



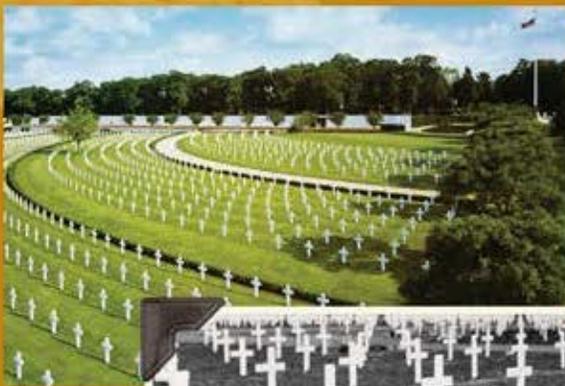


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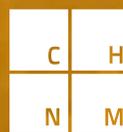


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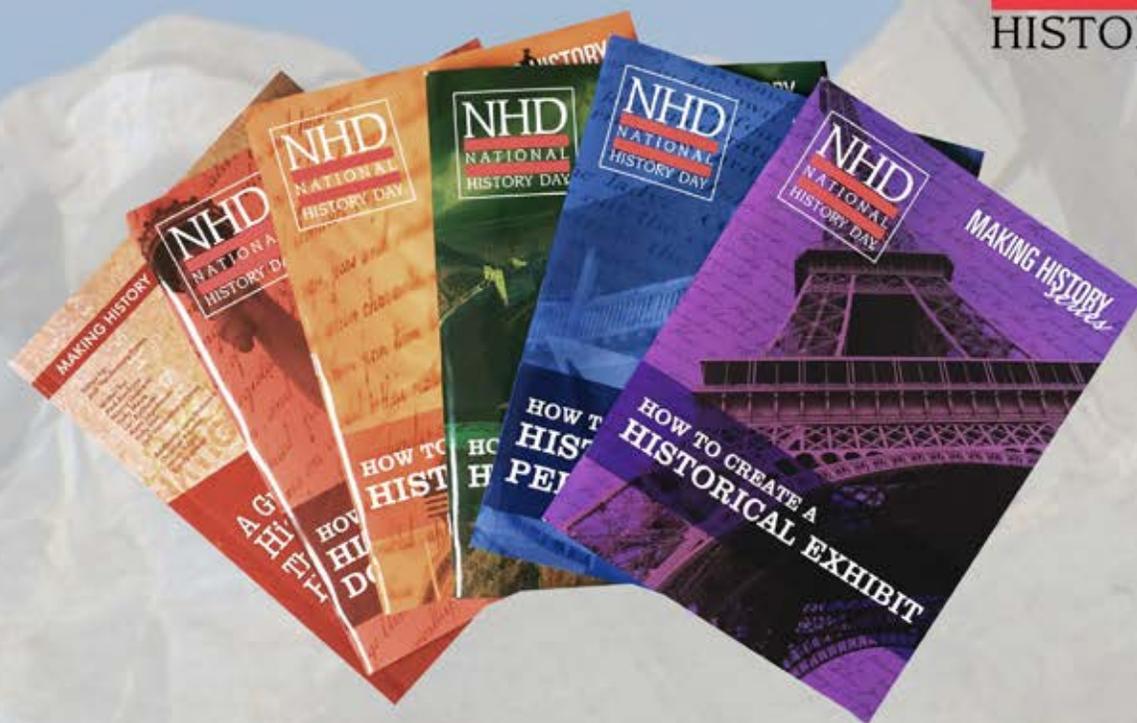
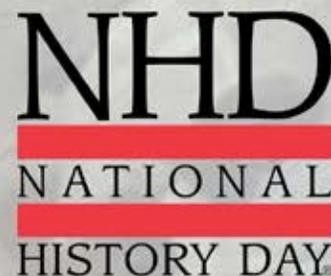


THE NATIONAL
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TABLE OF CONTENTS

- 7 What is National History Day®?
- 8 2019 Theme Narrative: *Triumph & Tragedy in History*
- 10 U.S. History Sample Topics
- 11 European History Sample Topics
- 12 World History Sample Topics
- 14 NHD Categories
- 17 Triumph and Tragedy in America’s National Parks
- 22 Stories of Triumph and Tragedy Found in the Collection of the National Portrait Gallery
- 29 Reconciliation: Rebuilding Trust After the Tragedy of Violent Conflict
- 37 The Cyclical Nature of Progress: Triumphs and Tragedies in the History of Physics
- 43 Discover Digital Tools and Resources for *Triumph & Tragedy in History*
- 49 *Understanding Sacrifice*: Reimagining How We Teach World War II
- 58 Woman Suffrage: Challenging Notions of an Ideal America

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WHAT IS NATIONAL HISTORY DAY®?

National History Day (NHD) is a nonprofit organization that creates opportunities for teachers and students to engage in historical research. NHD is not a predetermined, by-the-book program but rather an innovative curriculum framework in which students learn history by selecting topics of interest and launching into year-long research projects. The mission of NHD is to improve the teaching and learning of history in middle and high school. The most visible vehicle is the NHD Contest.

When studying history through historical research, students and teachers practice critical inquiry, asking questions of significance, time, and place. History students become immersed in a detective story. 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 present their work in original papers, exhibits, performances, websites, or documentaries. These projects are entered into competitions in the spring at local, affiliate, and national levels, where they are evaluated by professional historians and educators. The program culminates at 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 2019 is *Triumph & Tragedy in History*. The annual theme frames the research for both students and teachers. It 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 match their interests. Program expectations and guidelines are explicitly provided for students, but the research journey is driven by the process and is unique to the historical research. Throughout the year, students develop essential life skills by fostering intellectual curiosity and academic achievement. In addition, students develop critical-thinking and problem-solving skills that will help them manage and use information now and in the future.

Students' greatest ally in the research process is the classroom teacher. NHD supports teachers by providing instructional materials and through workshops at local, affiliate, 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's work with teachers and students extends beyond the contest and includes institutes and training programs, which provide teachers with opportunities to study history and develop lessons and materials they can share with their students. In addition, NHD offers continuing education courses for teachers (for graduate credit or professional development hours) to improve classroom practice (nhd.org/onlineeducation). NHD also offers teaching resources to help teachers integrate primary sources and critical thinking into the classroom. These resources are free and accessible to all teachers. Visit nhd.org to learn more.

2019 Theme Narrative:

TRIUMPH & TRAGEDY IN HISTORY

Amanda Hendrey, Assistant Manager, Programs & Contest, National History Day

Lynne M. O'Hara, Director of Programs, National History Day



During the 2018–2019 school year you and all National History Day students will dive into a topic based on the theme *Triumph & Tragedy in History*. You will ask questions about time, place and context, cause and effect, change over time, and impact and significance. You must consider not only when and where events happened, but also why they occurred, and what factors contributed to their development. You will describe your topic and then further develop it through analysis, drawing conclusions about how the topic influenced and was influenced by people, ideas, or events.

Each year National History Day selects a theme that is intentionally broad enough so that you can select topics from anywhere in the world and any time period. After deciding on your research topic, you must 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. Also remember to use evidence from your research to explain how your topic has influenced history. How did your topic create change?

Does every project need to include both triumph and tragedy? That depends on the topic you select. Look closely—most topics will include elements of both triumph and tragedy. History is inherently uneven, and there will not always be an equal split between the two sides. Do not ignore connections to both aspects of the theme when they exist, but do not force your topic to fit into both sides of the theme.

The *Triumph & Tragedy in History* theme is complex and requires you to view history through multiple perspectives. Can one person's triumph be another's tragedy? Can the same person or group suffer from tragedy and triumph at the same time? How does one ultimately triumph after tragedy? Can triumph lead to tragedy? Throughout this academic year you will ask yourself these questions and more, always looking for how and why.

What is triumph? According to *Merriam Webster*, the definition of triumph is “a victory or conquest by or as if by military force, or a notable success.” What does that mean in history? How can you define a historical event as a triumph? The first definition listed is victory by military force. Looking at military battles provides examples of triumphs, and tragedies, throughout history. Also contemplate the second definition, “a notable success.” How would you define a notable success in history? Consider the first organ transplant, or the first time Alexander Graham Bell spoke into the telephone and someone heard him at the other end. Does history remember those events as triumphs? If so, why? What makes them triumphant?

What is tragedy? *Merriam Webster* defines tragedy as a “disastrous event.” What are some examples of disastrous events throughout history? You could look to England in the mid-1500s. Many remember Lady Jane Grey as a tragic figure, but what makes her situation tragic? Or think back to America's Trail of Tears. What decisions allowed that event to come to fruition? What was the impact of those decisions? Who suffered the consequences? Examine the Tiananmen Square Protests of 1989. What were the consequences of those Beijing protests?

Can one person's triumph be another's tragedy? Whether an event is considered a tragedy or a triumph depends on one's perspective. Often a triumph for one is a tragedy for another. The American Civil War offers numerous opportunities for in-depth research on a single aspect of the war. There were many triumphs, the North over the South, unionism over sectionalism, freedom over slavery, but what tragedies resulted because of this conflict? Did everyone feel that those were triumphs? Why or why not? How did one side view the events and consequences compared to the other side? If you are interested in architecture, perhaps you might choose to research the San Francisco earthquakes of 1906 and 1989. How did the consequences of the 1906 earthquake influence changes in engineering and design that would lessen the damage of the 1989 earthquake?

Can a person or group suffer both tragedy and triumph from a single event? Did Frederick Douglass triumph when he escaped from slavery? How did he use his freedom? What tragedies did he continue to face? Was he ever treated as an equal during his lifetime? Nuclear scientist Robert Oppenheimer triumphed with his most famous creation, but what tragic outcome came out of his invention? How did he view his work throughout his lifetime? Mahatma Gandhi led India to independence with his strategy of passive resistance, triumphing over violent protest. What impact did that movement have on the Muslim-Hindu relationship? What tragedies occurred and what ultimately caused them? How did independence affect the people living in the region?

How does one ultimately triumph after tragedy? Consider the tragedy of Pompeii. An entire community was tragically eradicated by a volcanic eruption, but what about the archaeologists who discovered it? How would you characterize their discovery? How have their discoveries affected life today? Are these discoveries important? If so, why? Think about the settlement of the American West. The settlers faced tragedy along the way, dealing with harsh weather, inhospitable terrain, and violent conflicts as they traveled west. How did their journey end? Did they eventually triumph in the face of such tragedy? How did their journey affect the future of America as a nation?

Can triumph lead to tragedy? Consider Neville Chamberlain's efforts to appease Adolf Hitler. What did people of the time think of that policy? What tragedies eventually resulted because of it? Many Russian people lost faith in Tsar Nicholas II's government and believed it was corrupt. Why did they decide it was corrupt? Nicholas was forced to abdicate his throne. What were the short-term effects of his abdication? The long-term impacts? Was his abdication a triumph for the Russian people? Did they achieve the change they were hoping for, or did it later lead to tragedy?

Sometimes the best stories are in your own backyard. Local history can open the doors to amazing stories. Check your libraries and historical societies for collections in your neighborhood, town, city, or state. In addition, the National Park Service, with historic sites throughout the United States, is a rich source of local history. For example, the Whitman Mission National Historic Site tells the story of Marcus and Narcissa Whitman, their Methodist mission in southeastern Washington, and their murder in 1874 by Cayuse Indians. That series of events reflects the interaction of cultures, religions, ideas, and perspectives.

Whether you decide to research ancient history, a local topic, or anything else, you must always place your project within its historical context. Examine the significance of the topic in history and show development over time. Your research should start with secondary sources, and then you can look for available primary sources. Using your research skills, you should clearly explain the topic's relationship to the theme *Triumph & Tragedy in History*. Always remember to support your interpretations of your topic's significance in history with evidence. With the knowledge and understanding gained from your research, you can develop quality papers, performances, exhibits, websites, and documentaries for National History Day.



To access more theme resources, go to nhd.org/themebook.

U.S. HISTORY SAMPLE TOPICS

- The Winter of Valley Forge: Triumph and Tragedy in the Continental Army
- The Missouri Compromise: Unable to Hold Off the Tragedy of the Civil War
- Salem Witch Trials
- Smallpox and Inoculation
- Posthumous Portraiture: Creating Artistic Triumph out of Tragedy
- The First Battle of Bull Run: Anticipated Union Triumph Leads to Tragedy
- Mormon Migration to Utah
- Chicago: America's Second City
- Hudson River Valley School: Triumph of Nature
- The Battle of Little Bighorn
- The Triumphs and Tragedies of the Transcontinental Railroad
- D-Day: Triumph Despite Tragedy
- Ford Motor Company's Assembly Line: A Triumph for Capitalism
- Banning of DDT: Rachel Carson's Triumph
- *Loving v. Virginia*: Tragedy of Time, Triumph of Love
- The Great Raid on Camp Cabanatuan
- Rerouting the Chicago River: An Engineering Triumph
- Indentured Servants in Colonial Virginia
- The Creation of the Atomic Bomb: Scientific Triumph or Human Tragedy?
- Abstract Expressionism: American Artistic Triumph
- Impressment of Sailors: An American Tragedy?
- The Tragedy of McCarthyism
- The Three-Fifths Compromise
- The Tet Offensive
- American Settlers Versus Native Americans
- Little Rock Nine: Triumph and Tragedy of Integration
- Reconstruction: Tragedy Follows Triumph
- *The Jungle* and the Pure Food and Drug Act of 1906
- Alice Paul and the Woman Suffrage Movement
- Executive Order 8802: Security over Civil Liberties

EUROPEAN HISTORY SAMPLE TOPICS

- The Triumph of Gutenberg's Printing Press
- Nazi Art Looting During World War II
- The Crusades: A Tragedy of Religious Proportion
- The Battle of Bosworth Field: The End to the Wars of the Roses
- Edict of Nantes: Triumph or Tragedy?
- Triumph and Tragedy of the French Resistance in World War II
- The Protestant Reformation and the European Wars of Religion
- William Shakespeare: Triumph Through His Tragedies
- Treaty of Versailles: Triumph or Tragedy?
- Martin Luther, Pope Leo X, and the Reformation: The Triumph of Propaganda
- The Marshall Plan: Economic Reconstruction of Europe
- Isabella, Ferdinand, and the Spanish Reconquista
- Galileo: The Tragic Consequences of Triumph in the Skies
- The German U-Boats in the Battle of the Atlantic
- The Great Fire of London: Rebuilding Act of 1667
- The Easter Rising: The Triumphs and Tragedies of a Rebellion
- King Charles I: A Tragic End for the Monarchy
- Mary Queen of Scots and John Knox: Reformation in Scotland
- The Founding of the European Union
- King Henry VIII Versus the Catholic Church
- The Division of Berlin After World War II
- Emmeline Pankhurst and her Struggle for Suffrage in Great Britain
- Catherine de' Medici and the Huguenots
- Neville Chamberlain: The Tragedy of Appeasement
- Battle of Waterloo: New Beginnings from the End
- Marco Polo: Economy of the Silk Road
- Vincent Van Gogh: The Triumph and Tragedy of Genius
- Thomas Cromwell: Suppression of Monasteries
- Christopher Columbus: Triumph or Tragedy?



