THE INDIVIDUAL IN HISTORY

NATIONAL HISTORY DAY 2009

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The Individual in History: Actions and Legacies

National History Day 2009

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Letter from the Editor

Historical Documentary: NHD student filming an oral interview

Historical Performance: Queen Elizabeth I National Contest

Letter From the Editor

Welcome! This year's theme, *The Individual in History: Actions and Legacies,* invites students to think about the impact of the individual in history. The NHD theme always challenges students to analyze rather than describe, and this year's theme is no exception. The temptation in studying an individual is to write a biographical report but historical research requires more than retelling. **To study the impact of an individual in history requires a focused examination of a defining moment in the person's life.** A series of questions helps to elucidate the importance of the individual: How did the individual influence history? What was the historical context in which the person lived? What were the choices the individual made? Did the individual take action or choose inaction? What events led to the individual's making the decision? What was the outcome of the decision? Did the individual's actions result in a legacy? Students researching *The Individual in History* will discover not only who the person was, but what the historical circumstances were and the personal characteristics that led the individual to prominence. The 2008-2009 school year will be an exciting one for student research.

Beyond Biography is the first article in the 2009 curriculum book, written by Tim Hoogland, the NHD state coordinator from Minnesota. The article brings to light the importance of helping students analyze an individual's contributions to history. *What a Great Idea: Following the Research* is authored by Lee Ann Potter from the National Archives and charts the winding course historical research often takes. Thomas Clareson, Robert Kieft and Laura Blanchard, three leaders from the library community, offer a helpful guide for teachers and NHD students entitled *Cracking the Code: Finding Primary Sources Using Digital Library Collaboratives.* Beth Boland from the National Park Service challenges students to uncover information about the individual in history through historical places in *The Individual in Historical Places.*

Our final two articles are written by John Riley and David Sherman about two individuals who influenced the world through their actions. John Riley narrates the steps Dolley Madison took to save priceless paintings in the White House during the War of 1812. Our final article tells of Nelson Mandela's fight to end apartheid in South Africa through a variety of primary sources written by David Sherman.

DON'T FORGET! National History Day and ABC-CLIO continue their strong partnership in publishing by announcing three new teacher resource books. The books are based on the NHD theme *The Individual in History: Actions and Legacies* and include, *The Environmental Movement, The Native American Resistance* and *Un-civil Disobedience.* Each of the teacher resource books includes timelines, historical background, and the "defining moments" revealing the individual's place in history. In addition to supporting the NHD theme, all three books present excellent teaching models in introducing the theme to your class.

Welcome to a new and exciting year with National History Day!

Ann Claunch, Ph.D.
Director of Curriculum, National History Day

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What is National History Day?

National History Day (NHD) is an educational program devoted to improving the teaching and learning of history in American schools. NHD is a meaningful way for students to study historical issues, ideas, people and events by engaging in historical research.

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

Each year National History Day uses a theme to provide a lens for students to study history. The theme for 2009 is *The Individual in History: Actions and Legacies.* These themes frame the research for both students and teachers. The theme is intentionally broad enough that students can select topics from any place (local, national or world history) and any time period. 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 from the broad theme that meet their interests and passions. Program expectations and guidelines are explicitly provided for students, but the research journey is created by the process and is unique to the historical research. Throughout the year students learn about their heritage and develop essential life skills by fostering academic achievement and intellectual curiosity. In addition, students develop critical-thinking and problem-solving skills that will help them manage and use information now and in the future.

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

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

National History Day 2009 Theme: The Individual in History: Actions and Legacies

Cathy Gorn is the Executive Director for National History Day.

During the 2008-2009 school year National History Day invites students to research topics related to the theme *The Individual in History: Actions and Legacies.* A combination of the right person at the right time in history has powerful outcomes which can be both inspiring and catastrophic as illustrated by the lives of such figures as George Washington, Winston Churchill, Abraham Lincoln, Mahatma Gandhi, Rachel Carson, Caesar Chavez, Jane Adams, or Idi Amin Dada and Adolf Hitler. Inspirational individuals ask difficult questions of society and themselves and believe passionately in an issue. Examples of individuals who cared deeply about a cause and nudged history forward are Eleanor Roosevelt in her quest for human rights, John Peter Zenger and the fight for freedom of the press, and Walter Reed in his quest for a cure for yellow fever. The list can extend exponentially. Individuals who were activists, world leaders, scientists, or artists followed their fervor and focused their life's work that eventually became a catalyst for events to unfold in history. In each case the decisions and the route that the individual followed ignited a change.

Many individuals in history were not famous—or infamous—and their names are lost to history. But often, such individuals played significant roles in the course of human events: a foot soldier in the Battle of Normandy on D-Day during World War II; a pioneer woman on the Oregon Trail; or a voter registration activist in Mississippi during Freedom Summer 1965. How did each contribute to a larger event or movement that changed history?

The individual you select may illustrate important values, such as courage in the face of great opposition or in striking out in a new direction; selflessness in helping others during a time of disaster; ingenuity in founding or building an institution; patriotism in time of national crisis; or leadership in a cooperative effort to protect human rights or improve the community.

In 1789 George Washington was the individual unanimously selected to be our first president. Why? What traits and talent did he possess to make him a great leader? How did he use his talents to shape his Presidency and the new nation? In 1962 Rachel Carson wrote Silent Spring, a book associated with the launch of the environmentalist movement. Rachel Carson wrote about insecticides when few people were aware of the danger. Why did she pursue her concern when the wider audience of the nation was unconcerned with pesticides and their danger? What other obstacles, besides national apathy, did she overcome? What inner strength did she possess to persevere and make new discoveries to make people aware? How did she eventually gain the attention of so many? What impact did her book have on history?

National History Day 2009 Theme: The Individual in History: Actions and Legacies

By Cathy Gorn

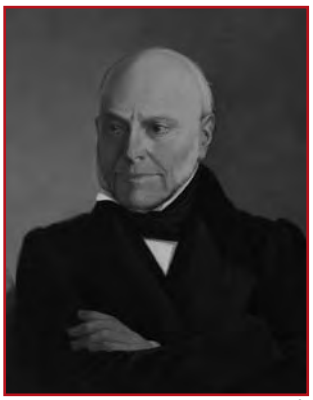
Suffragettes: Courtesy of the Library of Congress

Historical Performance: Vincent Van Gogh

History and the story of individuals and groups of individuals cannot be separated. One person does not stand alone, isolated in time, but is a product of the events and the people that came before and those who were influenced by history. Susan B. Anthony was influenced by her environment and her historical context as she was born into a large family of abolitionists. Her deep religious upbringing and her passion for equality began a national conversation that eventually brought about change for women. Anthony and her desire for equality were preceded by the abolitionist movement and women like Sojourner Truth who spoke out for equal rights. Elizabeth Cady Stanton joined and worked alongside Susan B. Anthony and both were followed in the fight for equal rights by suffragettes like Alice Paul. Each woman persevered in her belief and followed a different path to the same goal, the 19th Amendment. In what way did each individual's efforts eventually lead to a change in the social and legal status for women?

Queen Elizabeth I, Joan of Arc, and Florence Nightingale represent women in world history who defied the conventional wisdom and behavior of their societies. Choosing one of these famous women can reveal how each reacted against or transformed male dominated societies. Rosie the Riveter was a symbol of women during World War II. How was a lesser known individual from your own community, like a woman who worked in a factory during World War II, instrumental in expanding the roles of women?

