: a local archives, www.ourdocuments.gov, The World War I Museum, the Library of Congress, or the National Archives. How are they similar or how do they differ from newspaper coverage?

For more teaching and learning ideas go to http://edsitement.neh.gov/.

For all materials, graphic organizers, and newspaper articles, go to www.nhd.org/themebook.htm.

"DISAPPROVED": PENNSYLVANIA LEADS THE WAY IN FILM CENSORSHIP

Kevin Wagner

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Editor's Note: A full version of this lesson, including connections to Common Core and C3 Framework, graphic organizers, and all documents can be found at www.nhd.org/themebook.htm.

he 2015 National History Day theme is *Leadership and Legacy in History*. Typically when students think about leadership, they immediately turn to a person, event or document. Rarely would they consider a state as being a leader. But often one or more states have taken the lead in introducing a new law, restriction, or even right, long before the federal government takes up the call. Students can witness this all around them today. Some examples include Massachusetts, which developed affordable healthcare for all state citizens, or Mississippi, which increased energy efficiency standards for new commercial and state-owned buildings. Historically it has been the states that lead the way and create the legacy of ideas or laws that find their way into the U.S. Congress or the Supreme Court. That was the case with film censorship in America.

Censoring films has always been a highly debated issue, surrounding the rights found in the First Amendment of the Constitution. Leading the way in 1911, Pennsylvania became the first state to pass a film censorship law, creating the Pennsylvania Board of Motion Picture Censors. In this lesson, students will analyze primary source documents of the 1920s to find the roots of film censorship and get an understanding of how Pennsylvania led this movement. Afterward they will analyze government censorship documents that caused a film to be banned in Pennsylvania and compare and contrast their earlier findings to the modern-day rating system used for films.

Objectives:

After completing this lesson, students will be able to:

- Analyze perspectives of film censorship from the 1920s and 1930s by examining primary source documents.
- Synthesize information on film censorship by creating a summary chart of censorship items.
- Use their understanding of film censorship in the 1920s and 1930s to construct an understanding of current film rating systems.
- **Teaching Time:** Two 50-minute periods or one 90-minute block

- Grade Level: High School, 9-12
- Disciplines: Arts and Humanities, Civics and Government, U.S. History
- Historical Period: Post World War I, the 1920s, Great Depression

Primary Sources:

Images:

The Ramparts We Watch

1938 Sunset Strip Case Poster (note: other versions of poster are available online)

1938 Sunset Strip Case Eliminations

Pennsylvania State Board of Censors, Certificate of Censorship—Not Approved.

Student Worksheets:

Source Analysis [Teacher Guide]

Key Components [Teacher Guide]

Film Censorship Code [Teacher Guide]

Student Handouts:

The Don'ts and Be Carefuls

The Motion Picture Production Code (1930) Parts 1 through 5

Motion Picture Rating System (1968)

Modern Motion Picture Ratings

Background Information for Teachers: The banning of public forms of entertainment, whether through theater or film, was nothing new to Pennsylvania. The First Continental Congress, meeting in Philadelphia in 1774, banned all theatrical performances "and other expensive diversions and entertainments" as a wartime measure.1 That prohibition would remain in place until 1789. But Pennsylvania would revisit this type of ban again in 1911, this time focusing on the new medium—film.

Established under P.L. 1067 signed by Governor John Kinley Tener on June 19, 1911, the Pennsylvania State Board of Censors was the first such body in the United States and also one of the strictest. It was responsible for reviewing all films prior to release in Pennsylvania and with approving only "such [films] as shall be moral, and to withhold approval from such as shall tend to debase or corrupt the morals." Though the board was funded in April 1913, Governor Tener did not appoint the first board members until 1914. The initial law was amended by P.L. 534, the Act of May 15, 1915, to increase the board from two to 22 members. The size of the paid staff fluctuated throughout the board's history, and it maintained offices in Philadelphia, Harrisburg, and Pittsburgh. Almost all film screening took place in the Philadelphia office, with the Harrisburg office providing fiscal supervision and the Pittsburgh office distributing the seals of approval or disapproval for films shown in Western Pennsylvania.

Ohio and Kansas soon followed Pennsylvania's lead, adopting similar boards in 1913. In 1915, the U.S. Supreme Court reviewed the Ohio law giving government the right to censor films. At that time, the Supreme Court limited its

¹ Withington, Ann Fairfax. Toward a More Perfect Union: Virtue and the Formation of American Republics, City: Oxford University, 1991.

free-speech consideration to the guarantees contained in the Ohio Constitution and concluded that movies were an entertainment medium distributed for a profit and not a protected form of communication.

It was this 1915 decision that opened the doors to local censorship boards nationwide. The first national censorship board began in 1922, with the creation of the Motion Pictures Producers and Distributors Association, under the direction of former U.S. Postmaster General William Hays.

The State Censorship Board required that all films submitted for review be accompanied by scripts, and foreign films had to have notarized affidavits swearing that their translations were accurate. Section 22 of the Standards of the Board required all movie advertising to meet the same standards as the film itself. Records at the Pennsylvania State Archives that cover fiscal years 1935 through 1949 reveal that the Pennsylvania State Board of Censors reviewed a total of 24,235 films during that period. During that same period, the Board ordered that eliminations be made in 2,226 different films and banned 76 films outright.

The extensive list of specifically banned subject matter included such items as prostitution or "white slavery," nudity or sexually suggestive use of exposed body parts, men and women living together without benefit of marriage, adultery, sensual kissing or lovemaking, lewd or immodest bathing or dancing, sexually suggestive use of cigarettes by women, use of profane or objectionable language, or vulgarities of a gross kind such as often appeared in slapstick and other screen comedies. Banners and posters used to advertise motion pictures were required to meet the same standards.

When the board determined that scenes should be removed, the film distributor was notified that changes were necessary and the board would generally work with the film company in finding ways to edit out offensive material or restructure the film. The Sunset Strip Case, also known as the Sunset Murder Case, was approved for viewing in Pennsylvania only after a number of scenes were removed. Several of the eliminations are listed on the board's Eliminations sheet dated December 1, 1938. The advertising handbill depicting Sally Rand in costume for her "Dance of the Peacocks" in the movie Sunset Strip Case is clearly marked as disapproved.