WORLD HISTORY SAMPLE TOPICS

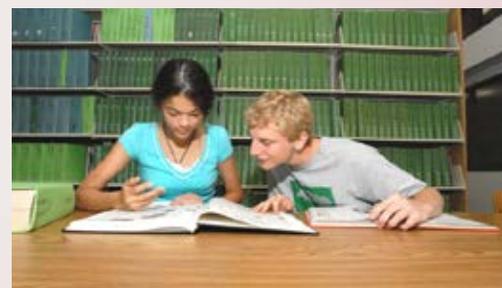
- Athens, Sparta, and the Battle of Marathon
- The Shimabara Rebellion: Catholic Tragedy, Buddhist Triumph
- Emperor Meiji's Modernization of Japan
- Spanish Influenza: The Tragedy of a Deadly Virus in Wartime
- The Castle Hill Convict Rebellion: An Australian Tragedy
- The Triumph and Tragedy of the Japanese Invasion of Manchuria
- The Partition of India: Triumph of Independence, Tragedy of Division
- The Six-Day War
- The Iran Hostage Crisis
- Colonization: The French in Vietnam
- The Crown Lands Acts of 1861: An Australian Tragedy
- Emily Hobhouse and the Second Boer War Concentration Camps
- Creation of the State of Israel
- Philippine-American War
- Cultural Revolution in China
- Joseph Stalin and the Purge of Russia
- Alexander the Great: Personal Triumph and Tragedy
- Anwar Sadat: Struggle for Peace
- South African Apartheid and the Division of a Nation
- Saladin: Military Triumph During the Crusades
- Genghis Khan: Cartography and Power
- Chiune Sugihara: The Triumph of a World War II Japanese Diplomat
- Triumph and Tragedy of King Tut's Treasure
- Akbar I: The Triumph of Unification
- Arusha Accords of 1993: The Tragedy of Failure
- Tragedy of Blood Diamonds, Triumph of the Kimberley Process
- The Tragedy of Religious Conflict in 1980s Nigeria

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nhd.org/OnlineEducation

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Introduction to Project-Based Learning in the National History Day Framework

Registration Deadline: June 8

Fall 2018 - Courses run September 10 to December 10

Conducting Historical Research in the National History Day Model

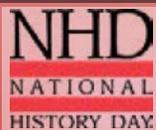
Registration Deadline: August 24

Developing Websites and Exhibits to Facilitate Historical Thinking Skills

Registration Deadline: August 24

Introduction to Project-Based Learning in the National History Day Framework

Registration Deadline: August 24



Graduate credits offered through the University of San Diego

NHD CATEGORIES

nhd.org/categories



DOCUMENTARY

- Work alone or in group no larger than five
- Must be original
- Include lots of photos and film clips
- Include music and student narration
- Shown by student(s) at contest

EXHIBIT

- Work alone or in group no larger than five
- Create free-standing display
- Include lots of primary source photos
- Include student-composed analysis
- Displayed by student(s) at contest





PAPER

- Must work alone
- Write traditional or creative paper
- Rely on words to tell story
- Must utilize strong writing skills
- Submitted prior to contest

PERFORMANCE

- Work alone or in group no larger than five
- Must be a dramatic performance, not oral report
- Write an original script
- Include student-created costumes and set
- Performed live at contest



WEBSITE

- Work alone or in group no larger than five
- Must be a collection of web pages
- Include original photos, maps, music, etc.
- Incorporate interactive multimedia
- Submitted prior to contest



nhd.org/project-examples

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TRIUMPH AND TRAGEDY IN AMERICA'S NATIONAL PARKS

Katie Orr, Education Coordinator, Cultural Resources Office of Interpretation and Education, National Park Service
Linda Rosenblum, Education Program Manager, Office of Interpretation, Education and Volunteers, National Park Service

American history is told in extremes: the triumphs and also the tragedies experienced by activists, immigrants, freedom seekers, and innovators. Textbooks are full of remarkable tales about these exceptional Americans that capture students' imaginations. These stories can teach us lessons about the past, about ourselves—and even hint at our future. In view of our nation's remarkable story, no wonder the U.S. National Park Service (NPS) preserves places that are evidence of American history's great highs and lows.

You do not need to travel to a park to take advantage of everything the NPS offers, thanks to online educational resources and distance learning programs. These are good starting points to inspire National History Day research projects and to provide curriculum support throughout the academic year. All the materials described here support content and

skill standards, and they are just a few examples of the hundreds of distance learning resources available at the NPS Teacher Portal at [NPS.gov/Teachers/](https://www.nps.gov/teachers/). Use these free modules to introduce budding historians to the breadth and depth of the NPS, information that can serve NHD students from the early stages of their research to the end of their project's journey.

There are more than 400 National Park Service units that preserve America's natural and cultural treasures. Many are very well known, like the Statue of Liberty and Lincoln Memorial, but smaller parks can serve as hidden gems for young historians looking for unanswered questions. Students may discover opportunities through these parks to fill real gaps in historical knowledge. A few to consider using in pre-NHD curricula follow. Any of these sites might spark curiosity and inspire students to pursue a project for the *Triumph & Tragedy in History* theme.



Camp Sumter military prison at Andersonville in August, 1864, by a former prisoner.

Courtesy of Andersonville National Historic Site, National Park Service.

Andersonville National Historic Site (Georgia)

Andersonville Prison in Georgia was one of the deadliest places to be during the Civil War. Over 10,000 Union POWs died in the Confederate prison camp during 1864 and 1865. It was a dark corner in American history, but one worth studying to fully understand the triumph of the Union victory and tragic cost of war.

- **Andersonville: Prisoner of War Camp**
nps.gov/nr/twhp/wwwlps/lessons/11andersonville/11andersonville.htm

Examine conditions of the Civil War's most notorious prison and learn how inmates were able to cope in this Teaching with Historic Places lesson. Maps, informative passages to read, photographs, and prompts offer students tools to analyze this dark chapter in American history.

- **Conditions at Andersonville**
nps.gov/teachers/classrooms/conditions-at-andersonville.htm

In this DBQ essay activity, students use a series of primary source documents to answer the historical question, *What issues led to Andersonville's horrific conditions and death rate?* Students will defend their theory with maps, data visualizations, and first-person accounts included in the lesson packet.

- **The Trial of Henry Wirz**
nps.gov/ande/learn/education/classrooms/lp-wirztrial.htm

When the northern public learned about the tragedy of Andersonville, there was an uproar, because POWs were not supposed to be abused. Captain Henry Wirz, commander of Andersonville Prison, was arrested in May 1865 and charged with violating the laws of war. In the fall of 1865 a military tribunal met in Washington, D.C., to hear his case. Students participate in a simulated trial to gain perspective on civil and military responsibilities during wartime.

Canaveral National Seashore (Florida)

Lessons about the space race teach some of the most extreme highs and lows in recent human history. The triumph of the moon landing contrasts sharply with the tragic loss of life on Challenger and Apollo 1. Students can study the Space Race, Shuttle Program, and other NASA missions through learning about historic places like Canaveral National Seashore.

- **America's Space Program: Exploring a New Frontier**
nps.gov/nr/twhp/wwwlps/lessons/101space/101space.htm

In a lesson plan featuring Canaveral National Seashore in Florida and other historic sites, discover how NASA, private industry, and research institutions across the country cooperated to develop and implement the complex technology that enabled man to land on the moon.



Apollo 10 makes its way to Launch from the historic Vehicle Assembly Building in 1969.

Courtesy of NASA.

Charles Young Buffalo Soldiers National Monument (Ohio)

Charles Young overcame countless obstacles. An African American who lived during the late nineteenth and early twentieth centuries, Young faced stifling racism as he rose through the military ranks to become one of the most respected leaders of his time. He did not always triumph, but his example has inspired generations of Americans.



“The life of Charles Young [pictured] was a triumph of tragedy,” W.E.B. Du Bois. Colonel Young’s home is a National Park Service unit and the subject of a Teaching with Historic Places lesson plan. Courtesy of the Library of Congress.

- **Discover Colonel Young’s Protest Ride for Equality and Country**

[nps.gov/subjects/teachingwithhistoricplaces/lightning-lesson-002_charles-young-house.htm](https://www.nps.gov/subjects/teachingwithhistoricplaces/lightning-lesson-002_charles-young-house.htm)

When the United States entered World War I, Colonel Young rode horseback from his home in Ohio to the War Department in Washington, D.C. His mission? Respect. In this lesson, students grapple with a historical question, *Why do marginalized people volunteer to fight for a nation that does not always have their back?*

Dayton Aviation Heritage National Historical Park (Ohio) & Wright Brothers National Memorial (North Carolina)

Few Americans inspire the fascination and admiration that brothers Orville and Wilbur Wright garner from kids and adults alike. The Wright brothers, credited with achieving the first powered flight in 1903, began their careers as printers and bicycle shop owners in a middle-class neighborhood in Dayton, Ohio. Their mechanical

engineering skills and interest in aviation ultimately propelled them to win the race to become the first successful pilots of mechanically powered human flight.

- **Dayton Aviation Heritage National Historical Park: Where the Wright Brothers Conquered the Air**

[nps.gov/nr/twhp/wwwlps/lessons/111wrightoh/111WrightOH.htm](https://www.nps.gov/nr/twhp/wwwlps/lessons/111wrightoh/111WrightOH.htm)

Discover the early influences that inspired the Wright brothers as inventors and the importance of the Wright Cycle Company Complex in Dayton, Ohio. It was at this location, now a National Historical Park, that they developed the key mechanical skills that had a profound impact on their invention of the airplane. Students use maps to locate the sites of the Wright brothers’ family home and businesses, “read” historic photographs for context and information, and engage in lesson extension activities related to invention, aviation, building businesses, and the impact that individuals have on local and larger communities.



Students moving Wright B Flyer at Huffman Prairie Flying Field in Ohio, c.1910.

Courtesy of Dayton Aviation National Historic Site, National Park Service.

- **Wright Brothers National Memorial: Site of the First Controlled Powered Flight**

[nps.gov/nr/twhp/wwwlps/lessons/109wrightnc/109wrightnc.htm](https://www.nps.gov/nr/twhp/wwwlps/lessons/109wrightnc/109wrightnc.htm)

Discover why the Wright Brothers chose the Outer Banks of North Carolina to conduct their flight experiments, how they achieved controlled powered flight in 1903, and how their accomplishments have been commemorated. This lesson uses the site at Wright Brothers National Memorial on the Atlantic Coast to explore a history of tragedy and triumph.

Fort McHenry National Monument and Historic Shrine (Maryland)

*And the star-spangled Banner in triumph shall wave,
O'er the Land of the Free and the Home of the
Brave!* As the poet Francis Scott Key wrote, the British assaulted U.S. Fort McHenry in Baltimore Harbor in 1814, but the Americans triumphed over the British attack and won the second war to secure independence from England. Like all the resources promoted here, these lessons teach content while also providing opportunities for students to analyze primary sources and practice critical thinking skills.

- **“The Rockets’ Red Glare”: Francis Scott Key and the Bombardment of Fort McHenry**
nps.gov/nr/twhp/wwwlps/lessons/137FOMC/137FOMC.htm

Students will learn how the British bombardment of Fort McHenry in Baltimore led to the writing of “The Star-Spangled Banner” and how Key’s song became a powerful symbol for Americans. A teacher’s guide to this lesson is available at the Teaching with Historic Places homepage, under *Professional Development: Teachers Talk TwHP*.

- **A Question of Loyalties: Mount Welby During the War of 1812 (Political Systems)**
nps.gov/teachers/classrooms/a-question-of-loyalties-mount-welby-war-of-1812.htm

In this lesson featuring historic Oxon Cove Park in Maryland, students will identify and explain the principles of the United States government expressed in stories, symbols, poems, songs, and landmarks. They will use primary and secondary sources to interpret fiction and nonfiction passages about people, places, and events related to the American political system.

Golden Spike National Historic Site (Utah)

Teach immigration, Manifest Destiny, westward expansion, and technology with resources featuring the Golden Spike National Historic Site. On May 10, 1869, the Union and Central Pacific railroads joined rails in Utah Territory. Golden Spike National Historic Site commemorates the hardships and challenges endured by the railroad builders that culminated in the first Transcontinental Railroad. The celebration at Promontory Point, Utah, where representatives from both the Union and Central Pacific railroads drove a ceremonial golden spike into their conjoined rails,

portended the triumph of open migration and trade to the American west.

- **How the Early Railroads Changed New Mexico**
nps.gov/teachers/classrooms/rail.htm

In this lesson, students investigate histories of the Transcontinental Railroad, New Mexico’s first railroad, and Albuquerque’s “new town” to study how the railroad changed the daily lives of people in the region. The materials offer evidence of how diverse groups, including Hispanics, Anglos, Mexicans, and Native Americans, contributed to the triumph and tragedy of westward expansion.

Klondike Gold Rush National Historical Park (Washington and Alaska)

The headlines screamed “Gold!” The dream of a better life catapulted thousands of people to Alaska and the Yukon Territory. Merchants prospered, but most prospectors experienced tragedy, not triumph, often losing investments and even their lives. Teaching with Historic Places offers two narratives at these historical parks: one of the hardships faced by miners high in the Klondike, and one of prosperity enjoyed by merchants in the boomtowns below.

- **Skagway: Gateway to the Klondike**
nps.gov/nr/twhp/wwwlps/lessons/75skagway/75skagway.htm

Join the stampede for gold when over 100,000 prospectors set out for the Klondike. Students study historic photographs, use maps to locate the routes and mountain passes traveled by the prospectors, and develop projects that answer questions related to how and why areas like western boom towns were created.

- **Gold Fever! Seattle Outfits the Klondike Gold Rush**
nps.gov/nr/twhp/wwwlps/lessons/55klondike/55klondike.htm

Examine how the discovery of gold in Canada’s remote Klondike region touched off the last great gold rush and created an economic boom that changed the city of Seattle forever.

Women’s Rights National Historical Park (New York)

Men and women gathered at Seneca Falls, New York, in the summer of 1848 to rally and organize for women’s rights. During the Seneca Falls Convention, they wrote and signed a list of demands for equal rights for women.



The M'Clintock House is important to the story of the First Women's Rights Convention as the site where the Declaration of Sentiments was drafted. This Quaker family of reformers also offered the house as a station on the Underground Railroad.

Courtesy of Women's Rights National Historic Site, National Park Service.

Some of these demands were realized in their lifetimes, but many were not. Is the convention a story of triumph or tragedy? Students may choose to tackle that question for their project or explore others that the park site poses for young historians.

- **The M'Clintock House: A Home to the Women's Rights Movement**
nps.gov/nr/twhp/wwwlps/lessons/76mclintock/76mclintock.htm

How did a home in upstate New York become the site for the creation of one of the most important human rights documents in American history? Why? Students use historic maps, images, cartoons and readings to try to answer these questions and explore the lives of the women and men who attended the convention.

- **Catharine Blaine: Seneca Falls and the Women's Rights Movement in Washington State**
nps.gov/teachers/classrooms/catharine-blaine.htm

When this signer of the Declaration of Sentiments at Seneca Falls migrated west to the Washington Territory, she carried ideas of women's rights with her. In this lesson about the movements of people and ideas through the United States, students examine primary sources and make connections to their own experiences.



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STORIES OF TRIUMPH AND TRAGEDY FOUND IN THE COLLECTION OF THE NATIONAL PORTRAIT GALLERY

Kate Clarke Lemay, Historian, Smithsonian's National Portrait Gallery

Briana Zavadil White, Student and Teacher Programs Manager, Smithsonian's National Portrait Gallery

The Smithsonian's National Portrait Gallery tells the story of America by portraying the people who shape the nation's history, development, and culture. Our collection presents people of remarkable character and achievement. These Americans include artists, politicians, scientists, inventors, activists, and performers, who together form our national identity. They help us understand who we are, and remind us of what we can aspire to be. The three examples from the National Portrait Gallery's collection that are highlighted in this article offer insight through history, art, and biography into the 2019 *Triumph & Tragedy in History* theme.

Teachers can use portraiture in the classroom as a springboard to launch deeper discussions about biography and our collective history. Students use the elements of portrayal—the visual clues found in our portraits—to learn about the individuals featured in each artwork. Portrait “reading” encourages the visual analysis of a piece of art, similar to dissecting a historical document. Close reading of portraiture will produce a rich and memorable investigation of both the individual depicted in the portrait—the sitter—as well as the artist who created the portrait.

Teachers can initiate the conversation by having students identify the various elements of portrayal in a portrait, using the questions below.

Facial expression: Use adjectives to describe the sitter's facial expression. What emotion(s) does this expression convey?

Pose: Describe the sitter's pose. What is the artist trying to say about the sitter?

Clothing: What is the sitter wearing? What might the sitter's clothing tell us about his or her profession, personality, social status, or place in history?

Hairstyle: Describe the sitter's hairstyle. Why would hairstyle be an important element of the portrait?

Setting: What is the setting of the portrait? What might the setting tell us about the sitter? Consider whether the setting is real or imagined.

Objects: What objects are featured in the portrait? Objects function as symbols. What might they tell us about the sitter?



Thomas Sully (detail), by Auguste Edouart. Ink, chalk and cut paper on paper, 1843.

Courtesy of the National Portrait Gallery, Smithsonian Institution; gift of Robert L. McNeil, Jr.

Color: What is color conveying in this image? How does color set the tone and mood of the portrait?

Medium: What medium was used to create the portrait? Why is medium important as we read portraiture?

Scale: What effect does the size of this portrait have on the way we view the sitter?

Artistic style: What does this artist's particular style tell us about the sitter?

Other Questions to Consider:

How do we bring these elements together to tell the story of a sitter?

Why was the portrait created? What purpose did it serve?

What does the portrait say about American life at the time it was created?