Whether the individual was a diplomat, a politician, or an everyday person, the plight of the individual affects us all. The individual is the force behind history. How does an individual change history? Events that have changed the course of history are often associated with an individual or a group of individuals with the same goal. The Abolitionists of the 19th century represented distinct ideologies about how to end slavery. William Wilberforce believed that through the political system the institution of slavery would be changed. John Brown relied on emotion and violence. William Garrison employed rational thought and an appeal to the public conscience through the newspaper.



President Teddy Roosevelt: Courtesy of the Library of Congress

Students should remember that understanding time and place are crucial to examining an individual's role in history. Sometimes the individual is a catalyst for the events examined. People make history. Jackie Robinson and Marion Anderson are excellent examples of individuals being at the right place at the right time in history. Through their desire to pursue their dreams, they achieved a great, but maybe unintended, step in the Civil Rights movement. In 1946 Jackie Robinson broke through the racial barrier to become the first black baseball player to play in the major leagues. Why was this possible in 1946? He had been playing baseball for years before 1946. So why didn't this happen in 1936 or 1940? What obstacles did he face before and after he signed with the Dodgers? How did his example set a precedent for other athletes in other sports?

In 1939 Marion Anderson was refused the right to sing at Constitution Hall because of segregation policies. She eventually sang on the steps of the Lincoln Memorial after Eleanor Roosevelt resigned from the Daughters of the Revolution who blocked Anderson from singing there. Even the decision for the concert to be moved to the Lincoln Memorial caused a backlash of criticism. A section of the population saw her consent to sing on the Lincoln Memorial as a great success, and another section of the population felt her decision to sing caved in to the segregation policies. Why and how was Eleanor Roosevelt a significant player in this event?

Students who are interested in ancient history may discuss Xerxes and Pericles as symbols of the early clash between east and west, or the attitudes of Caesar and Brutus toward republicanism in ancient Rome, or Eleanor of Aquitaine and the medieval development of France and England. What was the context of them time in which each lived? How did that context influence the individual's success or failure? What impact did the individual's actions have on the course of history?

The history of science and technology represents another fascinating area of study. Students might investigate not only the effect of an individual on scientific knowledge, technological development, and societal change, but also the impact of science and technology on the individual. In what way was Galileo's discovery controversial? What impact did his discovery have? What were the consequences of his work? How did his work influence history?

Can art influence history? Students might examine the influence photography has had on history. How did Brady's photographs of the Civil War inform and influence the nation's perception of war between the North and South? Students might follow Lewis Hine's photos of child labor leading to the Keats-Owings Act or Dorothea Lange's famous photographs of the migrants during the Dust Bowl.

Historical Performance: Harriet Beecher Stowe National Contest

Historical Relevance

As with any NHD theme, these topics present students with many fascinating opportunities to explore history and to learn to use a wide range of primary and secondary sources. This year's theme also offers teachers an excellent entry into philosophical discussions about personal actions and responsibilities.

Stories of individuals in history are compelling but pose a challenge for a National History Day project. While working with a theme, students must move beyond biographies and description of specific people or events and demonstrate how that person's actions had an impact on history. The challenge for students engaged in a National History Day project with the theme of *The Individual in History* is to capture that specific moment in time in which change occurred and the role played by an individual. As with any NHD theme, the key to good historical study is an examination of cause and effect and change over time.

Marian Anderson Concert on the steps of the Lincoln Memorial

Eleanor Roosevelt
Individual in History: Studying a person, not writing a biography

Allida Black is a research professor of history and international affairs at George Washington University. She is the project director and editor for The Eleanor Roosevelt Papers.

In studying an individual in history you do not want to build the life story of the person but isolate an event in the person's life in which history was influenced and simultaneously the event reveals something about the individual's character.

Each individual on our sample topic list has multiple stories to tell. It is your job as the researcher to decide which story is the most historically significant and the story that you wish to tell. For instance, if I chose the story of Eleanor Roosevelt as my topic to study around the theme, *Individual in History: Actions and Legacies,* I have several ways to approach the subject:

- Eleanor Roosevelt: Human Rights
- Eleanor Roosevelt: Civil Rights in America
- Eleanor Roosevelt: Women's Rights in the World
- Eleanor Roosevelt: Gender Politics

If I chose to do my research on Eleanor Roosevelt and Civil Rights in America I might begin with her resignation from the Daughters of the American Revolution. Eleanor Roosevelt is often mentioned as someone who brought the unfairness of discrimination into the public eye through the Marian Anderson story.

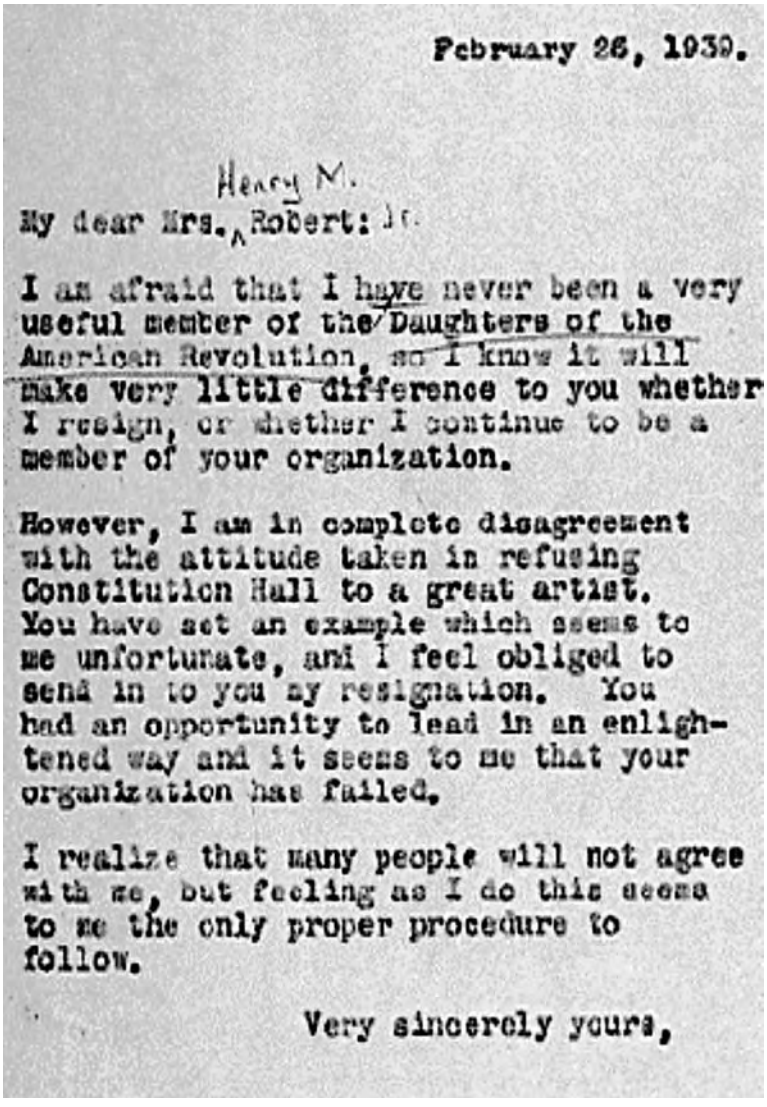
Marian Anderson, a famous African American opera singer had become famous in Europe. Howard University invited her to sing, and with her acceptance, in anticipation of the crowd of people who wished to hear her sing, began searching for a location of 4000 + seats. Constitution Hall was approached, but the administrators, The Daughters of the American Revolution, denied her access. African Americans had previously sung at Constitution Hall but because of the segregated seating, African Americans had to sit at the back of the hall for the same price as whites in the front. The Daughters of the American Revolution had decided it was easier not to have any African Americans sing at the Hall. When Eleanor Roosevelt heard, she immediately resigned from the DAR in a very public forum, and with help from the Secretary of State moved the Marian Anderson concert to the steps of the Lincoln Memorial. The incident put both the artist and the issue of racial discrimination in the national spotlight.