The film Ecstasy, originally produced and released in Czechoslovakia in 1933, stars Hedy Lamarr in her pre-Hollywood days as a young bride who has an affair. Pennsylvania's Board of Censors banned the film the day after it was first received on July

27, 1936. In May 1939, the film was again "rejected on the grounds that the ecstasy referred to is the ecstasy of immoral relations; also rejected on the grounds that the entire theme of the picture is immoral and indecent." In fact, the film was disapproved on four separate occasions in 1939 and again in 1940 and 1941. It was not until December 1942 that Ecstasy was finally approved for screening in Pennsylvania after numerous eliminations were made of scenes deemed "not moral nor proper." This controversial film played throughout Pennsylvania in January 1943. However, the Board of Censors once again saw fit to ban Ecstasy on March 2, 1948. The Certificate of Censorship—Not Approved is the official notice that was sent to the Eureka Productions notifying the firm that Ecstasy was again banned from being shown in the Commonwealth. It is possible that an uncut print had begun circulating, and that it was this version that prompted the board to once again ban the film.

Even when the Board of Censors did not order any changes or eliminations to a film, it nonetheless influenced the film industry, since all motion pictures exhibited in Pennsylvania were required to display the board's stamp or seal of approval on screen for four feet of film. Pennsylvania's State Board of Censors believed that it was protecting individual citizens from harmful, salacious, and violent subject matter and was particularly concerned about the negative impact that such movies could have on children. The reign of state censorship boards in the United States came to an end as a result of a series of court decisions grounded upon the free speech provision of the First Amendment during the 1950s and 1960s. The Pennsylvania Supreme Court ruled Pennsylvania's law unconstitutional on March 13, 1956.

Procedures:

Day One

Show students the Ramparts We Watch photograph and asked them to describe the scene. The teacher should lead a discussion about the image as an introduction to Pennsylvania's and the United States' attitudes toward film censorship from 1910 to 1960. Consider the following questions when examining the photo:

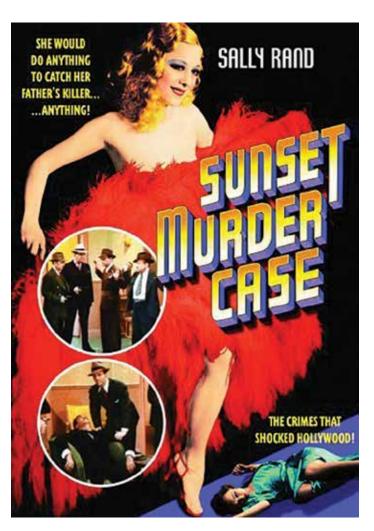
- What do you see in this photograph?
- What time period do you believe it is from?
- Why do you think the film was censored?
- What concerns might a censorship board have in regards to displaying war brutality to an audience while the country is at war?

• Can you think of situations today where a similar scene might be repeated?

Read students the background information on the creation of Pennsylvania's State Board of Censorship in 1911. This information can be found in the "Teacher Background" section (specifically see first five paragraphs). Do not go into banned subject matter listed in the Teacher Background section, as students will be creating their own lists.

Ask students to take out a sheet of paper and create two columns. Have them label the first column "Don'ts" and the second "Be Carefuls." If they were censoring films, what topics would they place under each column? Have them make their own censorship list. Allow approximately five minutes.

Next explain to students that this list was first created in 1927 by the Motion Pictures Producers and Distributors of



1938 Sunset Strip Case Poster. Credit: Courtesy of the Pennsylvania State Archives Record Group 22 Records of the Department of **Education, State Board of Censors (Motion Picture).**

America. It was an early attempt to create a formal censorship code that was ultimately unsuccessful because—at the time it could not be enforced. Distribute Student Handout 1—The Don'ts and Be Carefuls (1927) to the class. Students should use Student Worksheet 1—Source Analysis to analyze their source. When they've completed the exercise, have students report their findings as a whole, in group discussion format.

Suggestions of discussion questions include:

- Do any of the items on the 1927 list surprise you?
- Are there any items listed in the "Be Careful" list that you think should be in the "Don't" section, or vice versa? Are there items you don't think should be on the list at all? Explain your reasoning.
- · How did this list compare to the Don'ts and Be Careful list you created?
- Does this 1927 list reveal any characteristic about the society at the time?
- Do you think it is necessary to have a "code of ethics" for mass entertainment? Why or why not?

Divide the students into five groups in order to analyze specific sections of The Motion Picture Production Code (1930). Give each group one part of the code.

Distribute one handout (2-6) to each group.

All students (Groups 2-5) will use Student Worksheet 2—Key Components to analyze their source except for students in Group One. Group One will use Student Worksheet 3-Film Censorship Code. This can be completed for homework.

Day Two

Have students orally report some generalizations about their findings in each particular section of the code. After the groups have reported, lead a discussion on the following questions:

- What were the objectives of the 1930s code of censorship?
- In your opinion, were these objectives realistic for the time period?
- What then, to people of this time period, was the definition of censorship?
- What is your definition of censorship?

Now have students analyze specific film segments documented as having been banned or eliminated. If you feel your class does not have the maturity to view these, you can elect to skip this segment. The documents are discussed in the third and second to last paragraphs in the "Teacher Background" section. Now have each group analyze the image in the 1938 Sunset Strip Case Poster by discussing the following questions. Remind them of the points they just discussed.

- Would this film and poster be allowed under the 1930s censorship laws?
- · What specific parts of the code would you be able to use for or against it?
- What do you believe the Pennsylvania State Board of Censors might do?
- Provide students with 1938 Sunset Strip Case Eliminations and discuss based on their previous responses. Note the disapproval of the poster marked as part of this document.
- Also distribute the Pennsylvania State Board of Censors, Certificate of Censorship—Not Approved to the class. The certificate shows the banning of the film *Ecstasy* in 1948. Ask the class to examine what sort of information is recorded on this document:
- Have students compare and contrast the 1930s Code with the revised code in 1968 using Student Handout 7—Motion Picture Rating System (1968) and the current rating code using Student Handout 8—Modern Motion Picture Ratings. Use the following questions to guide their discussion:
- How would you now define censorship based on the 1968 and current rating systems?
- Is our modern-day motion picture rating system a form of censorship? Why or why not?
- What are the objectives of the rating system we have today? Are they similar or different to those of the 1930s and 1960s?
- To what extent, then, did the early attempts at censoring films find their way into the modern-day rating system?
- What lasting legacy did the Pennsylvania Censorship Board create for future generations? How did their leadership open doors for future debates about film censorship at the national level?