Now let us see if we can put this into practice by taking a close look at portraits from three distinct time periods in the Portrait Gallery's collection through the lens of triumph and tragedy: *Sojourner Truth*, *The Signing of the Treaty of Versailles*, and *Richard and Mildred Loving*. Consider this question as you read more about these individuals and portraits: How can we connect the image and the story of the figure(s) represented to the theme of *Triumph & Tragedy in History*?

Activism in Action: Sojourner Truth



Sojourner Truth, by an unidentified artist. Albumen silver print, 1864.

Courtesy of the National Portrait Gallery, Smithsonian Institution (NPG.79.209).

As a Black woman who was born into slavery, Sojourner Truth faced tragedy and overcame tremendous obstacles. Truth remains an icon in American culture for her resilience, spirituality, and activism.

Isabella “Belle” Baumfree was born into slavery in Swartekill, Ulster County, New York, in 1797. She lived a hard life as an enslaved person until the age of 30, when she was freed under the Gradual Emancipation Act in 1827. During her last year of enslavement, she joined the Methodist Church, experiencing a spiritual awakening. Accompanying her insights were visions from God; she heard him call her “Sojourner Truth” in 1843, and under that name she began what we would think of today as a career in giving speeches.¹

Truth worked with other notable abolitionists, traveling the country to perform songs and give speeches about the importance of human rights. The first wave of the American woman suffrage movement went hand in hand with the abolitionist movement, and she soon advocated for equal suffrage for all women. In 1850 she attended and spoke at her first women’s rights convention in Worcester, Massachusetts. Despite being illiterate, Truth had a brilliant mind and oratorical skills. However, Black women in particular were dismissed from serious recognition because of racist and sexist prejudices of the time. Though there were other Black suffragists, few speeches other than hers were ever recorded.²

Nevertheless, Sojourner Truth made her mark. In 1851 she attended a women’s rights convention in Akron, Ohio, and—against the wishes of white suffragists who did not want her to be visible—insisted on speaking. There she delivered her most famous speech, “Ain’t I a Woman?” in which she brought attention to the differing treatment of Black women and white women in their fight for equality. Truth knew the difference intimately. Yet, despite the incredible difficulties she faced, she sounded a triumphant note in her speech. Truth expressed herself through her own authentic voice, and it resonated with many women. Black women, Truth argued, must be considered equal to white women. Until they were, American society would be diseased by racism, rendering it broken.

Truth has been remembered in part because of her “classic style”. Her oratorical presence most likely was captivating because of the way she channeled tragic

¹ Rosalyn Terborg-Penn, *African American Women in the Struggle for the Vote, 1850-1920*. (Bloomington: Indiana University Press, 1998) 15.

² Terborg-Penn, *African American Women in the Struggle for the Vote*, 15.

experiences through a spiritual lens. In 1853, during the Broadway Tabernacle meeting in New York City, she described how she believed all women would someday be equal to men. Speaking in what scholars have referred to as a classic African American preaching style (which has components of poetry, wit, and symbolism), she said:

I've been look'n round and watchin' things and I know a little mite 'bout Woman's Rights too. I know that it feels a kind O'hissin' and ticklin' like to see a colored woman geet up and tell you 'bout things, and Woman's Rights. We have all been thrown down so low that nobody thought we'd ever get up again; but we have been long enough trodden now; we will come up again, and now I am here.

*Now women do not ask half of a kingdom, but their rights, and they don't get 'em. When she comes to demand 'em, don't you hear our sons hiss their mothers like snakes, because they ask for their rights; and can they ask for anything else?...But we'll have our rights; see if we don't and you can't stop us from them; see if you can. You may hiss as much as you like, but it is comin'....*³

To finance her speaking tours, she sold copies of her ghostwritten autobiography and photographs of herself, such as the one seen on the previous page.

After the Civil War, she helped newly freed slaves migrate out of the Reconstruction South and into the West. Sojourner Truth died on November 26, 1883, in Battle Creek, Michigan, at age 86.

Sojourner Truth Analysis Questions:

Truth's portrait is a carte de visite, a small photograph popular in the latter half of the nineteenth century. Research cartes de visite. How were they used during the Civil War era?

Consider Truth's story. What purpose might her carte de visite serve?

Why might "I sell the shadow to support the substance" be printed on Truth's carte de visite?

The Signing of the Treaty of Versailles: Idealism Thwarted by Politics



Signing of the Treaty of Versailles, by John Christen Johansen. Oil on canvas, 1919.

Courtesy of the National Portrait Gallery, Smithsonian Institution; gift of an anonymous donor, 1926 (NPG.65.83).

World War I: two million German soldiers killed, half a million German citizens dead from disease, a nation ravaged. How does one create a plan for a country to recover from war? That was the question the German government posed to U.S. President Woodrow Wilson in 1918, asking him to arrange a general armistice after the Germans surrendered to the Allies. Because Wilson had previously drafted the Fourteen Points, a plan for achieving lasting peace in Europe, the Germans thought he could navigate the peace negotiations and treat them fairly. Unfortunately, though Wilson's Fourteen Points served as the basis of the Treaty of Versailles, Germany was treated harshly. Despite protests, the Germans were helpless. Rejecting the treaty could result in a continuation of the Allied blockade, revolutionary outbreaks, an Allied military advance, and empowerment of France over Germany.

Five treaties were ultimately made after World War I during the Paris Peace Conference. In addition, the treaties signed at the Washington Naval Conference

³ Cited by Terborg-Penn, *African American Women in the Struggle for the Vote*, 16.

on naval armaments, China, and the Pacific (1921–22) established a postwar regime in those areas.

The Treaty of Versailles, signed on June 28, 1919, was an agreement between Germany and the “Big Four”—the United States, Great Britain, France, and Italy—that some historians regard as the biggest diplomatic failure of the twentieth century. What happened?

In short, the terms mentioned in the treaty were not implemented. An almost utopian world was outlined, including open negotiations, disarmament, free trade, and a system of international law and collective security (replacing raw power as the arbiter of disputes among nations). One by one, the terms proved to be inapplicable, irrelevant, or insufficient in the eyes of European governments.

Historians who believe that the Treaty of Versailles was too harsh toward Germany often cast the peace conference as a morality play, with the prophet-like Wilson constantly thwarted by pessimistic French Prime Minister Georges Clemenceau. Others speculate that the French plan to permanently weaken Germany might have made for a more stable Europe had it not been for Wilson’s and British Prime Minister Lloyd George’s moralizing, which, incidentally, served American and British interests at every turn.

The disillusion that accompanied the outbreak of World War I, supplanted by the enthusiasm and idealism accompanying America’s entry into the war, returned in the final outcome. The United States and the Allies triumphed, but it was not, as Wilson had proclaimed, the “war to end all wars.” His hope for a lasting peace, protecting the sovereignty of all nations rather than punishing the vanquished, and his vision for a League of Nations did not survive the realities of international politics. The tragic element in the harsh treatment of Germany is that it gave rise to white nationalism and eventually to the Nazi regime.

Nevertheless, Wilson remains an important example for peacekeeping, as he imagined a “New Diplomacy” that was absolutely necessary, if only for the fact that the old forms of diplomacy had resulted in the world’s worst war up to that point. However we may judge him and the Treaty of Versailles, the fact remains that it was the birthplace of all the major tactics, confrontational and conciliatory, in international diplomacy.

After the close of World War I, the National Art Committee of New York, under Chairman Henry White, commissioned Danish painter John Christen Johansen to render a record of the signing of the Treaty of Versailles. The painting would serve as a traveling exhibition honoring American and Allied wartime accomplishments. Travel and negotiations occupied the commission for some time, as the 24 sitters to be included were scattered across different cities in Europe and the United States. The portrait seen on the previous page is a sketch for a larger scale final composition, also in the collection of the National Portrait Gallery.

Distinguished figures from the United States, France, Great Britain, Poland, Romania, and South Africa involved in the treaty’s conception stand or sit at an elongated central table. German representatives sign the document in a small grouping toward the bottom right.

The Signing of the Treaty of Versailles Analysis Questions:

President Wilson is seated at the table toward the right side of the painting. Why might his location be significant? What kinds of connections can we make to the meeting, its subsequent treaty, and this portrait?

Create a class tableau of this historical record. Assign students to individuals present at the treaty negotiations. Research the participants, specifically looking at their beliefs as they relate to the treaty. Consider whether each individual was an idealist or pragmatist. Create the tableau. Each student should be prepared to present in two or three sentences his or her response to the treaty from the perspective of the assigned treaty participant.

Divide your students into small groups representing England, France, the U.S., and Germany. Have students find those countries on a map of the world. Given what you know about the Treaty of Versailles, how does each country’s geographic location affect their views of the treaty?

Richard and Mildred Loving: Fighting for Family



Richard and Mildred Loving, by Grey Villet (1927-2000). Gelatin silver print, 1965.

Courtesy of the National Portrait Gallery, Smithsonian Institution; © Grey Villet (NPG.2013.97).

The history of the United States is complicated and darkened by its practice of slavery for over 200 years. Abraham Lincoln masterminded an economic recovery plan for the South. He also created Reconstruction, an assimilation program to integrate African Americans into society. However, Lincoln was assassinated before it was set into place. With each of his successors—beginning with Andrew Johnson and ending with Rutherford B. Hayes—Reconstruction waned until it died. When Hayes won the presidential election, it was not by a clean victory—he acquiesced to the corrupt bargain imposed by a Congress dominated by southern democrats to end Reconstruction and pull federal troops out of the South. Laws that followed for the next 70 years defined what is today remembered as the Jim Crow era.

From the 1890s to the 1960s, the segregation and disenfranchisement laws, collectively known as “Jim Crow” (named after a black character in minstrel shows), represented a formal, codified system of racial apartheid that dominated the American South. Those laws affected almost every aspect of daily life, mandating segregation of schools, public spaces like

park and libraries, restrooms, buses, trains, drinking fountains, and restaurants. The ordering of society according to race was often enforced with violence.

A sampling of the laws reads:

Intermarriage: The marriage of a person of Caucasian blood with a Negro, Mongolian, Malay, or Hindu shall be null and void. (Arizona)

Intermarriage: All marriages between a white person and a negro, or between a white person and a person of negro descent to the fourth generation inclusive, are hereby forever prohibited. (Florida)⁴

Marriage between races was made illegal through a set of anti-miscegenation laws, which surfaced during the Civil War and were at one point the rule of law in 41 states. Interracial marriage was defined as a felony crime.⁵ It was only after World War II that anti-miscegenation laws were called into question.

Richard Perry Loving was born in 1933, in Caroline County, Virginia. A bricklayer, Richard loved music and drag racing cars. During a time rife with racial tension, he easily socialized with African Americans because his drag racing team was interracial. While listening to live “hillbilly” music, he met Mildred Delores Jeter, the sister of the musicians. Jeter was of African American and Cherokee descent, and Loving was white, so intermingling was practically forbidden. However, they became friends and eventually fell in love. In the spring of 1958, Mildred became pregnant, and they decided to marry.

Richard and Mildred Loving married in Washington, D.C., in order to evade Virginia’s miscegenation law, the Racial Integrity Act. After they returned to their home in Virginia, they were arrested in their bedroom for living together as an interracial couple. In January 1959, they pleaded guilty in a Virginia court, and the presiding judge, Leon Bazile, sentenced them each to a year in jail but suspended the sentence on condition that they leave the state and not return together for the next 25 years.

Forced exile meant living in Washington, D.C. Richard commuted to Virginia to work as a mason, and Mildred raised their three children. However, life

⁴ “Jim Crow Laws.” National Park Service, last modified April 14, 2015, accessed October 11, 2017, https://www.nps.gov/malu/learn/education/jim_crow_laws.htm.

⁵ The term “miscegenation” comes from the Civil War era, when journalists attempted to discredit abolitionists by stirring up the debate over interracial marriage after slavery ended. See George M. Frederickson, *The Black Image in the White Mind: The Debate on Afro-American Character and Destiny, 1817-1914*. (Middletown: Wesleyan University Press, 1971), 173.

in the busy city became unbearable after their son was hit by a car. Mildred, who followed the debates over what eventually became the Civil Rights Act of 1964, wrote to U.S. Attorney General Robert Kennedy, asking if anything in the new law would allow her family to return to Virginia. Kennedy suggested they contact the American Civil Liberties Union (ACLU), which was looking for a test case to challenge anti-miscegenation laws.

With ACLU lawyers Bernard Cohen and Philip Hirschkop, in 1963 the Lovings decided to appeal the judgment, but they were set back again by Judge Bazile, who defended white supremacy. The Lovings pursued their case with the Supreme Court of Virginia, which upheld the Racial Integrity Act. Supported by the NAACP Legal Defense Fund, the Japanese American Citizens League, and a coalition of Catholic bishops, the Lovings next took their case to the United States Supreme Court.

By 1967, 16 southern states still upheld anti-miscegenation laws, and it was becoming clear that the U.S. Supreme Court had to address the issue. Richard knew that to pursue that next step would be difficult. But he and Mildred deemed it worthwhile. He explained, "We have thought about other people, but we are not doing it just because someone had to do it and we wanted to be the ones....We are doing it for us—because we want to live here."⁶

In *Loving v. Virginia* (1967), the court ruled unanimously that "Under our Constitution, the freedom to marry, or not to marry, a person of another race resides with the individual and cannot be infringed by the State."⁷ After the Supreme Court ruling, Maryland immediately repealed its law; however, holdout states South Carolina and Alabama waited to amend their states' constitutions until 1998 and 2000, respectively.

Loving v. Virginia brought an end to centuries of criminalization of marriage across racial lines. As their attorney Cohen told the Supreme Court in his oral argument, Richard Loving had instructed him, "Mr. Cohen, tell the Court I love my wife, and it is just unfair that I can't live with her in Virginia."⁸

After winning their case, the Lovings moved back to Central Point, where Richard built a house for the family. In 1975 a drunk driver ran a stop sign, killing Richard and injuring Mildred and her sister. Mildred never remarried, living out the rest of her life in near-seclusion.

In the spring of 1965, during their legal battle, *Life* magazine assigned Grey Villet to photograph the Lovings. The portrait by Villet seen on the previous page shows the Lovings watching the races at Summerduck Dragway in Virginia.

Richard and Mildred Loving Analysis Questions:

Utilizing the setting to frame your discussion, what is the significance of this portrait?

In the spring of 1965, Grey Villet was given an assignment with *Life* magazine to photograph the Lovings. At that point they were embroiled in a legal battle after their arrest for miscegenation in Virginia. Villet did not concern himself with those entanglements. Instead, he chose to seek out the literal heart of the matter: a love story. How do we see triumph in this photograph of the Lovings?



For more portraits related to the 2019 National History Day theme, please visit our Learning Lab collection, *Triumph & Tragedy in History* at the National Portrait Gallery: learninglab.si.edu/collections/triumph-and-tragedy-at-the-national-portrait-gallery/UJ8g1iCcMb4okeqc#.



To access more NHD theme resources, go to nhd.org/themebook.

⁶ Patricia Hruby Powell, *Loving vs. Virginia: A Documentary Novel of the Landmark Civil Rights Case*. (San Francisco: Chronicle Books, 2017), 222.

⁷ "Loving v. Virginia," Legal Information Institute, Cornell University, accessed October 11, 2017, <https://www.law.cornell.edu/supremecourt/text/388/1>.

⁸ "Records of Rights: A Loving Fight, 1967," National Archives and Records Administration, accessed October 11, 2017, <http://recordsofrights.org/events/22/a-loving-fight>.



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RECONCILIATION: REBUILDING TRUST AFTER THE TRAGEDY OF VIOLENT CONFLICT

Allison Sturma, Program Officer, United States Institute of Peace

War is a human tragedy. A large-scale form of violent conflict, it takes an enormous toll on those involved. But the cessation of violence is not the end of the story. What happens in the months, years, and even decades after a conflict ends is what can either unravel the progress or truly lead to an enduring peace.

In last year's theme book, the United States Institute of Peace (USIP) challenged students and teachers to rethink common perceptions about conflict as something inherently negative and instead view it as a neutral concept, something we can choose to manage without violence and even to shape in a positive direction. Conflict is an inevitable and essential part of our world. What is important to know, then, is that there are skills and tools that we can learn and use as individuals, communities, and countries to manage conflicts without violence and to transform them into positive outcomes. That is one reason it is such a tragedy when violence erupts from conflict.

When the violence ends, there are opportunities to pursue practical steps toward a peaceful future and to start a new chapter for affected communities and countries. However, this is not automatic. In fact, it can be challenging for peace to triumph over years or decades of actual and perceived injuries. That is why the process of **reconciliation** is an important element of peacebuilding.