In the research of an individual in history it is important to study the context and always ask questions about time and place. Why at this particular time and at this

certain place did the events evolve to produce this outcome? Why didn't this happen fifty years earlier of fifty year later? What was the lasting legacy of this event and the individual's actions? The researcher should explore both the intended outcomes and the unintended outcomes.

This is only a snapshot of Eleanor Roosevelt's civil rights record. She also worked closely with civil rights activists Mary McLeod Bethune, Catherine Lucy, Rosa Parks, Daisy Bates, and other women who risked themselves in the struggle for justice. As a board member of the National Association for the Advancement of Colored People, she supported Thurgood Marshall, Walter White and Roy Wilkins in their legal challenges to segregation.

Eleanor Roosevelt used her nationally-syndicated daily column "My Day" to support their efforts. Refusing to concentrate solely on the "Jim Crow" South, she urged the North to face its prejudices as well.



February 26, 1939.

Henry M.

My dear Mrs. Robert: Jr.

I am afraid that I have never been a very useful member of the Daughters of the American Revolution, so I know it will make very little difference to you whether I resign, or whether I continue to be a member of your organization.

However, I am in complete disagreement with the attitude taken in refusing Constitution Hall to a great artist. You have set an example which seems to me unfortunate, and I feel obliged to send in to you my resignation. You had an opportunity to lead in an enlightened way and it seems to me that your organization has failed.

I realize that many people will not agree with me, but feeling as I do this seems to me the only proper procedure to follow.

Very sincerely yours,

File copy of letter from Eleanor Roosevelt to president general of the DAR: Courtesy of the National Archives

"I regret exceedingly that Washington is to be deprived of hearing Marian Anderson, a great artist."

—Eleanor Roosevelt, telegram to treasurer of Marian Anderson Citizens Committee, reported in the New York Times, February 27, 1939

Eleanor Roosevelt and Marian Anderson

Sample Topic List:

The Individual in History: Actions and Legacies

Students creating a group documentary for National History Day

Individual in History Sample Topics

The following is a list of possible research topics in preparation for National History Day 2009. The list is not inclusive but provides a starting point for teachers and students to begin brainstorming ideas for research and presentation as National History Day entries. Some of the most exciting and interesting topics are local in nature. Students should be encouraged to look for topics in their own communities. Whether students choose to create papers, exhibits, performances, websites or documentary presentations, they must be sure to place their topics into historical perspective and context and analyze the significance and impact of their topic in history.

- A. Phillip Randolph: Brotherhood of Pullman Porters
- Andrei Sakharov: Opposition to the Soviet Invasion of Afghanistan
- Nat Turner's Rebellion: Leadership and Rebellion
- Gloria Steinem: National Women's Political Caucus
- Chief Joseph: Resistance to Reservations
- John Carlos and Tommie Smith: Olympic Project for Human Rights
- Jackie Robinson: Breaking the Color Barrier in Baseball
- Rosie the Riveter: Symbolizing Women's Workforce in World War II
- Eleanor of Aquitaine: The Second Crusade
- Catherine the Great: Westernization
- Mary Wollstonecraft: *A Vindication of the Rights of Women*
- Charlotte Perkins Gilman: *Women and Economics*
- Eleanor Roosevelt: The Human Rights Commission
- Horace Mann: Educational Reformer
- Emmeline Pankhurst: Women's Social and Political Union
- John Peter Zenger: The Freedom of the Press
- Ernesto Miranda: Protection of the Fifth Amendment
- Daniel O'Connell: The Liberator
- Bartholomew de Las Casas: Moral Issues in the Conquest of the Americas
- John Locke: The Social Contract Theory
- Martin Luther: Religious Reformer
- Mohandas Karamchand Gandhi: Change through Peaceful Activism
- Adam Smith: Free Trade
- Henry Ford: Big Business and World War II
- Alexander Hamilton: Federalist Papers
- Roy Kroc: *Fast Food Nation*
- John Maynard Keynes: The World Economics Conference
- John Muir: Sierra Club
- Jonas Salk: Victory of Discovery
- Galileo Galilei: The Scientific Revolution
- Elizabeth Blackwell: The First American Woman Doctor
- Sigmund Freud: The Unconscious Mind
- Rachel Carson: *Silent Spring*

- Antonine-Laurent de Lavoisier: The Father of Chemistry
- Dorothea Dix: Advocate for the Mentally Ill
- Robert Oppenheimer: Creator of the Atomic Bomb
- Walter Reed: Conquest of Yellow Fever and the Panama Canal
- Margaret Mead: Cultural Anthropologists
- Jane Goodall: United Nations' Messenger of Peace
- Steven Jobs: Inventor and Innovator
- Albert Einstein: Theory of Relatively
- Ponce de Leon: Transatlantic Travel and the Gulf Stream
- Genghis Khan: Uniting the Confederation
- Christopher Columbus: Charting New Territories
- Commodore Mathew Perry: Opening of Japan
- James Cook: The Cartography of Newfoundland
- Marco Polo: The Silk Road
- Prince Henry the Navigator: The School of Navigation
- Dorothea Lange: Images of the Japanese Internment Camps
- Marion Anderson: Unintentional Activist
- Vincent Van Gogh: Developing Expressionism
- Elvis: Rockabilly
- Charles Dickens: Writing to Illuminate the Class System
- Lewis Hine: Images to Change Labor Laws
- Picasso: Defining Modern Art
- Virginia Woolf: Bloomsbury Group
- Martha Graham: Pioneer of Modern Dance
- Thoreau: Resistance to the Mexican War
- Joseph Stalin: The Lion at Yalta
- Winston Churchill: Gifted Orator
- Anwar Sadat and Menachem Begin: Sharing the Nobel Peace Prize
- William the Conqueror: The Normandy Conquest
- Salah al-Din Yusuf ibn Ayyub: Recapturing Palestine
- Ayatollah Khomeini: The Islamic Revolution
- Roger Williams: The Separation of Church and State
- Ho Chi Minh: National Liberation Front
- Harry Truman: The Decision to Drop the Bomb
- Simón Bolívar: Latin American Independence
- Jose Martí: Cuba's War for Independence
- Jonas Savimbi: The Angolan Revolutionary
- Tecumsch: Battle of Tippecanoe
- Pancho Villa: Western Cartridge Company
- William Wallace: Battle of Stirling Bridge
- Nelson Mandela: Congress of the People
- Fidel Alejandro Castro Ruz: Bay of Pigs

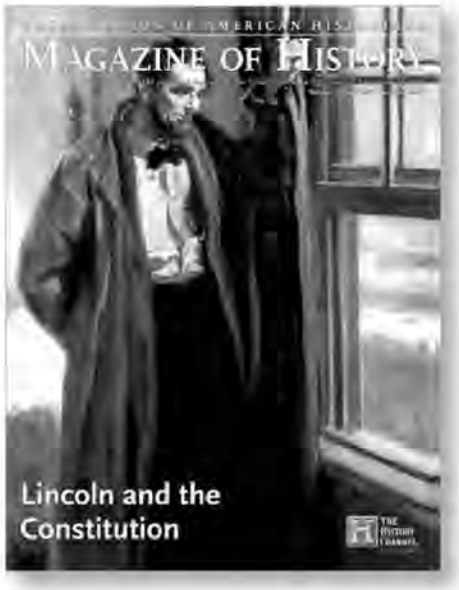
Historical Performance: Elizabeth Blackwell National Contest

General Douglas Macarthur wades ashore during initial landing at Leyte: Courtesy of the National Archives

One of the best tools available for teachers

ORGANIZATION OF AMERICAN HISTORIANS

MAGAZINE OF HISTORY



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—Kevin Levin,
St. Anne's–Belfield School
Charlottesville, Virginia

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Themes

This is a complete list of themes with all current and selected past issues currently available online (all will be available soon). Visit: www.oah.org/pubs/magazine for more information and a list of future topics.