Assessment Strategies:

The following strategies can be used for assessment throughout this lesson:

1. Completion and accuracy of the Motion Picture Production Code organizer.

- 2. Participation in discussion of Sunset Strip Case.
- 3. Comparison of the 1930s Code to our present-day film rating system. Students may be asked to write an essay on the following question (using assessment rubric): To what extent did the early attempts at censoring films find their way into the modern-day rating system for films, music, and videos?

Extensions:

- 1. Have students research and present Supreme Court cases and other courts' rulings that have influenced the film industry in regards to censorship and First Amendment rights. Some examples of such cases follow. Mutual Film Corporation v. Industrial Commission (1915) Joseph Burstyn, Inc. v. Wilson, Commissioner of Education of New York, et al. (1952) Hallmark *Productions, Inc. v. Carroll, Appellant case* (March 13, 1956) Times Film Corporation v. Chicago (1961).
- 2. Ask students to create a more accurate film rating system to reflect the mores and values of their own community.
- 3. Have students review the Production Code of 1930. Then assign the class to watch a specific, predetermined movie (something rated from G or PG), and have students judge it based on the censorship production code of 1930. Were there parts of this modern movie that would have been banned? Or would this movie have been accepted in the 1930s?
- 4. Expand the discussion of censorship to the arts in general. For instance, the class might have a spirited debate on the censorship and ratings of music lyrics (rap, heavy metal, rock, etc.) versus the artist's freedom of expression.

[For field trip suggestions and further reading, go to www.nhd.org/themebook.]

Field Trips:

National Constitution Center, 525 Arch Street Independence Mall, Philadelphia, PA 19106 (215) 409-6800 www.constitutioncenter.org

This educational center would be excellent field trip choice. Created to increase public appreciation and knowledge of the U.S. Constitution, its history, and current relevance, it provides wonderful interactives, multi-media presentations, and dynamic exhibits. The center offers educational tours and pre- and postvisit materials for educators, to help their students get the most out the visit. Call the center's educational staff at (215) 409-6800 to discuss a tailored program exploring the first amendment and the controversial areas surrounding the interpretation of the first amendment.

Pennsylvania State Archives, 350 North Street, Harrisburg, PA 17120-0090 (717) 783-3281

The Pennsylvania State Archives holds a number of censorship documents from the Pennsylvania Board of Censors. Given prior notification, the staff may be amenable to displaying several of these documents for your class.

Further Reading:

Grieveson, Lee. Policing Cinema: Movies and Censorship in Early-Twentieth-Century America. Berkeley, CA: University of California Press, 2004.

This book studies the film industry and its regulation, addressing the impact and effect of social and cultural dynamics and forces (immigration, modernization, gender roles).

Heins, Marjorie. Not In Front of the Children: "Indecency," Censorship, and the Innocence of Youth. New York, NY: Hill and Wang, 2002.

This was the winner of the American Library Association's 2002 Eli M. Oboler Award for the Best Work in the area of Intellectual Freedom.

Oberholtzer, Ellis Paxson. The Morals of the Movie. Philadelphia: The Penn Publishing Co, 1922.

One of the early studies of the impact of the new motion picture industry upon American morals by the first secretary of the Pennsylvania Board of Motion Picture Censors.

Prince, Stephen. Classical Film Violence: Designing and Regulating Brutality in Hollywood Cinema, 1930-1968. Piscataway, NJ: Rutgers University Press, 2003.

Prince looks at the way censorship shaped and influenced the filming of violence from 1930-1968.

Saylor, Richard C. Banned in Pennsylvania. Pennsylvania Heritage 25:3 (Summer 1999). This article traces the development and history of the Keystone State's film censorship board. Much of the article is devoted to the work of Edna Rothwell Carroll, who served as the chairwomen of the board from 1939-1955.

To link to extensions, suggestions for further reading and field trips, as well as the materials needed to implement this lesson, go to http://www.nhd.org/themebook.htm.

Scan for Additional Resources



What Can I Ask of HISTORY? CHOOSING A TOPIC AND SETTING THE STAGE FOR Inquiry-Based Assessment

Lynne M. O'Hara

Director of Programs, National History Day

n school students are often told what they will learn. They are told what books to read, then instructed which steps to take after they've finished the required reading. Rather than being a passenger in a learning experience, students who participate in National History Day get to become the driver—to shift gears for themselves. By giving students agency, teachers can unlock their potential in ways that no teacher-created assignment ever could.

This lesson sequence gets to the heart of an inquiry-based activity—how to set students up for success through the selection of a clearly defined and manageable topic for a NHD project. It is based on the C3 Framework (College, Career, and Civic Life Framework for Social Studies State Standards), developed by the National Council for the Social Studies. Designed to show the unique disciplinary skills and applications of Common Core in History, Geography, Civics, and Economics classrooms, it is framed around an inquiry arc: the idea that students should ask questions, be given the tools to dive into those questions, and then ultimately be given an opportunity to answer the questions within a meaningful context. NHD is an excellent way to incorporate Common Core and C3 into the Social Studies classroom.

In order for the C3 Framework to be effective, students need to develop good research topics and questions. Note that a research question should always connect to the students' interests, since they will likely be more engaged and willing to work much harder to answer the question than they would on an assigned project. In addition, the question needs to be manageable in scope. While it is impractical to propose a research question about broad topics that students might be interested in—such as World War II, the Russian Revolution, Ancient Rome—it is often feasible to use such topics as starting points, to help students develop questions that are more manageable in scope and topic.

The hardest part of many tasks is getting started. We have all stood in front of a messy closet, sighed, and closed the door again. For many students, beginning a research project produces the same sensation: It can seem like an overwhelming task, and they may try to ignore it for as long as possible. This lesson helps teachers lead students through the initial stage of research, an important foundation for sustaining an inquiry across the C3 dimensions. Once students have the opportunity to develop a topic with a reasonable scope and sequence, a topic that fits within the parameters established by the teacher and—most important—that piques their interest, then the process of inquiry can begin. Teachers are guided through a process of staging an inquiry in which students develop a question (Dimension 1), explore that question through an introductory research process (Dimension 2), establish a basic understanding of historical relevancy (Dimension 3), and then present their research proposal as a brief pitch to an audience for feedback (Dimension 4).

Asking students, "What do you want to research for your National History Day project?" can overwhelm them. As a result, they may simply opt for something that sounds familiar rather than exploring topics outside their comfort zone. One particularly effective way to get students really thinking about topics is to put them in control. Start by giving the class a list of broad topical areas, such as political history or public history. You can use either the more specific terms (figure 1) or the more generalized descriptions (figure 2), based on the age and ability of the students in your class.