What is reconciliation?

USIP broadly defines reconciliation as "the long-term process by which the parties to a violent dispute build trust, learn to live cooperatively, and create a stable peace."¹ It is the process through which divisions can be healed, divides bridged, and communities knitted back together to face a brighter future.

But what does it look like? Who are "the parties"? How do you build trust? What is the definition of a



Wall art in Bogota, Colombia, symbolizing hope.
Courtesy of the United States Institute of Peace.

successful reconciliation? Complicating the attempt at a clearer understanding of the term, experts point out that the term "reconciliation" itself can be off-putting or misunderstood in different cultures. In some places, like Sri Lanka, the term "to reconcile" is seen to represent a distinctly Judeo-Christian value; in some areas of Latin America, reconciliation is synonymous with avoidance of important issues.² By studying examples throughout history that employ different approaches to reconciliation, teachers and students can discover how people work to triumph over tragedy and make peace possible in places ravaged by violent conflict.

Why does reconciliation matter?

This question has two important interpretations: why does it matter as a **process** in post-conflict situations, and why does it matter as a **subject** that we intentionally study reconciliation efforts in history.

Speaking at a public event in Nashville, Tennessee, in October 2017, USIP President Nancy Lindborg commented that "rebuilding social fabric is as important as rebuilding infrastructure after conflict."³ Violent

¹ "Reconciliation," U.S. Institute of Peace, accessed December 14, 2017, <https://www.usip.org/glossary/reconciliation>.

² Fred Strasser, "Reconciliation as the Road to Durable Peace," U.S. Institute of Peace, updated September 24, 2015, accessed December 14, 2017, <https://www.usip.org/index.php/publications/2015/09/reconciliation-road-durable-peace>.

³ Nancy Lindborg, "Practical Peacebuilding for National Security," Tennessee World Affairs Council Global Town Hall, October 2, 2017.

conflict destroys buildings, roads, and power grids. It often also fractures the bonds between neighbors, and can damage the relationship between a people and their government. Just as economic development and reconstruction plans are conceived to address physical damage that violent conflict causes in a community or country, well-planned reconciliation efforts are essential to help overcome less visible wounds, which can be just as, if not more, devastating.

National History Day (NHD) is built upon the importance of revisiting our past to help us learn, grow, and evolve. This is particularly true when thinking about the subject of historical efforts to reconcile opposing sides after violent conflict has ended. Whether a reconciliation process effectively addressed underlying tensions or causes of conflict might not be known for years. The Rwandan genocide in 1994 saw an estimated 800,000 people killed.⁴ Twenty years later, a Rwandan professor commented that “the Rwandan people still carry the scars of war” and discussions of ethnicity are not common in public fora.⁵ History also serves as a guide for modern-day actions. The professor’s comment was made during a USIP program that convened South Sudanese community leaders, whose country was and is still experiencing violent conflict, to learn from the Rwandans about how they have spent decades working to triumph over 100 days of violence.

Reconciliation in History

There is no set formula for what a reconciliation process looks like—it is appropriately shaped by the dynamics of each conflict. That said, there are general categories into which reconciliation approaches fall. By examining 277 projects from over 40 conflict zones, USIP was able to identify ten different strategies behind the interventions including conflict mediation, trauma healing, exposure to the other, documenting history, and institutional activities.⁶ The following examples are snapshots. They are not meant to capture the whole story of the reconciliation process nor do they go in-depth on the “success” of an approach—that is what your NHD project is about! Think about what it would mean to

be triumphant for the individuals, communities, and countries that lived through these tragedies.

Truth and Reconciliation Commissions

Created, supported, or funded by the government of the country in which the conflict took place, temporary truth and reconciliation commissions (TRCs) are typically established to provide an official forum for victims and perpetrators alike to share their stories, and to provide recommendations.⁷ South Africa established a TRC after a mostly peaceful transition from the Apartheid system, which legally enforced segregation from 1948 to 1990. Present in the minds of leaders of the African National Congress was that they would “continue to share South Africa” with those behind Apartheid.⁸ After receiving testimony from approximately 21,000 victims of either state or liberation movement violence, the final recommendations covered a broad range, from reparations to prosecution to political system reforms.⁹ Aspects of the South Africa TRC have been replicated in or have influenced processes from Northern Ireland to the Balkans to Sri Lanka.¹⁰

TRCs give a voice to victims who have suffered as a result of decisions made well beyond their control. It took the Sierra Leone TRC more than 5,000 pages to capture the scope of their findings and recommendations.¹¹ However, they felt an important part of the narrative warranted special attention: the most powerless victims, the children. The commission produced a special document, a “child-friendly version” of the overall report that provided an insight into what the 7,000 child soldiers and thousands of others targeted for violence went through during the war.¹² This version of the report concluded with action items that children could pursue to make the recommendations of the TRC a reality, saying that when they are “active partners in the process [it] can help break the cycle of violence.”¹³

Leveraging the Authority of Religious Leaders

Another approach to reconciliation focuses on “leader dialogue,” bringing together influential members of the community from all sides of the conflict. The premise is

⁴ “Rwanda: How the genocide happened,” BBC News, updated May 17, 2011, accessed December 14, 2017, <http://www.bbc.com/news/world-africa-13431486>.

⁵ Nicoletta Barbera and Danielle Robertson, “South Sudanese, Rwandans Share Stories of Resilience in Search of Hope,” U.S. Institute of Peace, updated June 11, 2014, accessed December 14, 2017, <https://www.usip.org/publications/2014/06/south-sudanese-rwandans-share-stories-resilience-search-hope>.

⁶ Kelly McCone, *Reconciliation in Practice* (Washington, D.C.: U.S. Institute of Peace, 2015) 8-30.

⁷ “Truth Commission Digital Collection,” U.S. Institute of Peace, updated March 16, 2011, accessed December 14, 2017, <https://www.usip.org/publications/2011/03/truth-commission-digital-collection>.

⁸ USIP Staff, “Considering the Lessons of Mandela’s Legacy and South Africa’s Reconciliation,” U.S. Institute of Peace, updated January 16, 2014, accessed December 14, 2017, <https://www.usip.org/publications/2014/01/considering-lessons-mandelas-legacy-and-south-africas-reconciliation>.

⁹ “Truth Commission: South Africa,” U.S. Institute of Peace, updated December 1, 1995, accessed December 14, 2017, <https://www.usip.org/publications/1995/12/truth-commission-south-africa>.

¹⁰ “Considering the Lessons of Mandela’s Legacy and South Africa’s Reconciliation,” U.S. Institute of Peace.

¹¹ “Truth Commission: Sierra Leone,” U.S. Institute of Peace, updated November 1, 2002, accessed December 14, 2017, <https://www.usip.org/publications/2002/11/truth-commission-sierra-leone>.

¹² “Truth and Reconciliation Commission Report: For the Children of Sierra Leone,” Truth and Reconciliation Commission, 2004, 8.

¹³ *Ibid*, “Methodology.”

that if the leaders can be successful in finding common ground, that will create the space for further dialogue and encourage others to participate,¹⁴ whether in a community-based approach or supporting formal peace talks. Take, for example, the work of Imam Muhammad Ashafa and Pastor James Wuye from Nigeria, a country that is nearly half Christian and half Muslim.¹⁵ When religious-based violence broke out in 1992, the men fought on opposing sides, but were changed by the experience and grew determined not to let the violence that had killed thousands of Nigerians happen again. Working together, they helped ease tensions between the religious groups and they established the Interfaith Mediation Center. Not only has the center made local peace processes possible in Nigeria, it has also trained people from around the world, including Kenya, Iraq, and Sri Lanka.¹⁶



Imam Muhammad Ashafa and Pastor James Wuye at the Interfaith Mediation Center in 2016.

Courtesy of the United States Institute of Peace.

Religious leaders also can bring their influence to formal peace talks. During 1996 talks in Mindanao, in the Philippines, high-ranking religious leaders were brought into the formal discussions between the government and rebels specifically to leverage their authority and push both sides toward an agreement. While the peace agreement was not signed for years, the Catholic, Protestant, and Muslim leaders formed the Bishops-Ulama Conference, which maintained

pressure on political leaders and served as a model for the people on how different religions could work together for peace.¹⁷

Incorporating History into Modern Peace Talks

After more than 50 years of violence, 220,000 people killed, and another six million displaced, the reconciliation effort in Colombia is a “massive task.”¹⁸ That process actually started before the peace deal between the government and main rebel group was signed in 2016. Produced by an organization that is now the National Center for Historical Memory, “Basta Ya! Colombia: Memories of War and Dignity” not only captured the stories of victims, but also examined the origins of the conflict and how the groups involved evolved over time. By working to document all of this history even as the conflict was ongoing, the authors were able to bring the reconciliation conversation, especially about the victims, into the discussion around the peace deal itself.¹⁹

The U.S. After the Civil War

Just across from the USIP headquarters in Washington, D.C., is a reminder of the important role that reconciliation has played in our own history. The Lincoln Memorial honors this country’s sixteenth president as a unifier who preserved the nation through the Civil War. Inscribed on the north wall of the Lincoln Memorial is President Lincoln’s Second



Abraham Lincoln delivering his second inaugural address as President of the United States, Washington, D.C.

Courtesy of the Library of Congress (LC-USA7-16837).

¹⁴ McKone, *Reconciliation in Practice*, 14.

¹⁵ “Nigeria: Religious Demography: Affiliation,” Pew-Templeton Global Religious Futures Project, updated 2016, accessed December 14, 2017, http://www.globalreligiousfutures.org/countries/nigeria/#/?affiliations_religion_id=0&affiliations_year=2010®ion_name=All%20Countries&restrictions_year=2015.

¹⁶ USIP Staff, “Nigeria’s Imam and Pastor: Faith at the Front,” U.S. Institute of Peace, updated September 29, 2017, accessed December 14, 2017, <https://www.usip.org/publications/2017/09/nigerias-imam-and-pastor-faith-front>.

¹⁷ McKone, *Reconciliation in Practice*, 15.

¹⁸ “Colombia,” U.S. Institute of Peace, accessed December 14, 2017, <https://www.usip.org/regions/americas/colombia>.

¹⁹ Fred Strasser, “Colombia Considers War and Memory,” U.S. Institute of Peace, updated October 14, 2015, accessed December 14, 2017, <https://www.usip.org/publications/2015/10/colombia-considers-war-and-memory>.

Inaugural Address, in which he called for reconciliation between the North and the South, saying

“with malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation’s wounds; to care for him who shall have borne the battle, and for his widow and his orphan—to do all which may achieve and cherish a just and lasting peace, among ourselves, and with all nations.”²⁰

Classroom Connections

This article has focused on the theme of reconciliation as part of the process through which it becomes possible to overcome the tragedy of violent conflict. For students, unpacking a concept as broad as reconciliation and then putting it back together into a successful NHD project can be challenging. USIP has resources to help students get started. Everything featured here and additional resources can be accessed at usip.org/2019NHDDThemeBook.

Berman’s Despair-Empowerment Curve

Bringing conversations about conflict and peace—whether in history or in current events—into the classroom in a manner that is constructive and hopeful can be challenging. It is often easy to focus on the tragedies and not make it to the triumphs. A helpful framework is the Despair-Empowerment Curve by Sheldon Berman.²¹



USIP’s visualization of Sheldon Berman’s Despair-Empowerment Curve.

The basic premise is that because young people sometimes express a sense of powerlessness to effect change, they can end up withdrawing from active participation in our society. Learning about a violent conflict can initially leave students in despair. Educators can assist in moving them into the realm of empowerment by listening to young people’s concerns, helping them identify solutions to the underlying causes of conflict, teaching them conflict resolution strategies, and, most important, creating opportunities for their own involvement and action.

Perspectives on Peace

Reconciliation processes have an end goal, but the priorities and interests vary from case to case and even between groups involved in the same reconciliation process. To help understand the concept of multiple perspectives, USIP’s *Peacebuilding Toolkit for Educators* features a two-part lesson plan that enables students to explore their varying personal definitions of peace, and the relationship between peace and conflict.

Understanding Reconciliation: Truth, Justice, Peace, Mercy

In this one-hour exercise, students think about the interconnection between some of the elements that are necessary for reconciliation to occur after a conflict has ended. By creating their own definitions and examining the relationship between the concepts of truth, justice, peace, and mercy, students deepen their understanding of a complex process that has no one right answer.

Analytical Frameworks

Conflict analysis is an important element of peacebuilding that allows us to separate out the different positions and interests at play and see what the true drivers of conflict are. It could assist students tackling complicated examples of tragedy in history. USIP’s “Elements of Conflict” handout and accompanying worksheet on analyzing a conflict pose six key questions. Another framework, based on the work of John Paul Lederach, is the Peacebuilding Pyramid that breaks down the different actors into three levels, assigning specific actions into each level. Conflict analysis can also help with the process of rebuilding in the aftermath of violent conflict—understanding the parties and the context is essential to being able to address underlying grievances and knit communities back together.

²⁰ Peace Trail on the National Mall,” U.S. Institute of Peace, accessed December 14, 2017, <https://www.usip.org/peace-trail-national-mall>.

²¹ Sheldon Berman, “Educating for Social Responsibility,” *Educational Leadership* (November 1990): 79.

The Takeaway

History can sometimes feel dry, and wars in history can sometimes feel distant—but they are all about people, and they can best be brought to life through stories. Among the most compelling stories in history are those that show people triumphing over tragedy, and finding ways to live together and work together—and that is what reconciliation is all about.

Past efforts at reconciliation enable us to derive best practices that can help manage post-conflict efforts more effectively, and build a more resilient peace. By exploring the process of reconciliation through history, we can also draw out the importance of choices and action, and highlight peacebuilding as an endeavor that requires our best effort. The story of war does not end when the violence does, and it is important that students see that and understand what else can and must be done. Peace is possible through hard work, and we all have an important role to play.

The United States Institute of Peace is an independent national institute, founded by Congress and dedicated to the proposition that a world without violent conflict is possible, practical, and essential for U.S. and global security. USIP pursues this vision on the ground in conflict zones, working with local partners to prevent conflicts from turning to bloodshed and to end it when they do. The institute provides training, analysis, and other resources to people, organizations, and governments working to build peace.



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THE CYCLICAL NATURE OF PROGRESS: TRIUMPHS AND TRAGEDIES IN THE HISTORY OF PHYSICS

Amanda Nelson, Archivist, Niels Bohr Library & Archives, American Institute of Physics

Since the beginning of recorded history, human nature has dictated that we try to understand the world around us. One way we do this is through the scientific method. From Galileo arguing for heliocentrism to the first experimental evidence of gravitational waves observed in 2016, scientists have used this framework to study the universe. The scientific method is an iterative process where one formulates a hypothesis, develops ways to test it, and then based on the data gathered, refines, alters, or changes the hypothesis to improve understanding of a given phenomenon. Once a hypothesis is well-supported, a general theory is developed. But a theory is a living and growing entity. As time passes and more data is collected, theories change to provide a better and more complete picture.

As scientists work tirelessly to triumph by creating new technologies and making new discoveries that build upon the past and expand the world's scientific knowledge, setbacks and tragedies are viewed as part of the cyclical nature of progress.

Triumphs often come from tragedies, like the wisdom gained from the failure of the Michelson-Morley experiment, which led to new theories attempting to explain why the expected results did not occur, or a failure to obtain expected data, as in Ernest Rutherford's gold-foil experiment, which led to a more accurate understanding of the configuration of atoms. Scientists are also shaped by personal tragedies, such as being forced to leave their home country in a time of war, like many Jewish physicists during World War II, or are not given opportunities because of their race or gender. These setbacks can be overwhelming. Scientists have to rely on their training and love of science to meet challenges head on and continue their work.

Lise Meitner

Lise Meitner was born on November 7, 1878, in Vienna, Austria. Her parents, though Jewish, baptized their children, and Lise grew up Protestant. She was granted entrance into the University of Vienna in 1901 and "remembered occasional rudeness on the part of the students (a female student was regarded as a freak) but also much encouragement from her teachers."¹ In 1905, she was the second woman in history to obtain a doctorate in physics.

In 1907, Dr. Meitner moved to Berlin, hoping to find work in the new field of radioactivity. However, German universities refused to hire women. A young chemist, Dr. Otto Hahn, looking for a research collaborator, decided to employ her. However, because Hahn worked in a laboratory that did not allow women, tragically Meitner was forced to work as an unpaid guest in a laboratory that was set up for her in a wood shop.