2008
- American Religion
- Human Rights
- Black Power
- Military History

2007
- Lincoln, Race, and Slavery
- Reinterpreting the 1920s
- Historians and History Since 1907
- Lincoln and the Constitution

2006
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- American Identity
- The U.S. and the Middle East
- History of Sexuality
- Teaching with Biography

2005
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- Medicine
- Teaching History with Music
- Market Revolution
- Gender History
- Martin Luther King, Jr

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- Rethinking the Cold War

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- Religion

1991
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1990
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- Immigration
- State & Local History
- Science & Technology

1989
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- The Frontier
- United States Constitution

1987
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- American Indians
- History Teaching Supplement

1986
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- The Cold War
- Progressive Era

1985
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- Teaching the Sixties

Beyond Biography:
Creating Context and Focus when Studying Individuals in History

Tim Hoogland is the Education Outreach Programs Coordinator for the Minnesota Historical Society and an affiliated history instructor at the University of Minnesota. For the past 18 years he has been the State Coordinator of the National History Day program in Minnesota.

For students in a history classroom their daily lessons often focus on a parade of people that whiz by them with dizzying speed. The icons of history are profiled in textbooks and stare down at students from their perches as posters on the classroom wall. Both Martin Luther and Martin Luther King, Jr. keep a steady watch on young historians.

When it comes to selecting History Day topics it is no wonder that students immediately start thinking of people to study as opposed to movements, political parties, religions or other organizations. The 2009 History Day theme, *"The Individual in History: Actions and Legacies,"* will amplify student interest in studying the famous, infamous and ordinary people of history. This theme will also challenge teachers as they seek to help students move beyond the tendency to create a biographical project and find an analytical approach that will place the person they are studying into historical context.

No matter what the theme, the time and space constraints of History Day presentations have always made it difficult for students to create a comprehensive historical portrait of an individual. The words or the clock always seem to run out before the presentation has achieved any analytical depth. Here are a few strategies to help students select and focus their topics.

Start with a Basic Biographical Research – THEN Narrow the Topic

One lesson I learned early on in working with History Day students was not to push them too deep, too fast, when they start the topic selection process. Students will come to their project with surface knowledge of most topics, and that means that they need some time to build a foundation of information before they can make good decisions about narrowing their topics. If a student expresses an interest in Martin Luther King, Jr. for a topic, it may be tempting to immediately talk about the Civil Rights Act, the Poor People's Campaign, FBI eavesdropping and Memphis garbage workers, but for most students their knowledge of Dr. King doesn't extend much beyond the "I have a Dream" speech.

If you ask students whether they think that it's possible to do a thorough job of documenting and analyzing the life of Dr. King in 500 words of exhibit text, ten minutes of script, or a 2,500 word research paper, most will realize that the topic is too broad. The next step is to challenge them into coming back to you with a recommendation for a more focused topic. Provide a short time window—usually a

Beyond Biography:
Creating Context and Focus when Studying Individuals in History

By Tim Hoogland

Historical Performance: Mark Twain National Contest

week or less—for students to create a mini-biography that starts with a one or two paragraph overview of the person they are studying and then lists three to five of the most important events connected to that person.

In the Dr. King example, it is likely that the students will identify him as a young, Baptist minister who found himself thrust into a leadership position in the modern Civil Rights movement. They also will come back ready to talk about events like the Montgomery Bus Boycott, the letter from the Birmingham jail, the Selma to Montgomery March, and that the "I have a dream" speech was part of the March on Washington. At this point they could look at any one of these events—and Dr. King's role in them—as a more workable topic.

NHD student from Virginia celebrates at the National Contest Awards Ceremony

Look at Historical Events through a New Set of Eyes

Very rarely do the solitary efforts of an individual shape the course of history. Great leaders are dependent on the people who work with them and the ordinary people who become part of the movements they lead. One other requirement of the mini-biography assignment could be that the students compile a list of people connected to the person they are studying and how, or why, they were important to the outcome of these events.

By looking at this list with your students, you will be able to help them categorize these individuals and identify some analytical trends. For the example of Dr. King your students will encounter a rich variety of individuals to study:

Colleagues
- Ralph Abernathy
- Andrew Young
- Jesse Jackson
- Ella Baker

Other leaders in the same cause
- Roy Wilkins (NAACP)
- John Lewis (SNCC)
- Malcolm X

Ordinary people who emerged in the Movement
- Fannie Lou Hamer
- Participants in the Birmingham "Children's Crusade"
- Robert Moses

Opponents
- Bull Connor
- J. Edgar Hoover
- George Wallace

Historical Performance: Benjamin Franklin National Contest

As students begin to learn about these individuals they will discover that historic events are shaped by a complex web of relationships. Just like detectives, they will need to analyze the motives for the actions and beliefs of the people who shape these events. The individuals listed above were critical participants in the Civil Rights Movement and provide students the chance to compare and contrast their perspectives with those of Dr. King.

Contextual Biographical Timeline

One of the most difficult concepts for History Day students to grasp is "historical context." This is one of the key criteria for Historical Quality category of the History Day evaluation form, and understanding this term is critical if students are going to increase their depth of analysis. Simply defined, historical context means understanding how a topic was influenced by—or influenced—other historical events. In addition to knowing specific events related to their topics, students need to expand their view and see "the big picture" of cause and effect.

Having students create a multi-layered timeline is one assignment that will help make analytical connections between biographical information and larger issues. The base of the timeline should include the key biographical points of the individual(s) whom they are studying. Above that line the students should plot related events that influenced—or were influenced by—their topic. The top line should not include specific events, but rather "impact statements" that draw conclusions about the interrelationship of the biographical and event lines. Here is a simplified example drawn from our discussion of Dr. King and the Civil Rights Movement:

Impact:	Albany campaign fails but Kennedy takes aggressive action in support of integration	Public sentiment in North shifts; Congress and the President more willing to address Civil Rights legislation	Federal government backs Civil Rights– MLK now seen as leading Civil Rights figure	Legislative gains for Civil Rights, but increase in violence
Events:	October: James Meredith enrolls at the University of Mississippi President Kennedy sends troops to keep the peace	May: TV broadcasts show abuse of demonstrators by Bull Connor August: MLK and other Civil Rights leaders meet President Kennedy November: Kennedy Assassinated; LBJ becomes President	July: Civil Rights Act signed into law	August: Civil Rights Act is signed March: "Bloody Sunday" in Selma February: Malcolm X is assassinated
Date:	1962	1963	1964	1965
Biography:	January – July: Albany campaign MLK arrested and jailed twice	April – May: Birmingham campaign; letter from Birmingham jail August: March on Washington and "I Have a Dream Speech"	January: MLK named "Man of the Year" by Time Magazine December: MLK receives Nobel Peace Prize	February: MLK arrested in Selma

NHD students edit their group documentary

National History Day student focuses her camera in preparation for taping an interview

Although this is a small section of a larger timeline, it is possible to see how in three years (1962-1964) Dr. King moved from a low point with his failure at Albany, Georgia, to the heights of national and global recognition in 1964. A focused study of these years would provide an ideal analytical window for Dr. King as an individual and the historic changes in American public policy that he helped bring about.