Figure 1

political history	social history	military history	economic history
religious history	cultural history	diplomatic history	environmental history
women's history	public history	history of government	demographic history
rural history	family history	ethnic history	labor history
urban history	history of education	history of the common man	intellectual history

Figure 2

I would like to study....

Governments, laws, and who is in control	How people lived	
How militaries operate	How money affects peoples' lives	
How people worship and express religious beliefs	Art, culture, music, sports and other forms of entertainment	
How nations agree or disagree with each other	How the physical world influences how people live	
How women and other groups earned equal rights in society	What happens when large groups of people move from one part of the world to another	
The growth and development of cities	The development of the rural parts of a nation	
The history of a particular group of people within a larger society	The way workers operate	
How ideas develop in society	How ordinary people live	
The story of my family's roots	How governments develop and change over time	

Once students become interested in a broad topic, they should consider a how to limit or refine it. Here is where a teacher sets the parameters. Some might choose to give students choices, while others will put limits based on the curriculum (e.g., students must choose a U.S. history topic, or students must choose a topic based on Europe in the twentieth century).

As students refine their topics, they should begin to consider why the question they've chosen to research is important. By going through this process, students will practice a meaningful indicator in the C3 Framework: D1.1.9-12. Explain how a question reflects an enduring issue in the field. The hope is that the teacher will guide students to consider the ways in which historians continue to struggle with the same or similar ideas embedded in the question. For example, is the student considering a historical perspective? Are they trying to uncover the causes and effects of decisions in history? Is the student trying to assess the historical significance of an event in the past?

At this point, students need to begin committing some questions to paper. Students could post questions on a discussion blog, on Post-it notes or poster paper around the classroom, or on a white board. Other students might then be encouraged to post comments, ideas, and feedback. Students love to see what other students are thinking, and this can be a particularly effective exercise if the students' names are not included on the posted material, and also if students can comment on ideas posted by members of a different class.

NHD allows students a choice, to work independently or to work in groups of two to five individuals. If a teacher allows the group option, it is important for potential groups to come together at this point to discuss. Sometimes students who want to work in a group find that one member's interests do not align with the others. In this stage of the process, groups are often fluid, and alliances will shift. Allow these shifts early in the process.

When students get "stuck," here are a few tips:

- Toss out some ideas for them to consider. This should be a back-and-forth process. You might want to redirect students to think about a different aspect of a topic. For example, Jackie Robinson is known for breaking baseball's color barrier, but students might also be intrigued to learn about his 1944 court-martial for refusing to move to the back of a bus at Fort Hood, Texas.
- Make students curious. For example, ask, "Have you ever heard of Grace Murray Hopper?" Say, "She was cool—check her out"—and then walk away. Drop ideas, but leave it up to the students to seize on an idea or walk away from it.
- Bring in a local resource. This could be a guest speaker from a local library, regional NHD coordinator, or a local historical society. He or she might offer the students suggestions, either about local history connections or topics where research resources are available locally.

After another brainstorming session, require students to submit parts 1, 2, and 3 of the research proposal (Figure 3). This is a good time for feedback. The proposal process provides an opportunity for teachers to encourage students to narrow or expand their scope as needed. This assignment could be turned in on paper, posted to a blog, or put into a shared word processor document.

Figure 3: NHD Topic Proposal Form

Part 1: Proposal Description—Who / what do you want to study?

Part 2: Personal Interest—Why are you interested in studying this person / event / idea? Submit three research questions that you hope to answer in the course of your research.

Part 3: So What?—Why is this important enough for you to research and present? How does your question represent an enduring issue in history?

Part 4: Significance in History—Describe why this person / event is important—explain the historical significance. Give three clear reasons why this was important to history at a local, state, national, or international level: What primary source helped you to establish this significance? How do you know this is a reliable source? What secondary source helped you to establish this significance? How do you know this is a reliable source?

Part 5: Credibility—What are some credible sources that you can use for your research?

Dimension 2: Connections to disciplinary tools and concepts

In order for students to be sure that their topics are feasible for NHD, they need to engage in basic research and build their knowledge base. In so doing, they should be assessing the historical significance of the person/event they're researching. They will ultimately be using the information they find to validate their inquiry and to fill out Part 4 of the research proposal.

Take the students to the library and get them started on some basic research about their topics. Depending on the age and level of the class, library orientation may or may not be necessary; assess the needs of your class and plan accordingly.

Some tips for researching with students:

- Access and assess your resources. Often a school or local public librarian can be your greatest ally in the NHD research process. Encourage your students to see this individual as an expert, and frequently model how to ask a librarian for help in front of the students.
- Teach students how to locate books. Also demonstrate how to access research within a book, how to selectively read relevant sections and chapters, and how to identify and mark useful facts and quotations for use later.
- Databases can be a great tool to help students find information. Many have advanced search features that can include newspaper articles, photographs, video, or primary sources.
- Even if you are fortunate enough to have access to a school library, also make contacts at local public libraries, which may offer have access to a wider selection of database resources. If they don't already have a library card, encourage your students to obtain one (it will often provide them a login and remote access to resources).

Supervising students in the library poses its own set of challenges for teachers. Some suggestions for making this research time productive:

- Set specific expectations for library usage. Be clear about the work that is expected.
- Establish daily research checkpoints to keep students accountable and focused. This can take the form of something that is due at the end of a period, or having students develop their own to-do lists and then reporting back to you at the end of a work session (especially helpful for group projects). These assignments can be paper-and-pencil, or they might take the form of an electronic log (in a Google document shared with you) or a blog posting.
- Use library time to conference with and coach students. Find out where they are stuck, give them feedback, and help them push through barriers.
- Set clear guidelines for using electronic resources. Gaming on the computer results in use of paper resources only for a period of time. Set and enforce rules.

While students are working in the library, push them to make sure that they are really interested in the topic. They need to have a sense of what they will study and how it fits into the historical context.

As students move toward an initial understanding of their topic, they will be practicing an important indicator from Dimension

2 of the C3 Framework: D2.His.3.9-12. *Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.* There are at least two ways to facilitate this indicator. One is to focus on the "changes over time." The other is to focus on events themselves.

Some tips for supporting students as they develop their understanding of the significance of the historical topics they are investigating:

- Have students locate (or provide students) differing perspectives on the person or events they are investigating. Students will probably need to use secondary sources or textbooks.
- If students are working in groups, require each individual to make up his or her own mind about the significance of the person or event, and then bring the group together to debate differences of opinion.