Meitner and Hahn's early years were full of professional triumphs. They discovered several new isotopes and eventually moved to the new Kaiser Wilhelm Institute, where in 1912 Meitner became an associate professor and finally received a salary. In 1926 at the University of Berlin, she became the first woman in Germany to hold the title of professor. Physics was her first love and drove her work. Because of her collaborations with Hahn and other members of her laboratory, she became a respected member of the German physics community.²

After the discovery of the neutron in the early 1930s, Meitner and Hahn's work shifted toward nuclear physics. They believed they could create a new element by bombarding a uranium-238 nucleus (the largest nucleus known at the time, with 92 protons and 146 neutrons) with more neutrons. At the same time,

¹ O. R. Frisch, "Biographical memoirs - Lise Meitner, 1878-1968," *Biographical Memoirs of the Fellows of the Royal Society*. 16 (November 1, 1970): 405-20. <http://rsbm.royalsocietypublishing.org/content/roybiogmem/16/405.full.pdf>.

² NOVA's Einstein's Big Idea. 2005. Accessed October 6, 2017. <http://www.pbs.org/wgbh/nova/physics/einstein-big-idea.html>. Chapter 11 of 12 (located approximately 1:24:00-1:44:00).

the Nazis rose to power and began to drive Jewish academics from universities. Meitner, an Austrian, was protected until March 1938, when Austria was annexed by Germany. Otto Hahn, known for his anti-Nazi views, sheltered her at the beginning of the conflict. Other European physicists wrote letters inviting her to conferences so she could escape, but German authorities refused to let her go. In July 1938, with the help of Hahn and Dutch physicists Dirk Coster and Adriaan Fokker, Meitner was smuggled to the Netherlands.³



Otto Hahn and Lise Meitner at the Hahn-Meitner Institute in Berlin, Germany, 1950s.

Courtesy of the AIP Emilio Segrè Visual Archives.

Tragically, Meitner was removed from her work when she was leading the field and close to a breakthrough. She and Hahn continued their collaboration by letter while she sought safety abroad. In late 1938, Meitner ended up in Sweden with her nephew, physicist Otto Frisch. The two of them began to question the results of Hahn and his assistant, who had bombarded uranium with neutrons and obtained small amounts of the much

lighter element, barium. Meitner realized the uranium nucleus had become so big that it split in two, emitting a large amount of energy, as predicted by Einstein's famous equation $E = mc^2$.⁴

Hahn led the experiments to prove Meitner's fission process theory. He was then pressured by Nazi leadership to take Meitner's name off the resulting January 6, 1939, publication in *Naturwissenschaften*. Meitner and Frisch wrote their own theoretical interpretation of "nuclear fission" and submitted it to the journal *Nature* on January 16, 1939.⁵ This amazing scientific triumph changed the way the world looked at nuclear physics. Throughout World War II, nuclear physics and Meitner's work influenced scientists on both sides of the conflict who were attempting to harness the energy from fission. This resulted in numerous scientific triumphs, as well as in tragedies for those affected by the weapons created as a result.

During the war, the Nobel Prize committee began to assess nuclear fission. This discovery was a truly interdisciplinary achievement spanning both chemistry and physics, but the majority of the credit went to the chemist Otto Hahn. Since Hahn had removed Meitner from his paper that proved her theory, she was not considered for the Nobel Prize. After Hahn's 1944 win, he could nominate others for Nobel Prizes, but he never nominated Meitner.⁶ During his Nobel Prize acceptance speech, Hahn barely mentioned Meitner, denying her the credit she deserved. He may have done so to protect himself and his work from the prevailing political climate, but his true motives will never be known. It is tragic that 30 years of Meitner's work was brushed aside by a longtime friend and colleague. A few years later the Nobel physics committee debated giving an award to Meitner and Frisch for their theoretical contributions. Although supported by multiple international nominations, including a recommendation from physicist Niels Bohr, Meitner did not win.

Dr. Meitner's tragedy was primarily personal. If Nazi Germany had not come to power and forced Hahn to remove Meitner from their work, her career path might have had a different trajectory. She never received the Nobel Prize for the work that changed the face of science.

She refused to allow her personal tragedies to keep her from her work. Late in her career she received numerous honors, including the "Woman of the Year"

³ Elisabeth Crawford, Ruth Lewin Sime, and Mark Walker, "A Nobel Tale of Postwar Injustice" *Physics Today* 50, no. 9 (September 1997): 26-32 (doi:10.1063/1.881933).

⁴ "NOVA: Einstein's Big Idea," PBS, last modified 2005, accessed October 6, 2017, <http://www.pbs.org/wgbh/nova/physics/einstein-big-idea.html>.

⁵ Crawford, et al, "A Nobel Tale of Postwar Injustice," 26-32.

⁶ *Ibid.*

award by the National Press Club in 1946⁷ and the Enrico Fermi Award with Hahn in 1966. Additionally, her early hardships in finding work led her to fight throughout her life for more women to enter scientific professions, a goal still being pursued today. In 1959, Meitner presented an address at Bryn Mawr College titled "The Status of Women in the Professions," arguing the importance of women in technical and leadership positions.⁸ She continued to advocate for women's rights until her death in 1968.



Lise Meitner with students at Bryn Mawr College, 1960. Photograph by Heka Davis.

Courtesy of the AIP Emilio Segrè Visual Archives, Physics Today Collection.

Lise Meitner is revered in the physics community for her work, as is evidenced by her many posthumous honors. She used the notoriety gained from the tragedies and triumphs throughout her own life to pave the way for future generations of women scientists. Another female physicist who overcame tragedy to triumph in her field was Maria Goeppert Mayer. Unlike Meitner's personal tragedies, Goeppert Mayer's were of a professional nature. No matter what type of obstacles they had to overcome, both women refused to give up; love for their work ultimately resulted in triumph.

Maria Goeppert Mayer

Maria Goeppert was born in 1906 and grew up in Göttingen, Germany. Her father was a pediatrician and university professor, following in the footsteps of six generations of men before him. Although at the time it was uncommon for women to pursue higher

education, Maria was encouraged by her family to go to university. In 1924, she enrolled at the University of Göttingen. Good with numbers, she had set out to become a mathematician, but found herself more interested in physics.⁹

In 1930, after finishing her PhD, Dr. Goeppert Mayer immigrated to the United States with her husband, American chemical physicist Joseph Mayer, when he accepted a position at Johns Hopkins University. Even though Goeppert Mayer was more experienced in quantum mechanics than anyone at Hopkins, American anti-nepotism laws denied her employment opportunities. While those regulations were intended to eliminate workplace favoritism, for married couples working in the same field it meant one partner (usually the woman) could not be employed. Often faculty wives ended up in unpaid assistantships or "volunteer" positions, allowing them access to research facilities in exchange for teaching courses. For the majority of her career in America, Dr. Goeppert Mayer worked in these unpaid arrangements. She is one of dozens of women who faced challenges getting hired by scientific institutions in the early twentieth century but went on to triumph by making major discoveries. Others include astronomers Cecilia Payne-Gaposchkin and Margaret Burbidge.



Husband and wife physicists, Joseph Mayer and Maria Goeppert-Mayer. Courtesy of the AIP Emilio Segrè Visual Archives.

⁷ O. R. Frisch, "Biographical memoirs - Lise Meitner, 1878-1968," 405-20.

⁸ Lise Meitner, "The status of Women in the Professions." *Physics Today* 13, no. 8 (August 1960): 16-21 (doi:10.1063/1.3057062).

⁹ "Maria Goeppert Mayer - Biographical," Nobel Media, accessed September 22, 2017, https://www.nobelprize.org/nobel_prizes/physics/laureates/1963/mayer-facts.html.

The Mayers moved to New York City in 1939, where Joseph Mayer accepted a professor of chemistry position at Columbia University. Maria Goeppert Mayer was given the unpaid title “lecturer in chemistry.” Finally, in 1941, after being elected into the American Physical Society, she received her first paid professional position as a part-time lecturer at Sarah Lawrence College. With fewer men in the workplace during World War II, gender restrictions subsided and she spent much of her time at Columbia’s Substitute Alloy Materials (SAM) Laboratory with Physics Nobel Prize recipient Harold Urey, leading a team of scientists.

After the war, the situation for women scientists returned to status quo. In 1946, Joseph Mayer was elected into the National Academy of Sciences and became a professor of chemistry at the University of Chicago. Maria Goeppert Mayer again was compelled to work on an unpaid voluntary basis with the physics department.

Later that year, after 16 years in America, Dr. Goeppert Mayer finally obtained a part-time salaried position as a senior physicist at Argonne Laboratory, working with theoretical physicist Edward Teller. Teller recruited her because “he knew no other person with equal mathematical skills and a tolerance for his musings.” While working with Teller on a paper on the origin of elements, Goeppert Mayer stumbled upon “magic numbers” in atomic shell structures. Discovered by Walter Elsasser in 1933, their significance was not known at the time.¹⁰ She realized that these numbers related to the stability and structure of elements. In 1949, after a year of mathematical work and discussion with nuclear physicist Enrico Fermi, she developed her greatest scientific triumph, the shell orbit theory, which describes the structure of a nucleus in terms of energy levels.

Oral History

American Institute of Physics (AIP) oral histories offer unique insights into the lives, works, and personalities of modern scientists. Over 1,100 transcripts are available and searchable online at aip.org/history-programs/niels-bohr-library/oral-histories.

Goeppert Mayer’s shell structure model was accepted quickly, as others had been independently coming to the same conclusion, and was taught to the next generation of scientists by the leaders of the nuclear physics community. Ten years later, in 1959, she secured her first full professorship position at the University of California, San Diego. In 1963, she won the Nobel Prize in Physics. She was the second woman to receive that award—and is at this point the last to do so. Tragically, it had taken almost 30 years to be fairly compensated within the American university system. Though her husband was able to easily move among positions, she had to fight for her right to do what she loved and to find allies who would hire her.

Maria Goeppert Mayer’s shell model is now taught to high school students in chemistry and physics classes, and it serves as the basis of most nuclear physics. But her path was not easy. She had to deal with the issue of unequal pay for equal work that female physicists still face today, and also endured the tragic hurdle of nepotism laws. Yet she persisted. Her hard work and determination allowed her to triumph and win the Nobel Prize, the award for which all physicists strive.

Apollo 1

Not all scientific tragedies and triumphs are associated with individuals. Some triumphs are lessons learned from tragic events. The United States lost the race to get the first satellite into orbit when the Soviet Union launched *Sputnik* in 1957. In response, Congress passed the 1958 National Aeronautics and Space Act, which created the National Aeronautics and Space Administration (NASA).¹¹ In 1961, President John F. Kennedy declared an expansion of America’s space program, added billions to NASA’s budget, and set the goal to land a man on the moon by the end of the decade. Two Americans traveled into space that year: Alan Shepard in May and Virgil “Gus” Grissom in July. John Glenn and others who followed triumphed by orbiting the Earth for longer periods of time than the Russians, and Project Gemini perfected executing entry and reentry maneuvers. NASA was ready for the Apollo program to land a man on the moon.¹²

NASA learned a great deal from the data gathered during their triumphant flights in the early 1960s, but many unknowns existed when the Apollo flights

¹⁰ Julie Des Jardins, *The Madame Curie Complex: The Hidden History of Women in Science* (New York: Feminist Press, 2010).

¹¹ Elizabeth Suckow, “Overview,” NASA, last updated April 23, 2009, accessed September 15, 2017, <https://history.nasa.gov/naca/overview.html>.

¹² “Space Program,” John F. Kennedy Presidential Library and Museum, accessed September 19, 2017, <https://www.jfklibrary.org/JFK/JFK-in-History/Space-Program.aspx>.

began preparation in 1966. On October 19, 1966, NASA announced the crew for the first Apollo manned flight.¹³ It included Gus Grissom, a pilot who had already flown into space as part of Project Mercury and Gemini 3. Also selected were Senior Pilot Ed White,¹⁴ part of the Gemini 4 mission and the first American to conduct a spacewalk, and Pilot Roger B. Chaffee.¹⁵ All three men had extensive training and knowledge of space flight from their years of service to NASA, but they were not prepared for the tragedy that awaited.



The prime crew of Apollo 1, Virgil "Gus" Grissom, Edward H. White II, and Roger B. Chaffee, during training in Florida.

Courtesy of NASA.

On January 27, 1967, the astronauts were participating in a simulated countdown for their upcoming mission. Numerous issues delayed the test, and at 6:31 p.m. one of the astronauts reported from the launchpad, "Fire, I smell fire." The fire spread rapidly throughout the cabin. All three astronauts died from smoke inhalation and burns, likely within the first 30 seconds.¹⁶

The following day, NASA Deputy Administrator Robert C. Seamans, Jr., established a review board to investigate the tragic accident. Working with 21 panels of subject specialists, NASA determined a probable cause on February 10, 1967.¹⁷ Work on the space program paused for only two weeks. However, the loss of life and the estimated cost of nearly \$81 million was disheartening. NASA had little time to lose as Kennedy's deadline to put a man on the moon by 1969 approached.



A close-up view of the interior of the Command Module shows the effects of the intense heat of the flash fire.

Courtesy of NASA.

New safety procedures were developed after the Apollo 1 tragedy. The oxygen concentration in the cabin of the Apollo capsule was reduced from 100 percent to 34 percent, and new materials were created with fire safety in mind. NASA significantly changed the design of the escape hatch so it easily opened outward (a design still used today), enabling astronauts to get out much more quickly.¹⁸ It also came to light that issues had been found during testing on January 19, 1967, but the testing facility had no way to report the incidents. Within the next eight months, NASA established the Apollo System Safety program and Apollo Spacecraft Incident Investigation and Reporting Panel. Those programs ensured that astronauts would be as safe as possible moving forward.¹⁹

Within ten months of the Apollo 1 tragedy, the Apollo 4 mission succeeded. This flight began the final two years of the Apollo program, which included six flights in 1968 and five in 1969, most notably the triumph of the famed Apollo 11 mission, during which Neil Armstrong and Edwin "Buzz" Aldrin became the first men to walk on the moon.²⁰ Without the lessons learned from the Apollo 1 accident, NASA might not have been able to put a man on the moon by the end of 1969. NASA scientists turned their tragedy into numerous triumphs by making space flight safer for their astronauts, developing new technologies, reaching new frontiers, and giving Americans a collective goal.

¹³ Jean Kernahan Bays, Ivan D. Ertel, and Mary Louise Morse, *The Apollo Spacecraft: A Chronology, Volume 4* (Washington, D.C.: National Aeronautics and Space Administration, 1978).

¹⁴ "Biographical Data: Edward H. White, II," NASA, accessed September 19, 2017, <https://www.jsc.nasa.gov/Bios/htmlbios/white-eh.html>.

¹⁵ Mary C. White, "Detailed Biographies of Apollo I Crew - Gus Grissom," NASA, accessed September 19, 2017, <https://history.nasa.gov/Apollo204/zorn/grissom.htm>.

¹⁶ David R Williams, "The Apollo 1 Tragedy," NASA, accessed September 15, 2017, <https://nssdc.gsfc.nasa.gov/planetary/lunar/apollo1info.html>.

¹⁷ Bays, et al, *The Apollo Spacecraft*.

¹⁸ Clara Moskowitz, "How the Apollo 1 Fire Changed Spaceship Design Forever," Space.com, accessed September 15, 2017, <https://www.space.com/14379-apollo1-fire-space-capsule-safety-improvements.html>.

¹⁹ Bays, et al, *The Apollo Spacecraft*.

²⁰ *Ibid.*

Tragedies and triumphs come in all shapes and sizes. Lise Meitner faced personal tragedies that changed the trajectory of her career and likely prevented her from receiving profession recognition. Yet she also triumphed because of her scientific contributions and her fight to improve opportunities for future generations of women scientists. Sometimes tragedies are professional, such as Maria Goeppert Mayer's difficulty finding paid work even though she was beyond qualified. She refused to be stopped and triumphed with her shell model theory and was awarded a Nobel Prize. Other times tragedy leads to triumph. The tragic loss of life from Apollo 1 pushed NASA to put into place new safety measures and create new technologies that led to their greatest triumph: landing a man on the moon. When considering science-related topics for National History Day, look beyond well-known events or major discoveries and instead look to the people involved in those events and how their resiliency and scientific way of thinking have helped them triumph in the face of adversity.

Teaching Guides

AIP Teaching Guides are available online for these and similar topics at aip.org/history-programs/physics-history/teaching-guides-women-minorities.