Conclusion

Whether they are studying family members or famous leaders, the 2009 History Day theme will challenge students to move beyond biography and analyze the impact of individuals in history. The strategies outlined above are meant to be a starting point for guiding student researchers as they select and focus their topics.

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That's A Great Idea! Follow the Research!

By Lee Ann Potter

US Army recruitment poster:
Courtesy of the Library of Congress

That's A Great Idea! Follow the Research!

Lee Ann Potter competed in the National History Day contest as a ninth grader from Colorado in 1982. Today, she is the Director of Education and Volunteer Programs at the National Archives and Records Administration in Washington, DC.

I recently wrote an article for the Winter 2007 issue of *Prologue,* the quarterly journal of the National Archives, about a letter that President Franklin D. Roosevelt penned in December 1941 to "The President of the United States in 1956." In short, the letter requested the appointment of a young man named Colin P. Kelly III to the Military Academy at West Point because of the heroism of his father. At the time, the young Kelly was a toddler and his father, who had been an Army pilot, had died when his plane became the first B-17 shot down in combat during World War II—just days after the Japanese attack on Pearl Harbor.

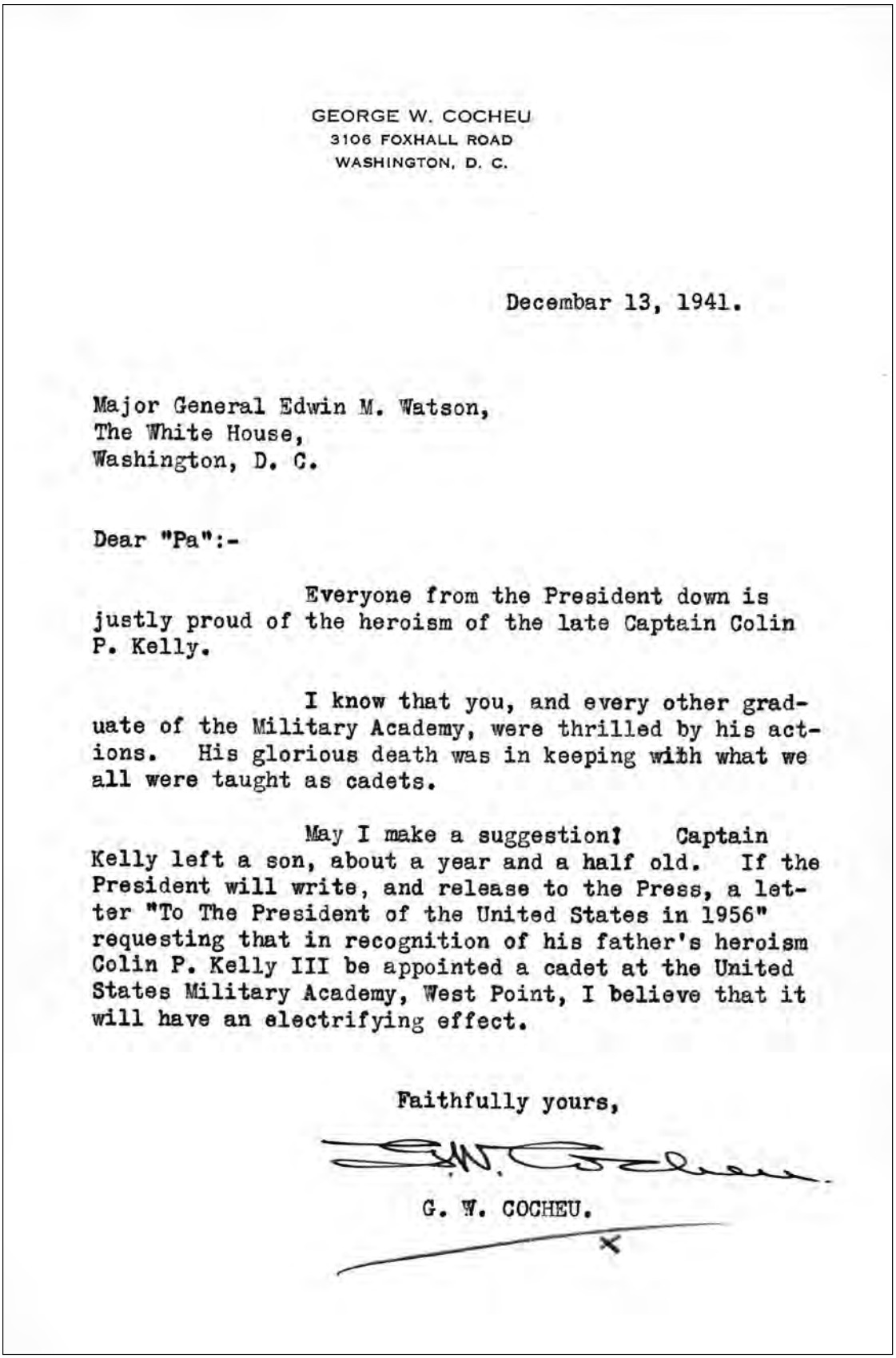
The whole notion of the President writing to an unknown someone in the future and asking for a favor on behalf of a child intrigued me. I thought it was a great idea, and it inspired me to learn the outcome. I wondered if the letter had ever been delivered. And if so, how was it delivered and by whom? Did the child end up going to West Point? What happened to him?

I spent a significant amount of time and effort researching the story and the individuals involved. I relied heavily on materials from the Franklin D. Roosevelt and Dwight D. Eisenhower Presidential Libraries, both part of the National Archives, which included correspondence and newspaper clippings. Internet resources and books from my public library were also of great help.

When I found answers to just about all of my questions and began writing the article (that is now available online at (http://www.archives.gov/publications/prologue/2007/winter/), a colleague at the Roosevelt Library in Hyde Park, NY, provided me with a proverbial puzzle piece—one that I did not even know was missing. It was a copy of a single-page letter from a George W. Cocheu, dated December 13, 1941, to Maj. Gen. Edwin M. Watson, Secretary to the President. In the letter, featured with this article, Cocheu suggested the President's gesture. On personal stationary, he wrote "If the President will write and release to the press, a letter 'To The President of the United States in 1956' requesting that in recognition of his father's heroism Colin P. Kelly III be appointed a cadet at the United States Military Academy, West Point, I believe that it will have an electrifying effect."

Although finding out more about the source of FDR's idea was not really necessary for the story I intended to tell in my article, it had not occurred to me that we might actually have evidence as to who came up with the idea. But, now that I knew, I wondered who this George W. Cocheu was. Fortunately, it was at about this time, that the NHD team asked me to write an article for this publication about the 2009 theme *The Individual in History.* So, I had a good reason to keep this research going!

Letter from George W. Cocheu to Major General Edwin M. Watson



GEORGE W. COCHEU
3106 FOXHALL ROAD
WASHINGTON, D. C.

Decembar 13, 1941.

Major General Edwin M. Watson,
The White House,
Washington, D. C.