Dimension 3: Evaluating Sources and Using Evidence

Once students have gathered some information about the significance of their topics, it is important to model how to process that information. Start by using class content as a model to show students how you would read and break down information from a historical source (both secondary and primary).

Then have the students bring in one source and give them a specific set of tasks, such as:

- Who is the author?
- What do we know about him/her?
- Find two quotes and list with quotation marks.
- Paraphrase three to five key facts that are new from this source. Have students start with a manageable source (If it is text, three to five pages maximum). Remind students to ask questions if they get lost in the source, and assist as needed. It is often helpful to pair up students for this activity.

This is also a good place to remind students to ask questions such as, "Is this source reliable?" and "How do you know?" This questioning process should be modeled with the whole class. One approach would be to show two websites with historical information and have students discuss reliability, sourcing, and the motivations of the authors or creators.

After investigating an initial source, ask students to do some more source work. It is not good enough to just have an idea—now students need to find credible sources. They need to go past the basic facts (and start to understand why their person, event, or idea was important in history). As students investigate sources, make sure they are asking questions about whether the sources are credible.

At the conclusion of this phase, students will submit Part 5 of their proposal form. This part could be completed in written form, but is a great opportunity for a student conference, where students explain their research proposal and sources to the teacher. In this case the teacher can ask follow-up questions as needed, tailor any feedback, and also spend additional time with students who need extra guidance or support. As students complete Part 5 of their proposal, they will have an opportunity to develop the skills in the C3 Framework in indicator D3.2.9-12 *Evaluate the credibility of a source by examining how experts value the source.*

Dimension 4: Communicating Conclusions and Taking Informed Action

In order to receive final approval from the teacher and begin the full-scale research process, students should not only turn in their formal proposal, but should also present their proposal to their peers and their teacher.

It is important for the teacher to model the process for the class. Use a topic that the class has been studying (not necessarily someone's research topic). Start with a bad pitch—something like "Rosa Parks was a really brave woman and great civil rights leader. So I'm interested in civil rights and want to study her." Then illustrate the process of developing a strong proposal that answers the question "So what?"

When students reach the presentation phase of their research proposal, ask them to make an "elevator pitch" of their claim. They should have a limit of 30 seconds in which they need to explain to their audience what they will be researching, briefly touching on all five parts of their written proposal. This is where they need to explain what they want to study and, more important, why this topic is worth their time and energy over the upcoming weeks and months. They need to convince their peers and their teacher that this is worthwhile topic.

The key to a good elevator pitch is practice. Encourage students to practice with their peers, and model in a round-robin style in class. Also encourage students to practice at home—and then email their parents and let them know to expect this. Encourage them to practice in the cafeteria at lunchtime—and show up in the cafeteria to listen in (the look on their faces will be an added bonus). Then have students present their elevator pitch to a group of adults. It might include teachers, librarians, regional NHD coordinators, administrators, guidance counselors, substitute teachers—any interested adult. The goal is to be able to make their perspective and argument clear to a group of interested adults who may or may not know anything about their topic.

The C3 Framework stresses that teachers should give students opportunities to adapt arguments and explanations (D4.3.9-12). Students' research proposals are a unique type of argument. The proposal, of course, is not the product of the ultimate inquiry, but it is still an argument, and it is worth spending time to have students establish its importance.

This lesson sequence is designed make use of the inquiry arc to set in motion a larger NHD research project. Students who start with a carefully developed and manageable topic that falls within their area of interest will be more productive in their research and better prepared to develop a thesis and presentation of their work in a professional manner.

Once students master their topic proposals, they will be ready to launch into their research and go onto developing their NHD project. They can choose between writing a historical paper, producing a documentary, developing a museum exhibit, acting in a performance, or building a website.

Happy researching!

EXPLORING THE LEGACY OF LEADERSHIP THROUGH PRIMARY SOURCES: THE Women's Suffrage MOVEMENT

Cheryl Lederle, Rebecca Newland, and Stephen Wesson Library of Congress

eadership and legacy are a bit like the chicken and the egg: No one can be sure which comes first. Is someone seen as a leader because of the legacy he or she has left, or does a leader rise and incidentally leave a legacy of good works? In either case, there is no better way to explore the legacy of a leader than by analyzing the primary sources that leader left behind, or ones left by others that bear witness to the leader's impact.

The fight for women's suffrage in the nineteenth and twentieth centuries called forth several generations of leaders, including many women who had traditionally been discouraged from taking leadership roles outside of the home. These activists fought and organized for decades to secure women's right to vote, gaining victory after gradual victory until 1920, when the Nineteenth Amendment to the Constitution asserted that "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex."

However, the legacy of the suffrage campaign in America is not limited to the ballot box. While their primary objective was the right to vote, the suffragists also began to focus attention on the expansion of rights for women as human beings, taxpayers, and full members of society. Women today who attend colleges and universities and embark on careers

do so in part because of the organizing and activism of these generations of suffrage leaders. The legacy of the suffragists can also be seen in their protest methods. They used public forms of peaceful protest such as picketing, parades, and the newly popular medium of newspaper photographs to spread their message. More than 40 years later, civil rights activists of the 1960s similarly used new forms of peaceful protest and took advantage of emerging media to raise awareness of their cause. The innovative spirit of the suffragists, who broke new ground for women's rights, set the example for others who seek redress of their own grievances even to this day.

The Power of Primary Sources

nalyzing a primary source—a photograph, manuscript, newspaper, political cartoon, personal narrative, or other artifact—is a powerful way not only to build student understanding of a historical period or event, but also to develop questions for further research. It's a perfect tool for finding a National History Day topic or completing an NHD project.

When students analyze a primary source, they can respond to it in a number of ways. They can **observe** the primary source, reflect or speculate about it, and come up with a

question—or several—about it. These types of responses do not have to come in any particular order, but are instead a back-and-forth activity in which an observation can lead to a reflection, which in turn prompts questions, which can lead to additional reflection, which could move to other observations. All three can lead students to develop topics and questions to investigate in their research.

The Library of Congress offers a wide variety of online primary sources that support students exploring the legacy of the suffrage movement. Some of these items have been gathered into an easy-to-use primary source set available on the Teachers page of the Library of Congress website. Many more can be found in photographs, news articles, and political cartoons, many of which are collected in the Miller NAWSA Suffrage Scrapbooks, 1897-1911. These are the scrapbooks of Elizabeth Smith Miller and her daughter Anne Fitzhugh Miller, which document their own leadership and that of others in the woman's suffrage movement.