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Both organizations have long histories with National History Day, providing resources, serving as judges, hosting student projects, and more. Our digital collections provide information appropriate for both introducing a topic and for examining it deeply. These collections may spark ideas for new projects, inspire new ways of using primary and secondary resources, and provide new perspectives on familiar topics that students might not have considered before.

The National Endowment for the Humanities (NEH) and EDSITEment

Because democracy demands wisdom, the National Endowment for the Humanities (neh.gov) strengthens our republic by promoting excellence in the humanities and conveying the lessons of history to all Americans. The digital platform EDSITEment (edsitement.neh.gov) brings "The Best of the Humanities on the Web" to teachers and students through 500 lesson plans, hundreds of student interactives, and reviewed websites. EDSITEment has a dedicated portal for National History Day teachers and students (edsitement.neh.gov/what-chronicling-america/national-history-day).

NEH Databases:

Be sure to consult Online Encyclopedias (goo.gl/mdfgdE) for authoritative, up-to-date information about the history, politics, geography, and culture of the states and territories, and *Chronicling America* (chroniclingamerica.loc.gov) for primary source material from historic American newspapers from 1789 to 1943.

Smithsonian Institution and Smithsonian Learning Lab

The Smithsonian Institution is the world's largest museum, education, and research complex, welcoming 30 million in-person visitors and 150 million website visitors in 2017. The Smithsonian Learning Lab (learninglab.si.edu) is a web platform designed to provide teachers and students access to and tools for using millions of Smithsonian digital resources. The Learning Lab database contains objects, artworks, and artifacts, along with recordings, blog posts and magazine articles.

Resources take many forms, but most frequently are high-resolution images. Each resource includes information such as the date, creator, and medium. Many also include contextual information, descriptive detail, and interpretive commentary on their historical significance.

Click on this icon to discover more information about a resource or collection.

Look for this icon to generate citations for any resource or collection you find on the Learning Lab.

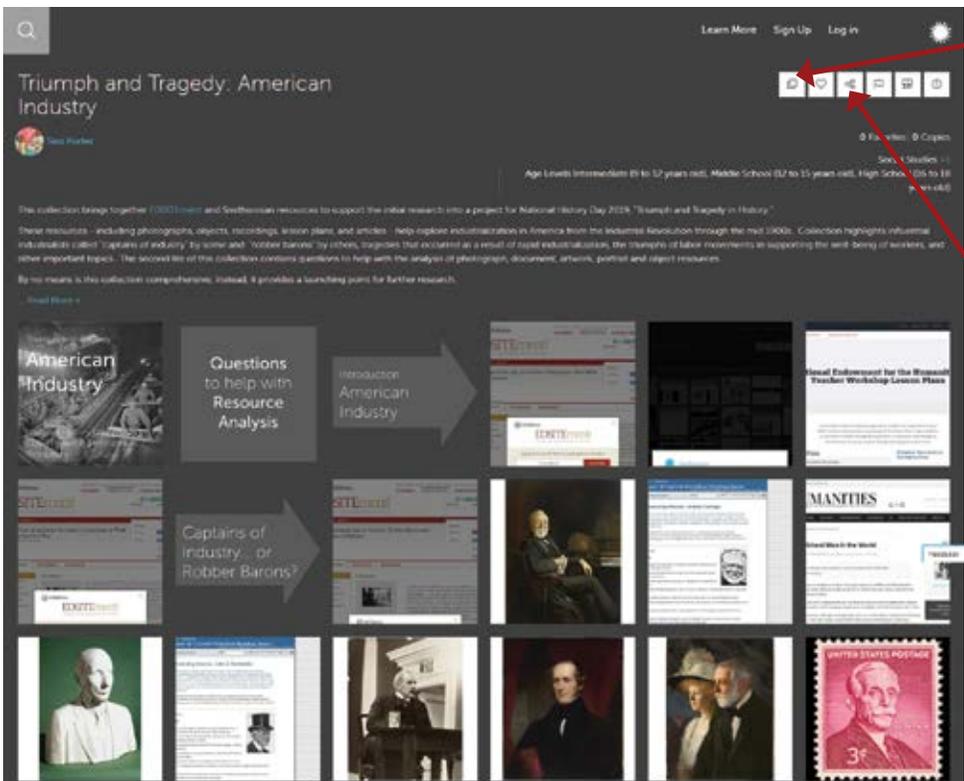


Picking Slate and Bony Coal (1884). Boys and disabled men employed at the Ellangowan colliery, Shenandoah, Pennsylvania, picking slate and bony coal from broken material. The image is shown as accessed in the Smithsonian Learning Lab.

Courtesy of the Smithsonian Institution Archives (Image # MAH- 2832).

Look for this icon to copy a collection to your account. Once a collection is copied, you can modify and adapt it.

Look for this icon to copy an html code to embed an interactive version of the collection in your own website.



Smithsonian Learning Lab Collection: *Triumph and Tragedy: American Industry*, Tess Porter.

Courtesy of the Smithsonian Learning Lab.

A student or teacher may use the Smithsonian Learning Lab to search for and access resources. However, the Lab has many storage and organization features that also make it a useful tool for developing presentations and projects. After creating a free account, users can organize resources into collections—each with its own title and brief description. Flexible tools provide several options for customizing the collection. For National History Day research, a user could collect resources on a topic, annotate them with notes, and sequence them to match their project format. Collections can include uploaded resources from outside the Smithsonian (e.g., EDSITEment, the Library of Congress, the National Archives and Records Administration, or a local museum). Uploads may also include a user's own content (e.g., a graphic organizer or a photograph a student has taken).

National History Day Collections from EDSITEment and the Smithsonian Learning Lab

For the past two years, EDSITEment and the Learning Lab have been collaborating to create collections tying EDSITEment's award-winning library of lesson plans, documentaries, and resource databases to primary and secondary sources from the Smithsonian. Each collection contains a group of questions to guide critical analysis of artwork, photographs, objects, portraits, and documents. These questions help students use these primary resources as sources of knowledge about their topics, not merely illustrations of them.

American Immigrants

The Learning Lab collection *Triumph and Tragedy: American Immigrant Experiences* (s.si.edu/NHDImmigration) reveals challenges and opportunities experienced by immigrants in the nineteenth and twentieth centuries through resources about the hardships that compelled people to leave their homelands, difficulties immigrants faced upon arrival, and ways they overcame obstacles to build new lives and communities in America.

Smithsonian resources in this collection focus on a range of cultural groups. A 1933 issue of *The Syrian World* reveals important local and national news for Syrian-, Lebanese-, Jordanian-, and Palestinian-American communities then living New York City. A Hibernia Fire Company fire hat, worn by a volunteer Philadelphian firefighter during the first half of the nineteenth

century, displays symbolism blending the Fire Company's Irish heritage with American patriotism: the bald eagle, similar to that seen on the Great Seal of the United States, carries a golden harp, an emblem of Ireland, instead of the typical American shield.



Hibernia Fire Company Fire Hat (c. 1810-1860). In the late 1700s, some volunteer firefighters began to wear hats painted with their company's name to identify themselves at fires. During the 1800s, these fire hats became more ornate, often containing images and symbols proclaiming the members' cultural and political identity as well as their position on work, religion, and immigration.

Courtesy of the Division of Home and Community Life, National Museum of American History, Smithsonian Institution, Gift of CIGNA Museum Art Collection.

The NEH-supported website *Chinese American: Exclusion/Inclusion* (chineseamerican.nyhistory.org/) chronicles the complex history of the Chinese in America, from the early days of Chinese-American trade to the passage of the 1882 Chinese Exclusion Act, which limited Chinese immigration and citizenship, to the experiences of generations of Chinese Americans in the twentieth century.

The interactive educational game *City of Immigrants* (mission-us.org/pages/landing-mission-4) engages students in the dynamic and dangerous world of New York City in the early twentieth century as they assume the role of Lena Brodsky, a 14-year-old Jewish Russian immigrant.

Immigrant Stories (immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit), a digital storytelling and archiving project from the University of Minnesota, collects, preserves, and presents immigration stories, past and present. Teachers and students can use *Immigrant Stories* as a starting point for studying historical and contemporary immigration through primary sources.

World War I

The Learning Lab collection *Triumph and Tragedy: World War I* (s.si.edu/NHDwwi) explores the costs and consequences of America's involvement in World War I and its complex legacies in the decades following. Students can research the Great War from multiple viewpoints, ranging from those of political leaders and soldiers to government-sponsored artists.

Smithsonian resources explore the experiences of soldiers who served in the Great War in multiple ways, including postcards and letters written to loved ones back home, objects and photographs revealing the physical costs of war and the triumphs of medical innovation, and artwork by soldiers and government-sponsored artists depicting the psychological effects of the battlefield.



Flower of Death—The Bursting of a Heavy Shell—Not as It Looks, but as It Feels and Sounds and Smells, Claggett Wilson (c. 1919).

Courtesy of the Smithsonian American Art Museum, Gift of Alice H. Rossin.

EDSITEment resources include a number of lesson plans focusing on the first World War (edsitement.neh.gov/feature/advanced-placement-us-history-lessons#worldpower), including ones on Woodrow Wilson's foreign policy, the debate over America's entry into the war, the role of African American soldiers during and after the war, the conflict over ratification of the Versailles Treaty, and opposition to the League of Nations.

The NEH-funded e-book, *World War I and America: Told by the Americans Who Lived It* (wwiamerica.org/), offers an annotated primary source collection edited by the Pulitzer Prize-winning biographer of Woodrow Wilson, A. Scott Berg, in collaboration with an advisory board

comprised of distinguished World War I scholars. This collection encourages exploration and discussion of the war's meanings and impact.

American Industry

The Learning Lab website collection *Triumph and Tragedy: American Industry* (s.si.edu/NHDindustry) introduces students to industrialization in the United States and explores America's rise from colonial backwater to global power. Using resources found in this collection, students can investigate powerful plutocrats and union leaders, understand the tragedies that unfolded as a result of rapid industrialization, and recognize the triumphs of labor movements in supporting the well-being of workers.

Smithsonian resources include portraits of influential American industrialists, showing both how they wanted to be perceived by the public and how people actually saw them. Objects and photographs reveal the personal experiences of laborers, such as those who participated in the International Ladies Garment Workers Union and fought for higher wages and the end of sweatshop conditions.



Blouse (c. 1910-1919). The large-scale production of shirtwaists such as this in unsafe sweatshops led to the Triangle Shirtwaist fire of 1911, resulting in the loss of 146 garment workers, mostly young immigrant women. Public outcry following that fire brought about the growth of the workers' rights movement and the development of child labor laws.

Courtesy of the Division of Home and Community Life, National Museum of American History, Smithsonian Institution.

EDSITEment resources include *Forge of Industry* (emergingamerica.org), a website that tells the story of the Springfield Armory in Massachusetts and its vital contributions to American invention and industry through primary source documents, images, and oral histories. Click on the “Teaching Resources” to find a variety of classroom activities for K-12 students.

The three collections created for this year’s theme, *Triumph & Tragedy in History*, can be found in the Smithsonian Learning Lab by searching “NHD” and clicking on the “Learning Lab Collections” tab to show Learning Lab collection results, or by visiting: s.si.edu/NHD.

More National History Day Collections

Along with these three new collections, you will find others created for the 2017 theme *Taking a Stand in History* and the 2018 theme *Conflict & Compromise in History*. These collections cover several topics, including the origins of the U.S. Constitution, the Mexican Revolution, and the Civil Rights Movement. While these collections were created for past themes, the resources they contain have continued relevance for student research. For example, *National History Day: Flygirls* (learninglab.si.edu/q/ll-c/f9L8q8zhVqz9ykis) may be used to explore the triumph of early female pilots fighting against a system that tried to prevent their participation in the U.S. Army Air Force.

We are not the only educators who have created Learning Lab collections to support National History Day research. You will also find collections created by the National Museum of African American History and Culture, National Museum of American History, National Museum of the American Indian, National Portrait Gallery, Smithsonian American Art Museum, Smithsonian Folkways Recordings, Senator John Heinz History Center in Pittsburgh, PA, and the Vietnam Veterans Memorial Fund. Resources and analysis questions in these collections investigate topics such as treaties between the United States and American Indian Nations, the experiences of free people of color in antebellum America, important figures who played controversial roles in the Vietnam War era, and much more.

Conclusion

With these National History Day collections, you and your students have access to a multitude of authoritative resources and thought-provoking analysis strategies. Use these National History Day collections as they are, adapt them using your own resources or ones you find on the web, or create your own from scratch—it is all up to you!

We invite you to share your students’ and your own National History Day collections with the Learning Lab community! Write to us on Twitter: @SmithsonianLab and @EDSITEment, using #NHD2019. If you publish a collection on your National History Day topic, be sure to enter #NHD in the description so others can easily find it while they search for National History Day resources.

If you are interested in learning more about how to use tools to create and adapt collections in the Learning Lab, find tutorials at s.si.edu/SLLcreate.



To access more NHD theme resources, go to nhd.org/themebook.

IT'S THE NEWSEUM. IN YOUR CLASSROOM.

Newspapers



Elijah Lovejoy:

First American Martyr for the Press

A pro-slavery mob killed the newspaper editor and abolitionist, who may have inspired Abraham Lincoln's anti-slavery beliefs.

Newsreels



Selma to Montgomery March

Civil rights protesters received federal protection on a march to the Alabama state capital after encountering violence in their first attempt.

Images



Suffrage Activist Lucy Burns in Occoquan Workhouse

Some suffragists who protested at the White House were imprisoned and treated poorly, ultimately generating more public sympathy for their cause.

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THE KENNEDY CENTER



We're all a part of *The Human Journey*

Where as a people have we come from? How has that informed who we are now? And how are we striving to move together into the future? Across the 2018–2019 Kennedy Center season, we have curated a wealth of performances that will speak to these important questions and forge fascinating perspectives related to these themes. In collaboration with National Geographic and the Smithsonian, the Kennedy Center is excited to invite our audiences to become an integral part of this conversation on what we collectively call *The Human Journey*. In the months ahead, be on the lookout for opportunities to join deeper investigations into the art and creative process through various lenses of migration and environment, discovery and identity, citizenship and legacy. **More to come at ken尼迪-center.org!**

UNDERSTANDING SACRIFICE: REIMAGINING HOW WE TEACH WORLD WAR II

Lynne M. O'Hara, Director of Programs, National History Day

World War II is a massive topic that almost every history teacher tackles at some point during his or her career. It is overwhelming. It is six years that encompassed seismic changes in political, economic, social, and military spheres. Armies literally moved around the world. Government leaders and international diplomacy at all levels were tested. Soldiers, sailors, airmen, Marines, and Coastguardsmen served extended deployments using new technologies and methods of warfare. Families at home rationed food and goods, worked in factories, and tried to maintain family structures with many members overseas in faraway places.

Although the conflict as a whole is an unmistakable example of both triumph and tragedy, teachers can be easily overwhelmed by its scope and focus on the "greatest hits"—Pearl Harbor, D-Day, and the atomic bombs. While those events are undoubtedly important, they leave out the bulk of the narrative. The complexity of the war from a geographic, technological, and human point of view creates opportunities for learning both in the classroom and in National History Day (NHD) projects.

Since 2014, NHD and the Roy Rosenzweig Center for History and New Media (RRCHNM) at George Mason University have partnered to create a new educational resource to reimagine the teaching and learning of World War II. Sponsored by the American Battle Monuments Commission (ABMC) and the National

Cemetery Administration (NCA), the resource is designed to look at World War II in a different light. Each lesson is inspired by the story of one individual who died in World War II and is buried in or memorialized at an ABMC or NCA Cemetery.

NHD and RRCHNM collaborated to create the *Understanding Sacrifice* program (ABMCeducation.org). The final product is a website designed for teachers and the general public. The site contains interdisciplinary lesson plans that meet Common Core standards and are aligned to the C3 Framework. Each lesson is inspired by the story of a fallen hero. The site profiles individuals who gave their lives and are buried or memorialized around the world.

The ABMC is the federal agency that cares for the U.S. military cemeteries abroad. Following World War II, families of the fallen whose loved ones' remains were recovered had several choices. They could bury their loved one abroad in an ABMC cemetery, return the remains to the U.S. for burial in a private or national cemetery, or (if they were immigrants) return the remains to the country of birth. Around 30 percent of families selected burial abroad.