Dear "Pa":-

Everyone from the President down is justly proud of the heroism of the late Captain Colin P. Kelly.

I know that you, and every other graduate of the Military Academy, were thrilled by his actions. His glorious death was in keeping with what we all were taught as cadets.

May I make a suggestion? Captain Kelly left a son, about a year and a half old. If the President will write, and release to the Press, a letter "To The President of the United States in 1956" requesting that in recognition of his father's heroism Colin P. Kelly III be appointed a cadet at the United States Military Academy, West Point, I believe that it will have an electrifying effect.

Faithfully yours,

G. W. COCHEU.

I conducted a quick Internet search and found a handful of sites containing information about Cocheu. One of the first sites was that of the White House Historical Association, specifically an article in *White House History* entitled "Arlington's Ceremonial Horses and Funerals at the White House," by Claire A. Faulkner. On page 13 of the article, Faulkner described military funerals and stated, "In 1918 the U.S. Army, at the suggestion of Major General George W. Cocheu, officially began the practice of placing a flag over the coffin and presenting it to the next of kin at the conclusion of the funeral service." I was fascinated. Here was another idea whose origin I never stopped to consider.

Another site was that of the U.S. Army Center of Military History. It indicated that the Center had a biography on Cocheu. So, I contacted staff at the center and received a copy of the two-page biography and a couple of related newspaper clippings that they had on file. One of the clippings repeated the story about the flag being presented to family members, again giving Cocheu credit for the idea of presenting the flag to the family of the deceased. The biography presented a chronology of Cocheu's military career to 1938. It indicated that in 1903 he had graduated from the U.S. Military Academy at West Point, NY, and that in 1906 he was on temporary duty, assigned to San Francisco following the earthquake and fires. Among assignments in the Philippines and elsewhere, between 1918 and 1921, he served in the office of the Chief of Staff of the War Department. According to the date mentioned in the Faulkner article, he must have been in that office when he came up with the idea of the flag presentation.

President Franklin D. Roosevelt signing the Declaration of War against Japan: Courtesy of The National Archives and Records Administration

I asked a colleague and archivist at the National Archives with expertise in Army records of the WWI era about the records of that office during those years. I was hoping to find more evidence that Cocheu had in fact come up with the idea, because neither articles I had found up to this point cited an original source for the information. I learned that the National Archives does hold the correspondence of the Chief of Staff in Records of the War Department General and Special Staffs, Record Group 165, and although Cocheu's name is cited many times, unfortunately, there is nothing about the subject of flags and coffins. This does not mean that what I found out about him and the flag presentation is not true, but it just might be hard to document. The "perfect" piece of evidence may not exist.

Nonetheless, this research has reminded me why *The Individual in History: Actions and Legacies* is one of my most favorite NHD themes. The significance of an individual can be measured in many ways—most prominently by the impact or effect of his or her actions, beliefs, or ideas. Often, it is the result of their work that we remember, or that history records, not necessarily the individuals themselves. While the names of so many significant individuals are lost to time, this year's theme provides us and our students with the perfect opportunity to remember them.

Teaching Suggestions

1. Document Analysis

Provide students with a copy of the Cocheu letter. Lead a class discussion about the document using the following questions: What type of document is it? When was it created? Who wrote it and for what purpose? Who was the intended audience?

2. Whose Idea Was It? Brainstorm and Introductory Research Activity

Ask students if they have ever heard of either Colin Kelly or George Cocheu. Share with them information from the background essay about both men and invite your students to consider where ideas come from. Ask your class to brainstorm a list of inventions, innovations, or customs of particular interest to them and write the list on the board. Instruct students to conduct research to find out the name of the individual who came up with the idea for each. You might choose to turn this introductory activity into a simple competition by giving pairs of students only 30 minutes to use library and Internet resources to find as many origins as they can.

3. Who Was There? Brainstorm and Small Group Activity

Ask your students to brainstorm a list of 20 significant events in history and write them on the board. Next, divide your students into small groups of three or four and direct them to select four or five of the events and to identify at least ten different individuals who would have been involved in the events. Actual names can be included, but general groups are appropriate, too. (For example, if their event is the funeral of a President, George Cocheu's name might make their list for his suggestion related to the flag. If their event is a bit bigger, like the signing of the Japanese surrender documents at the end of World War II, for example, their list of individuals might include Gen. Douglas MacArthur and the other signers, photographers, military band members, officers in the color guard, other sailors aboard the U.S.S. *Missouri,* interpreters, or the people who actually created/printed the Instrument of Surrender.) Encourage student volunteers to share their lists with the class.

You may wish to provide your students with photographs of significant events to help them generate their lists. The ARC database on the National Archives web site at http://www.archives.gov/research/arc/ is a good source for images.

4. What Did They Do? Brainstorm and Large Group Activity

Create a chart on the board containing five columns. Label the columns with the following headings: **Individual, Did, Said, Believed,** and **Proposed.** Ask students to recreate the chart on their own paper. Direct the class to brainstorm a list of 10 significant historical figures, and list their names in the "Individual" column on the board and on their own paper. Next, invite students to think about the lives of the individuals listed and decide whether what they did, said, believed, or proposed was most responsible for their significance in history. Instruct students to check the

Prime Minister Winston Churchill, President Franklin D. Roosevelt, and Premier Josef Stalin at the Yalta Conference: Courtesy of the National Archives

appropriate column on their paper for each historical figure. Invite students to share their assessments with one another and lead a class discussion about them. Perhaps begin the list with George Cocheu's name. Encourage students to think about this activity and their conclusions as they research their NHD project topics.

5. What Else Did They Do? Individual and Group Activities to Inspire Research

Remind students that George Cocheu provided FDR with the idea to write his letter to the President in 1956 and also may have been the person responsible for suggesting to the Army that a flag be placed over the coffin and presented to the next-of-kin at the conclusion of a military funeral service. Next, tell students that President Abraham Lincoln also patented an invention; that Julia Child also worked for the OSS; that Nathaniel Hawthorne also worked for the State Department; and that Ted Williams also was John Glenn's wing man in Korea. Provide each student with an index card and one week to conduct research. Challenge each student to discover a similar little-known fact about any famous historical figure and write the person's name on the front of the index card along with what they are popularly known for, and the little-known fact on the back. When you have collected all of the cards, divide students into smaller groups and ask students to devise a game of their own based on their collective research. Allow them time to play the games they create.

Historical Exhibit: The Battle of Midway
National Contest

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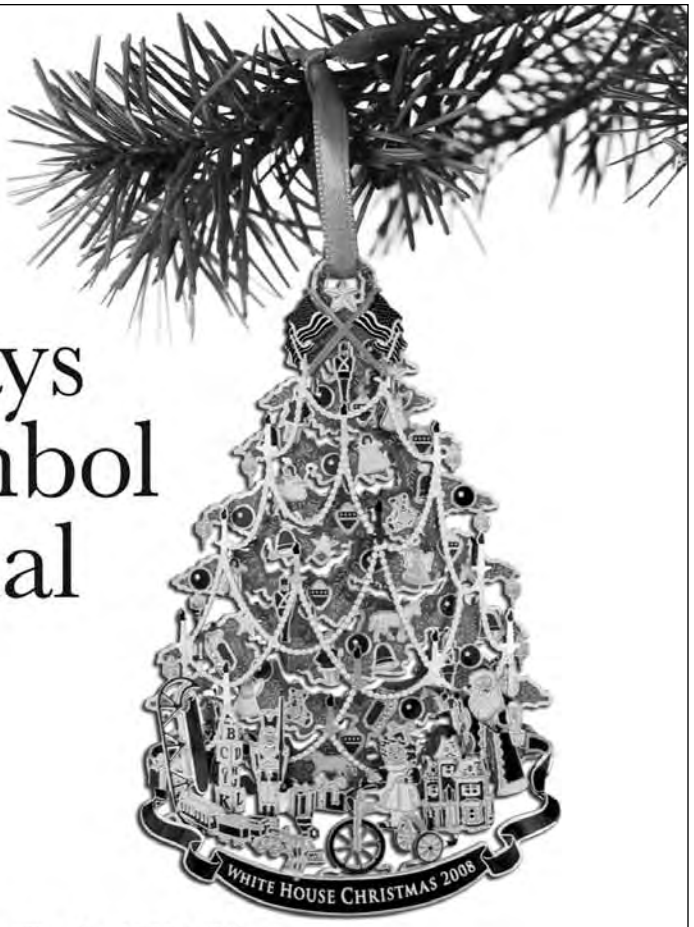