Responding to a Primary Source

One primary source that can yield insights into the legacy of the suffrage movement's leadership is this advertising map below from 1916, featuring Alice Paul, founder of the National Women's Party. After fighting for many years for passage of the Nineteenth Amendment, Paul went on to author the Equal Rights Amendment, which passed in the Congress in 1972, but has yet to be ratified by the states. Paul's legacy of passion and hard work in support of a cause is undeniable. Many of the key elements of the fight for suffrage, such as picketing President Woodrow Wilson's wartime White House, were engineered by Paul and her fellow suffragists.

This model of primary source analysis shows how one student initially responds to this map. Notice how the student moves back and forth between observations, reflections, and questions. Guide students through an activity of this type by selecting an appropriate primary source item. You could provide a paper copy to individuals, or work with a group and a projected version. Encourage students to make observations, record reflections, and develop questions to investigate further.

I **observe** that there are many stops in Western towns.

I reflect that women in the west might have needed more persuading. I think this because so many stops were made there.

But now I **observe** the heading. which tells me that women in the West had some voting rights.

Question: How did the voting rights of women in the west differ from those in the northeast and south?

I **reflect** women in the west might have had more voting rights than those in other regions. I think this because the envoys did not stop in the northeast or south.

Question: How many women from the west, northeast and south attended the Chicago assembly?



Further investigation:

What role did Alice Paul play in the leadership of the suffrage movement? What does this document tell me about the methods suffragists used to advance their cause?

Why was the West so important in the suffrage movement? Did many of its leaders come from there?

What was the legacy of Alice Paul and the Congressional Union for Woman Suffrage?

I **observe** a photograph labeled "Miss Alice Paul."

Question: Why did the creators of this ad include Alice Paul?

I **reflect** that including Alice Paul illustrates her importance as a leader in the movement. I think this because she is the only leader in this ad.

Question: Why did they include her photograph instead of just her name? Was Alice Paul so well known as a leader that she would be recognized?

[Map of] Route of Envoys Sent from East by the Congressional Union for Woman's Suffrage, to Appeal to the Voting Women of the West [with inset portrait of Alice Paul].

Library of Congress, http://www. loc.gov/resource/mnwp.160080

Links to all the resources in this article can be found at www.nhd.org/themebook.htm.

Browsing these collections might be a way to gather ideas for a topic, or to begin refining a topic. Once students are ready to begin in-depth research, they can revisit the collections for supportive primary source items.

Try It

Now try exploring this cartoon from 1914. Jot down a few responses—observations, reflections, and questions—and see if you can generate at least one question for future investigation. If you get stuck, try some of the prompts in the boxes below.

Observe

- · Describe what you see.
- What do you notice first?
- What people and objects are shown?
- What, if any, words do you see?
- What do you see that might be a symbol?
- What other details can you see?

Reflect

- · What's happening in the cartoon?
- What issue do you think this cartoon is about?
- What do you think the cartoonist's opinion on this issue is?
- What methods does the cartoonist use to persuade the audience?

Question

Who?

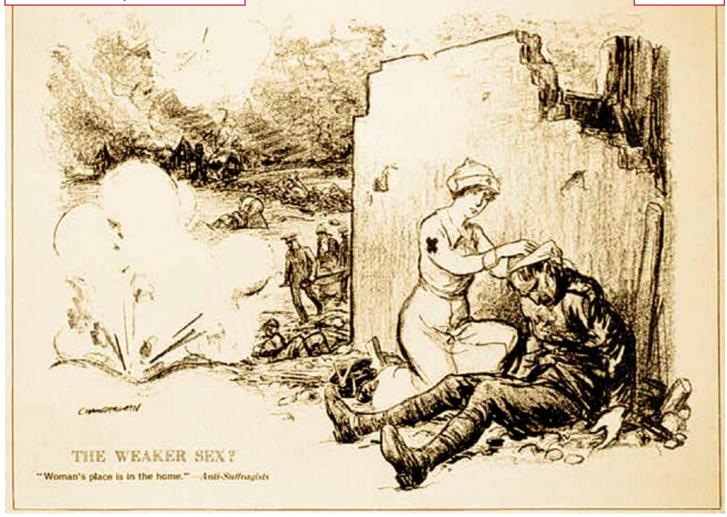
What?

When?

Where?

Why?

How?



"The weaker sex?" (Photo of the Library of Congress. http://www.loc.gov/pictures/item/2011660506/resource/)



Suffragists Protest Woodrow Wilson's Opposition to Woman Suffrage, October 1916. (Photo courtesy of The Library of Congress. http://www.loc.gov/item/mnwp000288)

Use the Primary Source Analysis Tool

One structured way to engage students in primary source analysis is with the Library of Congress Primary Source Analysis Tool. The graphic organizer available at http:// www.loc.gov/teachers/primary-source-analysis-tool/ guides students to independent analysis by helping to organize their thoughts about an item into three categories. After using the tool, students will have clear reflections about an item that can be backed up with observations. They will also have developed questions about the item that will guide their inquiry as they explore topic options or conduct specific topic research. Try it with this photograph, or another primary source. Use the Library's Primary Source Analysis Tool to record responses either on paper or with the online version, and look for prompts on the Analyzing Photographs and Prints Teacher's Guide.

Once students are comfortable analyzing primary source items, it is important for them to be able to locate and evaluate sources for use in NHD projects. The Library of Congress home page has a powerful search tool for discovering online primary sources. Students can search generally for a topic or choose a particular format, such as prints and photographs, manuscripts, or maps. Encourage students to use this checklist to help determine if a piece is appropriate for their work and relevant to the goals of their project.

Considerations for choosing primary sources:

- The creator or author was a participant in or eyewitness to the event/time.
- The item was *created* at the time of the event, or slightly before or after.
- The item is significant because it comes directly from a participant or witness or because it is a firsthand account of an event.
- The item supports an idea or concept in my project.
- The format is usable because the text can be cited as expert information.
- The format is usable because a non-text item can be described well enough to serve as evidence.
- The item is available digitally for close reading, observation, and inclusion in the project.
- The item has been analyzed for copyright considerations.

For more primary sources related to women's suffrage and downloadable files of the graphics used in this article, go to www.nhd.org/themebook.htm.