The NCA cares for U.S. national cemeteries. The NCA's cemeteries honor those killed in war as well as veterans (and their spouses). In the twentieth century, the U.S. government realized the need to accommodate the memorial needs of a growing veteran population. After World War II, retired General of the Army Omar Bradley took charge of the newly formed Veterans Administration (VA), which began building larger national cemeteries to accommodate the anticipated needs of veterans to be buried close to where they lived. The National Cemetery Administration was created in 1973. Today the NCA operates 135 national cemeteries in 40 states and Puerto Rico and makes grants to state and tribal governments for construction of cemeteries at over 100 additional sites in 47 states.



Interdisciplinary Approach to History

Understanding Sacrifice provided opportunities for Social Studies teachers to work together with teachers in other disciplines using World War II as a common thread. These interdisciplinary collaborations proved key as teachers helped to edit each other's lessons and provide feedback on both content and methodology. As a result, the materials produced create opportunities for teachers to implement integrated activities in multiple disciplines, including art, science, mathematics, and French.

Consider how World War II can be used to teach a variety of subjects (note that these are just a handful of lessons available on the site):

Subject	Level	Lesson	Disciplinary Connections
Science	Middle School	<i>"I'll Huff and Puff and Blow Your Ships Up": The Impact of the German Wolf Pack During the Battle of the Atlantic:</i> Explore positive and negative buoyancy, learn how submarines move through the water, and discover the men who braved the Battle of the Atlantic.	Physical Science
	High School	<i>Advancement of Medical Technology During World War II:</i> Students learn about World War II medicine and apply what they have learned to a simulation of serving as a combat medic.	Biology, Health Sciences
Art	Middle School	<i>Design It: Re-envisioning Main Entrances at National Cemeteries:</i> Students re-envision the entrance to an American National Cemetery and design an entrance to honor the service of those buried within.	Art
	High School	<i>Saving Art During Wartime: A Monument Man's Mission:</i> Learn about the unique (and often dangerous) job of the men who tried to save Europe's cultural treasures from destruction. Students debate whether these pieces of art should be returned after the war.	Art, Art History
Math	Middle School	<i>The Math of War: The Numbers Behind Minesweeping in the Mediterranean:</i> Explore the basics of coordinates in a lesson adapted for special education students.	Pre-algebra, Pre-geometry
	High School	<i>Flight Plans and Rescues: Using Math to Explore the World War II Strategic Bombing Campaign:</i> Plot coordinates to find the location of a downed airman (based on the story of a Captain Walter Swarner).	Geometry, Algebra
English, Language Arts	Middle School	<i>USO Camp Shows, Inc:</i> Students explore the role of the USO and write and perform their own script.	English, Theater
	High School	<i>The Song of War: Poetry from the Pacific Theater:</i> Explore poetry from the Solomon Island Campaign and use memorial markers from the Pacific to create "found poetry."	English, Creative Writing
Technology, STEM	Middle School	<i>RADAR: Innovating Naval Warfare:</i> Explore the new technology that revolutionized naval warfare and participate in a simulation where you plot an attack on an enemy convoy.	Technology, Mathematics, STEM
	High School	<i>The Bari Incident: Chemical Weapons and World War II:</i> Learn about—and debate the use of—chemical weapons in World War II.	Technology, STEM

This program exemplifies the fact that the best teachers are learners. Whitney Joyner, a STEM teacher from Tennessee, commented: “It is important for students to see that teachers are lifelong learners. *Understanding Sacrifice* afforded me the chance to make connections between history, science, and technology, and the opportunity to experience history.”

Engaging Primary Sources for Social Studies Classrooms

These lessons are designed to help introduce unique primary sources and stories to bring new lessons, topics, and content into Social Studies classes. Below are just a handful of the lessons that engage unique content for your students:



Teachers tour Cambridge American Cemetery in England with ABMC staff.

Courtesy of Chris Preparato.

For Middle School Students:

Lesson	Topic	Unique Primary Sources
<i>The Challenges of Deployment: Interactions with Allies in the Pacific</i>	U.S. troops in New Zealand	Newsreels, posters, and photographs from the New Zealand National Archives
<i>Making a Difference: Service & Sacrifice at The Battle of Midway</i>	Battle of Midway	Communications between naval commanders, photographs
<i>The Red Cross on the Front Line</i>	American Red Cross in the Pacific Theater	Newsreels, propaganda posters, and the account of an American Red Cross field director
<i>Sacrifice, Loss, and Honor: A Simulation of the Homefront in World War II</i>	The impact of a World War II death on one family in Indiana	<i>The Decision</i> (a film produced by the U.S. government to help families decide where to bury their loved one), family letters, local newspaper articles
<i>Traveling with the Troop Carriers: An Overview of World War II in Europe and Beyond</i>	Air Transport, Medical Evacuation	Short snorters—chains of currency collected by airmen to document their travels

For High School Students:

Lesson	Topic	Unique Primary Sources
<i>The Army Engineers: Challenges at the Anzio Beachhead</i>	The invasion of Italy	U.S. Center of Military History maps, personal diary excerpts, articles from <i>Stars and Stripes</i>
<i>A Blitz Through the Ardennes: Using the Battle of the Bulge to Practice Reading and Analytical Skills</i>	Battle of the Bulge	Oral history interviews, U.S. government newsreels, photographs, and documents from the 506 th Parachute Infantry Regiment
<i>The Calculus of War: Tactics, Technology, and the Battle of the Atlantic</i>	The Battle of the Atlantic, Role of the U.S. Coast Guard	Report of the sinking of the USS <i>Leopold</i>
<i>Congressional Debates Over the Women’s Army Corps</i>	Women’s Army Corps	Congressional record transcript of debates about the creation of the WAC
<i>Some Gave All</i>	How families decided to bury loved ones overseas	Individual Deceased Personnel File excerpts from the U.S. Army



Following the stories at the Bastogne War Museum in Bastogne, Belgium.

Courtesy of Chris Preparato.

The Power of Place

While it is not possible to visit every place about which we teach, any opportunity to do so can have a tremendous impact on what we can present to our students. These lessons help students travel virtually. Some contain lesson videos, produced on-site, to help students experience *Understanding Sacrifice*. The teachers recognized the power of what this can bring to the learning process. As historian Dr. Christopher Hamner noted, “There is something about visiting the sites of battles and the sites of commemoration that adds depth beyond what is available from books and archives.” These videos give students a glimpse into what it’s like to travel to and see these places. Check out the following lessons that contain video elements:

- *RADAR: Innovating Naval Warfare*
- *The Bari Incident: Chemical Weapons and World War II*
- *Who’s Who and Why?: Examining the Sculptures at Lorraine American Cemetery*
- *A Japanese American Family’s Experience During World War II: A Living DBQ*

Erin Coggins, a Journalism teacher from Alabama, noted: “Having walked the same paths of our American G.I.s has affected my teaching more than I thought it would. I feel the passion in my voice increase as we discuss the Italian front or the siege of Bastogne.”

Considering Cemeteries as a Historical Source

Cemeteries are generally places where most people have negative reactions. But death is part of the human story. Ohio teacher Joe Boyle remarked: “Many of the cemeteries around our schools are like history books waiting to be read by our students. The layouts, the memorial designs, and researching the stories of the dead can help us teach almost any topic in American history.”

More than 78,900 names have been inscribed into Walls, Courts, and Tablets of the Missing at ABMC cemeteries and memorials around the world. More than 36,000 of those names are inscribed at Manila American Cemetery in the Philippines. “At Manila American Cemetery, the tablets of the missing overpower and tower over you with the names of men and women whose bodies will never be found. Each name not only represents an American, but also a family back home who never really got closure. It was devastating and sobering,” noted Texas teacher Jennifer Camplair.

For teachers intrigued by the fallen hero research process, the site contains a module to demonstrate how to use sources to access documents and tell the story of a fallen hero. Go to ABMCeducation.org and select “Research a Fallen Hero” to find the module, *Piecing Together the Puzzle: Using Source Materials to Understand Lives of the Fallen*, which uses the case study of Colonel Charles Benjamin Leinbach to show one American family’s journey through World War I and World War II.



South Carolina teacher Marion Touzel at Rhone American Cemetery in southern France.

Courtesy of Chris Preparato

Connecting History to the Community

The fallen hero component of the *Understanding Sacrifice* program was especially powerful. It helped to connect our teachers and their students to their communities as they researched and told these remarkable stories. In some cases, the teachers were able to contact living siblings or other family members who were grateful to know that their loved ones were not forgotten.

Shane Gower made a powerful connection with Robert Madore, the son of his fallen hero, Private First Class Harvey Madore. Mr. Madore has spoken with Mr. Gower's students and embraced the way that they have kept Madore's father's legacy alive in his Maine high school.

Other teachers, including Whitney Joyner from Tennessee and Alan Birkemeier from Indiana, took mementos from the family—photographs and a rock from the family farm—to leave on their behalf.

This resource fuses the stories of some individuals who were very well documented and others for whom few records exist. Captain Walter Huchtausen was a professor of architecture at the University of Minnesota recruited by the Monuments and Fine Arts Archives Commission (MFAA) to serve as one of the "Monuments Men," who helped preserve and protect cultural artifacts threatened by the war. Lieutenant Colonel Charles Leinbach, who served in both World War I and World War II, became a prisoner of war of the Japanese in the Philippines. Surviving until January 1945, he lost his life after the hell ship on which he was traveling was bombed not once, but twice, by American planes.

Other stories are more difficult to document. Staff Sergeant George Kennison was a member of one of the many air crews who died when their planes crashed. Others, like Private First Class James Vrtatko, came from families whose members were recent immigrants. Language barriers often made it more challenging to document the stories of surviving families. We know very little of many men, like Private Evans Overbey or Sergeant Teofilo Yldefonzo, both of whom died as prisoners of war at the Cabanatuan POW Camp in the Philippines.

Most remarkably, telling these stories enables students and teachers to understand more about the United States in the 1940s. "*Understanding Sacrifice* showed me the depth of sacrifice made by our service members—men and women of all races, religions, and backgrounds. They paid the ultimate price to help ensure that the tomorrows they never saw would be brighter," said Amanda Reid-Cossentino, a Pennsylvania teacher.

Private Victor Akimoto and Private First Class John Akimoto were both members of the 100th Infantry Battalion, 442nd Regimental Combat Team, who served in the European Theater. Their parents spent much of the war in the Amache Internment Camp in Colorado.

When the Akimotos Went to War

One of the fallen hero research projects from the first phase of the program was developed into a young adult non-fiction book. *When the Akimotos Went to War* is the true story of an American family from which three brothers went to war. Author Matthew Elms, who teaches in Singapore, drew on resources from a variety of archival sources, including family archives, to complete the project. The book is designed for middle school readers and can be downloaded for free on the *Understanding Sacrifice* website (abmceducation.org/sites/default/files/AkimotosBook_508.pdf) or purchased via Amazon (amazon.com/When-Akimotos-Went-War-Patriotism-ebook/dp/B01FVFWCVS).

Private Henry Saaga was born in Samoa, but his family immigrated to Honolulu, Hawaii, following their conversion to the Mormon faith. Technician Fifth Class Salvador Ybor, Jr., was born in Florida and then moved to Cuba with his family. He left Cuba to return to Florida to enlist.

Private First Class Rose Puchalla joined the Women's Army Corps and was deployed to North Africa. Second Lieutenant Eloise Richardson left a job as a nurse at Cook County Hospital in Chicago, Illinois, and became part of the first class of U.S. Army nurses to earn her wings. She served as a flight nurse in the Pacific. Both women were lost in plane crashes.

Some fallen heroes, including First Lieutenant John A. Boronko, Second Lieutenant Gordon Chamberlain, and First Lieutenant Homer McClure, were able to attend college and became officers. Others did not have as many advantages. Private First Class George Davis and Private Moses Vanderhorst were African Americans who faced limited opportunities. Despite the

restrictions placed on their service, the work they did as members of the Quartermaster Corps was essential to the war effort.



The grave of A.D. Hamilton, killed in the Port Chicago Disaster, at Golden Gate National Cemetery in California.

Courtesy of Chris Preparato.

Classroom Use

Teachers can use these fallen hero profiles in the classroom in several ways:

Personalize the experience of war: *Understanding Sacrifice* has dramatically influenced the way I teach World War II. It's not about the generals and admirals anymore; it is about the young men and women who were just like them," said Joe Boyle, who teaches in Ohio. Students can read the profiles, examine the primary sources, watch the eulogies, and follow the bibliographies to explore the historical scholarship. Sarah Herrmann from ABMC noted, "The program is a way for our youngest generation to learn that war comes at a significant cost."

Commemorate Memorial Day: California teacher Leif Liberg noted that "On Memorial Day, we take time to recognize the service and sacrifice of our nation's Fallen Heroes. We leave the cold statistics of war behind, and try to remember these men and women for who they were. What better way to do this than through Fallen Hero profiles?"

Engage students with multimedia resources: All profiles are accompanied by visual and textual primary sources, as well as a close-captioned video of the eulogy given for the fallen hero. These can be used to assist students with learning disabilities or who are English language learners.

Teach the power of eulogies and eulogy writing:

Minnesota teacher Jeremy Miller takes students to a national cemetery in his area. Before they go, they research service members killed in World War II, Korea, and Vietnam. "This project really gets my students excited about researching and telling the stories of their heroes. I love seeing their excitement during the research portion of the project, but I think the most important lesson is learned at the cemetery. Standing at the grave sites surrounded by row after row of perfectly aligned white markers, we get to hear the solemn stories of young men not much older than [my students] are, who fought and died in service of their country. This is when the students begin to understand sacrifice and the true cost of war."

Using the Resource in Your Classroom

We strongly encourage teachers of all subjects to explore this free resource and consider the lessons available when planning a unit on World War II. Amanda Kordeliski, an Oklahoma Library Media Specialist said: "This program profoundly impacted how I design all lessons. I learned the immense value of personal connection to the events and the people in them. *Understanding Sacrifice* helped me realize the power of weaving personal narrative from primary sources into every lesson I can."

Share the resource with colleagues teaching other disciplines: "Despite being a science teacher, I have always been interested in history and need to include that in my lessons because these disciplines work together to create a greater whole," said Maryland teacher Brendan Gallagher. "We have to look at science through a historical lens to provide context to see how things done in the past affect the present."

Use the resource to develop opportunities for interdisciplinary collaboration: Amanda Kordeliski noted, "Every lesson can be approached as a collaboration opportunity with another content teacher, librarian, or specialist. This allows history to be explored outside of the wall of a traditional class. The resources curated for the lesson are a great way to infuse poetry, art, journals, and other primary sources into the classroom in a relevant way."

Choose lessons to help make abstract concepts more concrete:

As Jarred Stewart, a Texas teacher, pointed out: "Ideas about gender, race, and bravery are not considered in the abstract, but instead through the personal experiences of soldiers, nurses, and civilians. From this perspective, the lessons of the war find greater weight and deeper connection with my students."



Texas teacher Jennifer Camplair giving a eulogy at the memorial marker for Clayton Lloyd Landon, killed while serving on the USS *Tullibee*, at San Francisco National Cemetery in California.

Courtesy of Chris Preparato.

Engage students not interested in traditional military history: “Not all students are interested in topics related to wars, but all students come to have better appreciation for the people whose lives were affected by war if the teacher can provide them with real, concrete evidence and stories that bring the past into the present,” said Singapore teacher Matthew Elms.

Finally, the lessons all involve using unique primary sources and engaging students in active learning strategies. “Students don’t remember lectures when they leave school—they remember engaging, interactive experiences. This website is full of engaging lessons,” said Tennessee teacher Scott Johnson. Furthermore, the lessons are adaptable to the needs of the teacher. “The website contains fully developed

lesson plans using engaging teaching strategies, but within those lessons are so many unique sources for teachers to adapt to their own use,” noted Massachusetts teacher Christina O’Connor.

Connecting to NHD Research

World War II creates a host of topic options for students exploring the *Triumph & Tragedy in History* theme. While there are hundreds of military history options, students can also look at wartime events using the lenses of social, economic, political, and diplomatic history.

Encourage students interested in World War II topics to search the site as well. Each Fallen Hero profile contains a full bibliography, and each lesson plan includes a complete documents list. Whenever possible, links are included in the lesson plans to access the original documents in their entirety.

Conclusion

Looking back on this three-year program, it is a good reminder that, in the words of Michigan teacher Michele Anderson: “War is personal. The experience exposed how incredibly personal World War II was for each individual and family touched by the war.” The conflict touched all Americans and affected American society in a profound way. It is important to teach students to consider the influence that one individual can have. Virginia teacher Jamie Sawatzky noted: “History, in its simplest version, is about the interaction of time and people. Looking at historical events through the lens of an individual is inspiring to students and teachers alike.”