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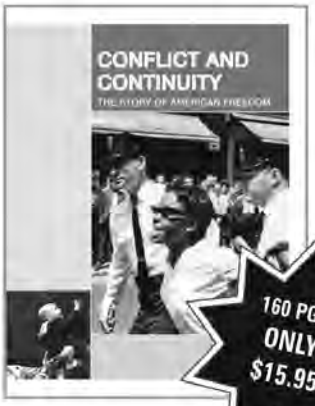

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Cracking the Code:
Finding Primary Sources Using Digital Library Collaboratives, A National, State, and Local Perspective

This article is written by three leaders in the library community, who are working together and separately to bring some of our nation's premier special collections to educators and students. The article speaks to current and emerging trends that can enable deeper student research for National History Day projects.

Thomas Clareson is Program Director for New Initiatives at PALINET, one of the nation's largest regional library services organizations. He leads PALINET's digital collections creation and management services, preservation services, and consulting activities.

Robert Kieft is Librarian of the College and Director of College Information Resources at Haverford College. He is a member of the Board of Trustees of the Pennsylvania Academic Library Consortium, Inc (PALCI) and the Executive Committee of the Philadelphia Area Consortium of Special Collections Libraries (PACSCL). He co-chairs with Tom Clareson the group developing the LSTA-funded content-planning document described below for the digital collection of Pennsylvania historical documents. For PALCI, he convenes a task force on cooperative collection development.

Laura Blanchard is Executive Director of the Philadelphia Area Consortium of Special Collections Libraries (PACSCL), a consortium of 33 institutions and sponsor and supporter of National History Day in Philadelphia, Pennsylvania.

Educators have seen for years how online collections of primary sources – documents, images, audio and video resources – contribute to the research experience of NHD participants. However, it has not always been possible for educators to guide students to vetted or reliable sites. Current and emerging work through consortia is creating a new landscape. Librarians, archivists, and museum professionals are working together to make primary source materials available. This cross-disciplinary collaboration is occurring on multiple geographical levels and among some of the world's premier libraries, archives and museums. This work is making it possible for NHD students across the country to conduct *high-quality research and analysis* – even in areas where students do not have access to a good research library within their community. For students with such access, these current and developing online resources can help them refine topics and suggest strategies that will make their visits to libraries and archives most effective and rewarding.

The three sets of resources described below can help teachers understand the current and emerging landscape, as well as introduce online primary source research to their students and direct them to reliable sites.

Regional Digitization Initiatives and National/International Access Tools

One of the best resources for gaining access to digitized historical resources (and much more) is OAIster, a compendium or "Union Catalog" of digital resources

Cracking the Code:
Finding Primary Sources Using Digital Library Collaboratives, A National, State, and Local Perspective

By Thomas Clareson, Robert Kieft and Laura Blanchard

Teacher assisting student with project preparation for the NHD state contest

The Judging Process: Historical Performance National Contest

developed by the University of Michigan and the University of Illinois at Urbana-Champaign. Pronounced "oyster," this useful resource gains its name because it uses the Open Archives Initiative (OAI) protocol, which seeks to enable broad digital access, across institutions, for eLearning, eScholarship and eScience. This service has nearly 15 million records from over 900 contributors from all over the world. Access to digital resources is provided when the service "harvests" or retrieves the metadata[1] or information about the digital collections of the contributing libraries. Then, users who view these records can choose to gain access to the digitized material from the contributing library's website.

What does this mean to history researchers? With OAIster, you can access information on millions of books, articles, audio files, video, film, and images, as well as "born-digital" texts (those created on computer and not in print form) and datasets or statistical files of information. Those doing research can use searching and discovery methods they are familiar with, including title, author/creator, subject, or language. The material on the site is education-oriented. For more information on this wide-ranging resource, go to http://www.oaister.org

Another entry point to a wide variety of digitized collections related to the history and culture of specific states and regions is a website focusing on "Collaborative Digitization Programs in the United States." The site, based at Middle Tennessee State University, has links to projects in 41 states. You can go to the state name, see the projects listed and the library, museum, or group that created them, and then enter into that project's website to search the digital collections of hundreds of cultural heritage institutions. To gain access to this national network of resources, go to http://www.mtsu.edu/~kmiddlet/stateportals.html and choose the state for which you would like to see the digital resources. You also can join a listserv or online discussion of new statewide digital projects called "Digi-States," by going to http://lists.mdch.org/bin/listinfo/digistates. These discussion groups are often looking for feedback from educators, who can be helpful in shaping and building content that is needed in the classroom.

So what is possible for teachers and students to find at the state and local levels via these resources? The following two sections provide a view of what's there and what's to come.

Planning a Statewide Digital Library: The Pennsylvania Experience

A project with great potential for serving the needs of NHD participants is underway in Pennsylvania under the auspices of a federal funded Library Services and Technology Act (LSTA) grant through the Pennsylvania Office of Commonwealth Libraries to the Pennsylvania Academic Library Consortium Inc (PALCI) on behalf of partners PALINET (Mid-Atlantic regional library consortium), the Pennsylvania State

[1] Metadata is structured data, which describes the characteristics of a resource or data. It shares many similar characteristics to the cataloguing that takes place in libraries, museums and archives. The term "meta" derives from the Greek word denoting a nature of a higher order or more fundamental kind. Simply stated, metadata is data about data.

Library, the Pennsylvania Bureau of Library Development, and the Philadelphia Area Consortium of Special Collections Libraries (PACSCL).

What makes this project significant? The Council of State Archives data ranks Pennsylvania in the top five states overall in the **volume** of primary-source archival and special collections holdings. The Pennsylvania Historical Repository Survey, funded by the National Historical Publications and Records Commission (1999), estimated that Pennsylvania's historical societies, colleges and universities, public libraries, museums, and other independent and government historical collections together hold, in addition to printed books, 295,128 linear feet of paper records (885 million pages) and millions of photographs, newspapers, maps, drawings as well as municipal and county records. While the hundreds of repositories that hold these items are happy to receive researchers onsite, they are now banding together to discuss how best to coordinate efforts to make these wonderful and plentiful primary sources available more readily to NHD participants and others. The grant to PALCI and its partners is bringing the library community together to create a list of topics and types of materials that should be digitized in order to meet the needs of students, scholars, genealogists, and other groups of researchers.