Scan for Additional Resources



LEADERSHIP AND LEGACY IN HISTORY: EXPLORING WORLD War I from Multiple PERSPECTIVES

Kim Gilmore HISTORY®

eaching about World War I can be both a challenge and an opportunity for educators in the U.S. On the one hand, the Great War transformed American society. The sharpening of nationalist conflict exploded into war in July 1914, lasting for four long years. Some 9 million soldiers lost their lives, and hundreds of thousands of civilians were affected by the conflict. Yet the United States did not enter the war until 1917, and in many ways its memory has been eclipsed by World War II. The story of the war is intricate and confusing at times, and it can be difficult to make it engaging for students. This year marks the 100th Anniversary of the start of the war, and gives educators the opportunity to revisit World War I and take advantage of some of the excellent new educational resources developed for the commemoration.

The 2015 National History Day theme, Leadership and Legacy in History, offers a valuable lens through which to explore World War I. When we consider leadership during World War I from a U.S. perspective, we may think first of President Woodrow Wilson and his path from neutrality to leading a nation at war to his 14-point program for world peace and failed efforts to convince U.S. leaders to join the League of Nations. Wilson was a layered and complex president, and his tenure in office offers numerous avenues for exploring themes of leadership and legacy, including his record on civil rights. Students can also reflect on the ways national leaders like Wilson have inspired opposition and about the many ways everyday citizens exercised their own leadership skills in response to Wilson's policies.

One of our taglines at HISTORY is "Making History Everyday." Looking at the roles of everyday people during World War I is also important from multiple perspectives. Students can research how the war unfolded in the many other countries involved in the conflict, and examine the ways people shaped and were shaped by the war in many parts of the world as well as in the U.S.

Aileen Cole, for example, became the first African-American woman in the Army Nurse Corps during World War I. While both the Red Cross and the U.S. Army prevented black nurses from joining, women like Cole were eager to join the effort and make a contribution. After the massive influenza outbreak took its toll in 1918, the Red Cross decided to accept black nurses for service. Cole was sent by the Red Cross to West Virginia to help treat miners who were critical to providing coal for the war; she also helped establish a field hospital there. As the flu epidemic intensified, the Army Surgeon General called for nurses nationwide to join the effort. Cole officially joined the Reserve Nurse Corps as a first lieutenant and served with other black nurses at Camp Sherman in Ohio. Women like Cole never went overseas, but were critical to the war effort and left behind a legacy of service. Cole and others inspired other African Americans to push for the integration of the U.S. military, which would not finally happen until after World War II. Her story is just one among many examples of everyday citizens who used their leadership skills during the World War I era. The story of black nurses, including Cole, is featured in the documentary Healing Others, Healing Ourselves: The Story of the African-American Nurse. See the link at the end of this article for more information on this important project supported by the Crile Archives, a great source for NHD projects.

ISTORY is very proud to partner with National History Day in sharing some wonderful new classroom resources devoted to World War I. The World War I sourcebook offers insights from educators about innovative and engaging ways to teach about the Great War. NHD commissioned lesson plans from teachers for both the middle and high school levels that exhibit best practices in teaching World War I with links to many primary sources. The sourcebook also includes articles that show many perspectives on World War I. In chronicling a war that affected many nations, these articles give excellent starting points for encouraging students to think about the war not just from the U.S. point of view, but from the perspective of other nations and people who experienced the Great War.

As the commemoration of World War I continues over the next four years, there will be numerous events and publications of interest to educators. I have included some links at the end of this article to keep an eye on if you are interested in exploring World War I topics. Our website, History.com, will be rolling out original articles, new short videos, and other interactive resources throughout the commemoration period, starting in summer 2014. I also encourage those interested in the war to tune in to our all-new four part series World War I: The First *Modern War* airing in late July 2014 on HISTORY and available later this year on DVD. As a war that ushered in many changes, and deeply affected generations of soldiers and their families, it is an immeasurably deep well from which to find research projects of all kinds. Whether investigating Leadership and Legacy from the angle of World War I or another perspective, students will be inspired by this theme to think carefully and critically about leadership qualities both in moments of crisis and in times of relative peace. Leadership is a grand historical theme that resonates powerfully in our lives today.

Related Links:

History Classroom

www.history.com/classroom

World War I on History.com

http://www.history.com/topics/world-war-i



Montenegran boys with food given to them by American soldiers. (Photo courtesy of the U.S. Army Signal Corps, No. 153238)

Centennial Commemoration of The United States in World War I

http://worldwar-1centennial.org/

National World War I Museum

http://theworldwar.org/

First World War Centenary

http://www.1914.org/

Crile Archives/Aileen Cole story (search the Crile Archives for many World War I stories and sources):

http://www.crile-archives.org/current-project.htm

World War I Teacher Resource

http://www.nhd.org/wwi.htm



Learning about yesterday's world That's today's social studies

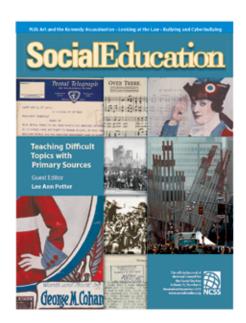
Students relate to history better when they understand how events of the past have affected their lives today.

National Council for the Social Studies (NCSS) publications feature a wide range of ideas for the history classroom, including:

- Lesson plans with reproducible primary documents, especially in the Sources and Strategies and Teaching with Documents columns of Social Education
- Advice on how to bring history alive through the use of oral histories, diaries, graphics, literature, and art;
- Insights that enhance history teaching from geography, economics, civics, and the behavioral sciences; and
- · Resources to help your students look at history in a new way.

National History Day teachers will find the teaching tips and historical information in NCSS publications to be invaluable as they guide their students to the accomplishment of successful history projects.

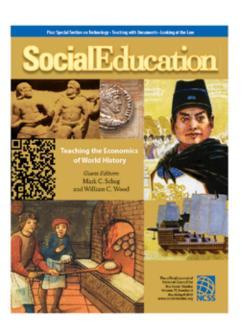
As part of our mission of educating students for civic life, NCSS supports history teaching that is sensitive to issues of **rights and responsibilities**. Our resources and interdisciplinary expertise help educators link the lives of their students to the world of yesterday—and to create the world of tomorrow.



Find out how NCSS can help you.
Visit us online at
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or write for a membership kit today.

Link to the recently published C3 Framework at www.socialstudies.org/C3





National Council for the Social Studies

TEACHING LEADERSHIP WITH THE NATIONAL PARK SERVICE TEACHERS' PORTAL

Beth Boland, Carol Shull, Katherine Orr, and Linda Rosenblum National Park Service

xploring examples of Leadership and Legacy in History can take a student or teacher on a wild ride through place and time. The explorers can learn about individuals and communities who took innovative action or blazed trails for those who followed behind them.