To access these lessons and profiles, visit ABMCeducation.org.

John F. Kennedy graduates
from Harvard University, June 1940

"Always do what is right,
regardless of whether
it is popular."

John F. Kennedy, *Profiles in Courage*

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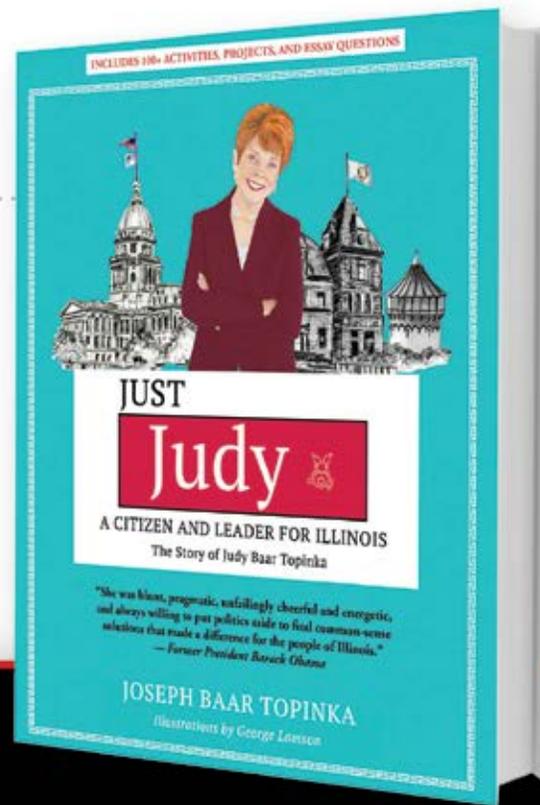


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WOMAN SUFFRAGE: CHALLENGING NOTIONS OF AN IDEAL AMERICA

Elizabeth L. Maurer, Director of Program, National Women's History Museum

Looking back at the Seneca Falls Convention, Elizabeth Cady Stanton, one of the convention leaders, reminisced, “We were but a handful...” when recalling the supporters of woman suffrage at the convention where the right to vote was their most radical demand. Between this 1848 convention, advocating the rights of women, and the ratification of the Nineteenth Amendment, guaranteeing women’s right to vote in 1920, lay a long and arduous journey. Victory was never assured until the final moments.

In the intervening years, the drive for women’s voting rights encompassed the lives of several generations of women. Suffrage supporters survived a series of dramatic transformations in their movement that included 50 years of educating the public to establish the legitimacy of woman suffrage, approximately 20 years of direct lobbying as well as dramatic militant action to press their claim to the vote, the division of each generation into moderate and radical camps, and the creation of a distinct female political culture and imagery to promote “votes for women.”

For Stanton and Susan B. Anthony—the movement’s iconic leaders—triumph remained elusive, as neither lived to see the Nineteenth Amendment’s passage. Their pursuit was marked by a series of harrowing setbacks as they worked to change the cultural perception of women’s roles. The movement encountered tragedies of identity as it wrestled with political differences within the leadership, struggled to integrate African American women, and countered a growing anti-suffrage movement.

“There will never be complete equality until women themselves help to make the laws and elect the lawmakers.”

Susan B. Anthony, 1897

Voting Becomes the Key to Reform

The prevailing public perception of the drive for women’s votes envisions a small, dogged, determined group of women who persisted against the odds until men finally “gave” them the vote. Nothing could be further from the truth about this mass movement that overshadowed the lives of several generations of American women, employed highly sophisticated political strategy and organization, and developed brilliant, politically savvy, charismatic leaders.

The suffrage movement brought together female activists from across a range of issues. Early nineteenth-century women advocated for causes as diverse as peace, education, women’s employment, temperance, and abolition. Though they could not vote, they could and did ally with political parties and ideologies. Being barred from political activity did not deter women’s political inclinations. They brought their formidable experience in nineteenth-century reform movements to bear on the fight for women’s voting rights. Women activists, regardless of the issue they championed, eventually reached the same conclusion: effecting lasting change required influence, and that was only possible when paired with the right to vote. Voting rights for women allied women across the issue spectrum.

Competing Groups and Pathways

Suffrage battles were first waged on the state and local levels. Men and women met regionally in a series of women’s rights conventions—starting in Seneca Falls, New York, in 1848—where woman suffrage emerged as a key issue. Following the Civil War, Susan B. Anthony and Elizabeth Cady Stanton formed the American Equal Rights Association (AERA) in 1866 to advocate for women’s equality and voting rights. The AERA conducted two major women’s rights campaigns in 1867. They petitioned the state of New York, which was in the process of revising its state constitution, to enfranchise women. They also campaigned in Kansas for a referendum to enfranchise both African Americans and women. Both efforts failed.



Elizabeth Cady Stanton, seated, and Susan B. Anthony, standing, c. 1880-1902.

Courtesy of the Prints and Photographs Division, Library of Congress (LC-USZ61-791).

The Kansas campaign was a precursor to hostility that would erupt between African American rights supporters and woman suffrage leaders over the proposed Fourteenth and Fifteenth Amendments. The Fourteenth Amendment, ratified in 1868, affirmed that everyone born in the United States, including former slaves, was an American citizen. No state could pass a law that took away their rights to “life, liberty, or property.” The Fifteenth Amendment, ratified in 1870, introduced gender into the Constitution for the first time when it declared that all male citizens age 21 and older should be able to vote.

Suffrage activists were dismayed by the tragic provision that specifically disenfranchised women in national elections whereas all prior voting restrictions had been

at the state level. It devastated their argument that by not specifying gender as a voting qualification, the Constitution actually enfranchised all citizens, including women. Elizabeth Cady Stanton wrote, “If that word ‘male’ be inserted, it will take us a century at least to get it out.”¹

Activists bitterly fought about whether to support or oppose the Fifteenth Amendment. Stanton and Anthony objected to the new law. They wanted women to be included alongside African American men. Others—like Lucy Stone—supported the amendment as it was. Stone believed that women would win the vote soon afterwards and would have the help of the Fifteenth Amendment supporters.



Lucy Stone, standing, c. 1840-1860.

Courtesy of the Prints and Photographs Division, Library of Congress (LC-USZ62-29701).

The emphasis on voting during the 1860s led women’s rights activists to focus on woman suffrage. The two sides established rival national organizations that aimed to win women the vote. The American Woman Suffrage

¹ “The 14th and 15th Amendments,” National Women’s History Museum, last updated 2015, accessed November 28, 2017, <https://www.nwhm.org/resources/general/14th-and-15th-amendments>.

Association, founded in 1869 by Stone and her husband, Henry Blackwell, pursued a state-by-state strategy, which they thought would be more likely to succeed than universal suffrage. The National Woman's Suffrage Association, under Stanton and Anthony, concentrated its efforts on passing a Constitutional amendment for universal suffrage.

State by State

The earliest suffrage triumphs came in the west. The territory of Wyoming granted women the vote in 1869, the same year as the founding of the two national suffrage organizations. When Wyoming became a state in 1890, the new government continued to allow women to vote. Three years later Colorado became the next woman suffrage state. Utah and Idaho followed in 1896.

Suffragists from all over the country traveled to states considering new suffrage laws to advocate for their cause. They joined locals in their campaign to win the vote. In the 1890s, the rise of the Populist Party—a national political party that supported women's rights—increased local support for woman suffrage in these states.

No new states granted women suffrage between 1896 and 1910, but suffrage wins in Washington (1910) and California (1911) sparked new life into the suffrage movement's state campaigns. These state-level triumphs are ripe for examination in National History Day projects.

African American Women

Black women like Sojourner Truth, Frances Ellen Watkins Harper, and Harriet Tubman participated in women's rights movements throughout the nineteenth century. Despite their efforts, however, black women as a whole were often excluded from organizations and their activities. Black female reformers understood that in addition to their sex, their race significantly affected their rights and available opportunities. White suffragists and their organizations ignored the challenges that African American women faced. They chose not to integrate issues of race into their campaigns.

In the 1880s, black reformers began organizing their own groups. In 1896, they founded the National Association of Colored Women (NACW), which became the largest federation of local black women's clubs. (While the term "Colored Women" was a respectable term in the early twentieth century, the phrase is no longer in use today.) Suffragist Mary Church Terrell became the first president of the NACW.

Suffrage was an important goal for black female reformers. Unlike predominantly white suffrage organizations, the NACW advocated for a wide range of reforms to improve life for African Americans. Jim Crow laws in the South enforced segregation. Blacks and whites attended separate schools, used separate drinking fountains, and even swore on separate Bibles in court. Black students had fewer opportunities to receive a good education, much less go to an elite college, than white students. Schools for African Americans often had old textbooks and dilapidated buildings.



The Awakening, by Henry Mayer (1868-1954), 1915.

Courtesy of the Prints and Photographs Division, Library of Congress (LC-USZC2-1206).

The 1896 Supreme Court case, *Plessy v. Ferguson*, supported Jim Crow laws as long as segregated facilities were “separate but equal.” But, as the 1954 *Brown v. Board of Education* case would rule, separate facilities were never equal. NACW’s national fundraising efforts supported its social welfare projects as well as political activities that attacked racial injustice through legislation and the courts. The NACW supported voting rights for all women to add their political voice to reform efforts.

The NACW’s motto was “Lifting as We Climb.” They advocated for women’s rights as well as to “uplift” and improve the status of African Americans. For example, black men had officially won the right to vote in 1870. Since then, impossible literacy tests, high poll taxes, and grandfather clauses prevented many of them from casting their ballots. NACW suffragists wanted the vote for women and to ensure that black men could vote too.

Racism persisted even in the most socially progressive movements of the era. The National American Woman Suffrage Association, the dominant white suffrage organization, held conventions that excluded black women. Black women were forced to march separately in suffrage parades. Furthermore, the volumes of *History of Woman Suffrage* authored by Stanton and Anthony during the 1880s largely overlooked the contributions of black suffragists in favor of white suffragists. The significance of black women in the movement was overlooked in the first suffrage histories, and is often overlooked today.

Anti-Suffrage

Opposing votes for women may seem surprising today, but anti-suffrage views dominated among men and women through the early twentieth century. Suffragists had national organizations beginning in 1869, but anti-suffragists did not found their own group until 1911.

Before organizing, suffrage opponents bonded without an official institution. Artists created political cartoons that mocked suffragists. Religious leaders spoke out against women’s political activism from the pulpit. Articles attacked women who took part in public life. Even without a coordinating institution, opposition to suffrage remained popular.

In the 1860s, opponents of woman suffrage began to organize locally. Massachusetts was home to leading suffrage advocates, and it was also one of the first states with an organized anti-suffrage group. In the 1880s, anti-suffrage activists joined together and eventually became known as the Massachusetts



Election Day!, c. 1909.

Courtesy of the Prints and Photographs Division, Library of Congress (LC-USZ62-51821).

Association Opposed to the Further Extension of Suffrage to Women.

In 1911, Josephine Dodge, who also led a movement to establish day care centers to help working mothers, founded the National Association Opposed to Woman Suffrage (NAOWS), which was most popular in northeastern cities. Like pro-suffrage groups, NAOWS distributed publications and organized events and state campaigns.

Anti-suffragist men and women argued that most women did not want the vote. They claimed that women did not have time to vote or stay updated on politics because of housework and caring for children. Some argued that women lacked the expertise or mental capacity to offer a useful opinion about political issues. Others asserted that women’s votes would simply double the electorate. Voting would cost more without adding any new value.

Conclusion

Congress passed the Nineteenth Amendment in June 1919. National suffrage groups lobbied local and state representatives to ensure its subsequent ratification

by the states. When the amendment was ratified by Tennessee in 1920, it culminated a decades-long battle to secure voting rights for women. The Nineteenth Amendment states: "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." After its ratification on August 18, 1920, female activists continued to use politics to reform society. The groups for and against woman suffrage represented the ideological spectrum. Each victory was a triumph for one side and a tragedy for the other as Americans struggled with competing visions of an ideal American society.

Many activist groups have followed in the footsteps of the suffrage movement's leaders seeking to hold the United States to the Constitution's promise of a free and equitable society. The methods developed by nineteenth- and twentieth-century political activists, including public marches, speeches, symbolism, and innovative use of the media, were widely copied. The suffragists' legacy of symbolic protest has been echoed in the March on Washington for Jobs and Freedom (1963), the Vietnam War protests, Equal Rights Amendment campaigns, the 2017 Women's March on Washington, D.C., and countless other demonstrations in the United States as well as abroad.

Selecting Your Topic

The fight for woman suffrage was not a unified movement. It was characterized by stops, starts, tangents, infighting, and competing strategies. Alliances formed, broke, and re-formed as leaders moved on and society changed. As the fight for woman suffrage became intertwined with women's rights issues, it challenged cultural definitions of womanhood. Woman suffrage embodies the National History Day theme of *Triumph & Tragedy in History*.

Topics for consideration are:

- The fight for suffrage in your state
- Suffrage as a state-by-state effort vs. a national effort
- The conflict around the Fourteenth and Fifteenth Amendments
- The anti-suffrage movement
- Voting rights activism among African American women
- Racism and racial divisions within the overall woman suffrage movement

To access more NHD theme resources, go to nhd.org/themebook.

Want to learn more?

Visit the websites listed below for additional information about the women and organizations featured in this article:

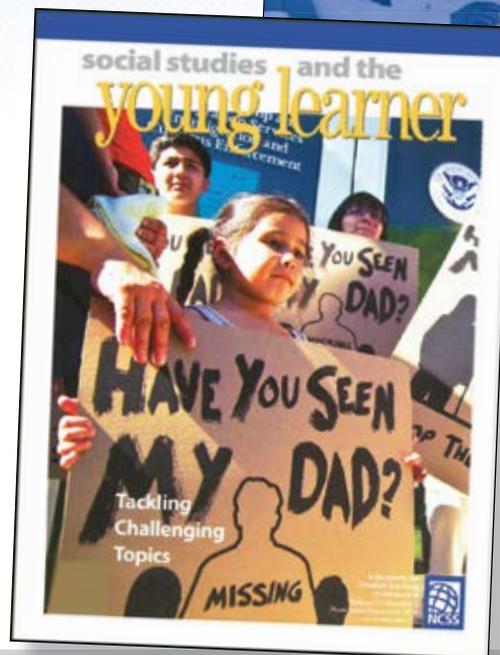
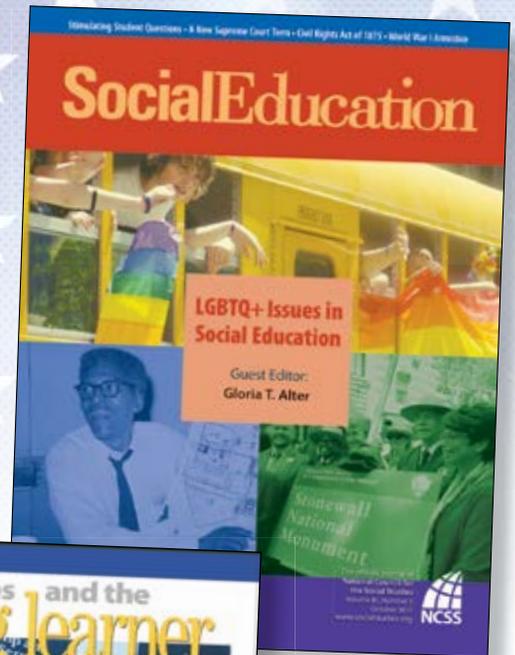
- Susan B. Anthony womenshistory.org/education-resources/biographies/susan-b-anthony
- Elizabeth Cady Stanton womenshistory.org/education-resources/biographies/elizabeth-cady-stanton
- American Equal Rights Association (AERA) loc.gov/resource/rbnawsa.n3542
- Lucy Stone womenshistory.org/education-resources/biographies/lucy-stone
- American Woman Suffrage Association crusadeforthevote.org/awsa-organize/
- National Association of Colored Women, Sojourner Truth crusadeforthevote.org/nacw/
- National Woman's Suffrage Association crusadeforthevote.org/nwsa-organize/
- Harriet Tubman womenshistory.org/education-resources/biographies/harriet-tubman
- Mary Church Terrell womenshistory.org/education-resources/biographies/mary-church-terrell
- History of Woman Suffrage archive.org/details/historyofwomansu01stanuoft
- Massachusetts Association Opposed to the Further Extension of Suffrage in Women masshist.org/collection-guides/view/fa0121
- National Association Opposed to Woman Suffrage (NAOWS) crusadeforthevote.org/naows-opposition/

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