The National Park Service will soon celebrate the 100th anniversary of the Organic Act of 1916, signed into existence by President Woodrow Wilson, which signaled the creation of the agency. President Wilson, however, followed the leadership of many earlier politicians, naturalists, conservationists, and ordinary citizens who envisioned setting aside our country's special places to preserve their natural and historical

significance for future generations. In addition to the centennial of the creation National Park Service, 2016 also marks the 50th anniversary of the National Historic Preservation Act, which enabled the National Park Service to recognize and assist in protecting historic and archaeological sites nationwide through partnership programs like the National Register of Historic Places and grants and tax incentives for historic preservation.

Jostedalsbreen Glacier National Park. (Photo courtesy of Ryan McFarland http://www.flickr.com/photos/78552401@ N00/3100846251

That spirit of leadership continues today in the National Park Service in over 400 National Park Service sites. It also endures in collaborations between the National Park Service and local communities or with other educational organizations. Recently the National Park Service launched a new educational web portal where teachers can search for lesson plans, field trips, distance learning programs, traveling trunks, or professional development opportunities. The portal, found at www.nps. gov/teachers, provides educators a single search site to access all educational resources from the many varied programs comprising the National Park Service. Educational materials are provided by parks or subject matter experts working in diverse areas like historic preservation and heritage education or climate change and paleontology. Currently there are more than 1,100 lesson plans accessible through the curriculum materials section of the teachers' portal, with more being uploaded continually.

Educators can browse National Park Service curriculum materials available on the teachers' portal by searching for keywords, academic subject headings, park locations, or by

indicating student grade levels. A few examples of lesson plans accessible through the portal that address the theme of Leadership and Legacy in History include:

Going-to-the-Sun Road: A Model of Landscape Engineering (http://www.nps.gov/history/nr/twhp/wwwlps/ lessons/95sunroad/95sunroad.htm) This lesson explores the practical problems of constructing roads in difficult terrain and the leadership of NPS Director Stephen Mather and engineer Frank Kittredge in designing and building a road in such a way as to enhance, rather than damage, the fragile and beautiful landscape of Glacier National Park. (National Park/National Historic Landmark/Waterton-Glacier International Peace Park is a UNESCO World Heritage Site.)

"Journey from Slavery to Statesman": The Homes of Frederick Douglass (http://www.nps.gov/history/nr/twhp/ wwwlps/lessons/147douglass/147douglass.htm) Learn about Frederick Douglass' journey from life as a slave to that of a respected statesman and leader. (Cedar Hill and the Nathan and Polly Johnson House are both resources of a National Historic Site. Wye House, the Nathan and Polly Johnson House, and Cedar Hill are National Historic Landmarks.)

Herbert Hoover: Iowa Farm Boy and World Humanitarian (http://www.nps.gov/history/nr/twhp/wwwlps/ lessons/34hoover/34hoover.htm) This lesson plan looks at how President Hoover's boyhood helped shape his international leadership role as administrator of the Belgian Relief Commission during World War I. (National Historic Site/ National Historic Landmark.)

Molding of a Leader (http://www.nps.gov/eise/forteachers/ classrooms/molding-lessons.htm) The Molding of a Leader is a character education program focusing on Dwight D. Eisenhower's leadership ability and the trust others placed in him as both supreme commander and 34th president of the United States. Five lesson plans challenge students to learn about the character traits that helped mold Eisenhower into such an effective leader and challenge them to develop and demonstrate those same admirable traits in their own lives. (National Historic Site.)

Clara Barton's House: Home of the American Red **Cross** (http://www.nps.gov/history/nr/twhp/wwwlps/ lessons/27barton/27barton.htm) This lesson plan follows

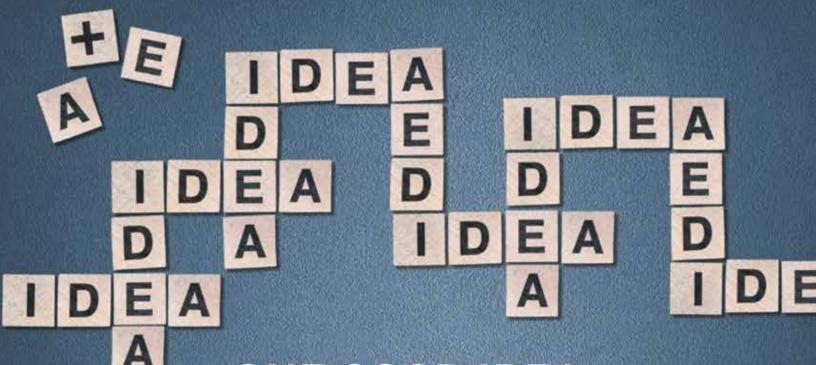
Barton's remarkable career as a leader of charitable causes. from caring for the wounded on Civil War battlefields to founding the American Red Cross. (National Historic Site/ National Historic Landmark.)

A Woman's Place Is In the Sewall-Belmont House: Alice Paul and Women's Rights (http://www.nps.gov/history/nr/twhp/ wwwlps/lessons/148sewallbelmont/148sewallbelmont. htm) Learn about activist Alice Paul and her leadership of the National Woman's Party, and how American women organized to increase their political rights in the twentieth century. (National Historic Landmark.)

The Selma to Montgomery Voting Rights March: Shaking the Conscience of the Nation (http://www.nps.gov/history/ nr/twhp/wwwlps/lessons/133SEMO/133selma.htm) out how people in Selma and national civil rights organizations worked together to end the unconstitutional denial of voting rights to African Americans in the South. Reading 2 consists of selections from oral histories taken in 1990 and 1991 from participants in the marches of March 7, March 9, and March 21-25, 1965; these interviews demonstrate the leadership of local residents in planning the marches. (National Historic Trail/ Brown Chapel AME Church and the First Confederate Capitol are National Historic Landmarks.)

Dinner Discussions at Maggie Walker's House (http:// www.nps.gov/history/museum/tmc/MAWA/Dinner_ Discussions_Maggie_Walker_House.html) focuses on Maggie L. Walker (1864-1934), civil rights activist and trailblazing entrepreneur during the early years of the movement towards civil rights. This beloved African-American community leader devoted her life to defeating racism, sexism, and economic oppression. She chartered a bank, a newspaper, and a store 17 years before American women had the right to vote, and fostered black entrepreneurialism at a time when Jim Crow laws threatened African-American progress. (National Historic Site.)

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