To compile the list of collection guidelines and priorities, the grant partners have convened a group of historians, archivists, teachers, and librarians, including several who are involved in NHD activities. The guidelines they are creating will be disseminated widely for discussion, and when it reaches final form in 2008, funding agencies and libraries will be able to use it to inform their decisions about materials to digitize. Many repositories have ongoing digitization programs for the primary sources they hold, but the collection guidelines and priorities under development will lead eventually to a more coordinated program to build a digital library, accessible to everyone on the Web, for the study of the many aspects of Pennsylvania and national history.

Single Page Access to Local Resources: The PhillyResearch.net initiative

The Greater Philadelphia region is home to one of the largest and richest stores of historical resources in the country, offering **more than 400** special collections libraries, archives, museums, and historic sites that interpret history from a stunning variety of perspectives. Among these institutions, the 33 members of the Philadelphia Area Consortium of Special Collections Libraries (PACSCL) have more than 4,000,000 rare books, 260,000 linear feet of manuscripts and archival materials, and more than 7,000,000 prints, photographs, maps, architectural drawings, and other graphic materials. These materials, both individually and combined, represent some of most important history assets in our nation and the world, documenting local, national and world history. Scholars, educators and students come from all over the world to use these vast and priceless resources, which document virtually every subject or topic imaginable.

NHD students constructing a historical exhibit

Historical Performance: Alice Paul National Contest

To make it easier for researchers, including NHD participants, to research topics, PACSCL recently launched **PhillyResearch.net** – a collection of search tools and links accessible from a single page. These resources include

- **a union catalog** offering single-point searching of 20 member catalogs, with more scheduled to change in the future;
- **a single-point Google search** of the websites of PACSCL and all of its 33 member libraries;
- **a registry of online exhibitions and digital collections** at PACSCL member libraries;
- **links to key museums, historic sites, and other research resources** in the region and the state, such as the Pennsylvania Digital Library hosted by the University of Pittsburgh at http://padl.pitt.edu/
- **a portal especially designed for younger learners,** with tips and hints on using the search tools, suggestions for research strategies both online and at physical institutions, and links back to the NHD/Philly and NHD websites

The search tips and hints build on the "ten tips for using a rare book library" web page, prepared by PACSCL for the NHD/Philly website. Special collections libraries, with their access restrictions and handling requirements, can be daunting to younger learners without some advance preparation. PACSCL members are committed to welcoming younger learners as they prepare their NHD projects. This initial work is only the beginning. In the years to come, the Philadelphia partners will be building this resource out further. Teachers will have a trusted site where they can refer their students – and their students will be able to explore and engage with materials that bring them to an understanding of and appreciation for the diverse peoples who have shaped our nation's history. For those students and teachers who come to Philadelphia, the PhillyResearch.net resource provides the access tools they need to plan effective visits to PACSCL member libraries and other research resources in the region.

Check out **http://www.PhillyResearch.net/**

The landscape for on-line research and elusive sources is indeed transforming, making primary sources at your fingertips. Although this project is based in Philadelphia, students nationwide can utilize the rich data sources available for American history projects. The cross-disciplinary collaboration described in this article is excellent news for National History Day students.

The Individual in Historic Places

By Beth M. Boland

Teaching with Historic Places Online Lesson Plan: National Park Service

The Individual in Historic Places

Beth Boland is a historian for the National Register of Historic Place. Her work is focused in the division of the National Park Service Heritage Education Services of the National Park Service. Beth is also the chairperson of the National History Day Advisory Council.

It should not surprise anyone that biographies remain a popular type of historical narrative. History is about people, and biographies enable us to connect with the lives of people in the past. Comparing and contrasting their circumstances, dilemmas, and choices with our own, we learn not only about them, but also about ourselves.

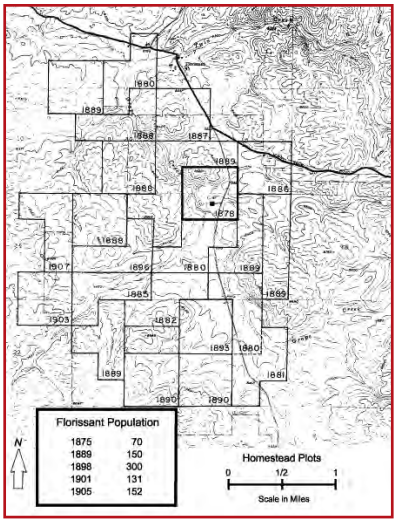
Historic places, too, connect us to the past. They are the tangible landmarks that help orient us in the "foreign country" that historian David Lowenthal described the past to be. Because of their authenticity, historic places constitute three-dimensional sources of evidence that convey information through their materials, design, craftsmanship, location, spatial arrangement, furnishings, and other characteristics. Under careful scrutiny, these places reveal important aspects of a person's environment, personality, values, priorities, behavior, and lifestyle. In combination with other sources of evidence, places help present a more complete and comprehensible picture of peoples' lives and the roles they played in history than is possible from single sources alone.

The most satisfying way to experience historic places is in person, but that is not always possible. Nevertheless, with the right techniques it is possible to recreate a certain amount of that in-person excitement and immediacy even at a distance. The National Park Service's Teaching with Historic Places (TwHP) program has created more than 130 lesson plans based on real historic places throughout the United States, which can be used effectively anywhere in the country. These lessons guide teachers and students in a method for examining and understanding historic places from afar and then turning the investigative lens toward the history and historic places around them in their communities, regions, or states. In the examples below, websites for TwHP lessons about the subject places appear in parentheses.

Thinking of places associated with individuals seems to conjure up houses most often. Traditionally we've been drawn to homes as a way to feel closer to historic figures. Historic homes—such as Mount Vernon and the Hasbrouck House (Washington's Headquarters) in Newburgh, New York—were among the first places to inspire intense preservation efforts in the 19th century. But these places do more than shelter the ghosts of heroes; they embody physical information about the lives of great and ordinary people alike, as well as the contributions they made to history. Let me offer a few examples.

Most directly and obviously, the style, size, decor, and other features of a house inform us about a person's taste—often reflecting that of society—as well as what economic resources the owner had to achieve the desired "look" of success. The home of the 19th century Vanderbilt family in Hyde Park, New York, is a case in point. (*Vanderbilt Mansion National Historic Site: Monument to the Gilded Age:* http://www.nps.gov/history/nr/twhp/wwwlps/lessons/78vanderbilt/78vanderbilt.htm)

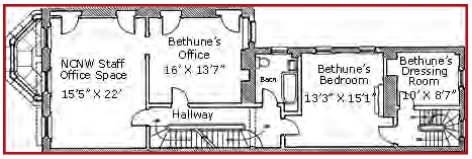
The relative degree of luxury can be instructive in more ways than representing the lifestyles of the rich and famous. The stereotype of those who took advantage of the 1862 Homestead Act tends to be that of the Oregon Trail-type families or scruffy single males, and the image that of an isolated sod house or rough one-room cabin. But examining the lives of various actual homesteaders helps students see that the story is more complex. Adeline Hornbek was a single head-of-household mother who defied traditional gender roles and transformed her land claim in Colorado into a very prosperous ranch. Her house was the first two-story house in the valley where she settled, adorned with real glass windows and decorated with ornate Victorian-style furnishings out of *Godey's Lady's Book*. A map showing the dates of other homesteads in the area shows that not all settlers experienced the severe isolation and loneliness we commonly associate with these pioneers. (*Adeline Hornbek and the Homestead Act: A Colorado Success Story:* http://www.nps.gov/history/nr/twhp/wwwlps/lessons/67hornbek/67hornbek.htm)



Homestead Plots Near Adeline Hornbek
Florissant Fossil Beds National Monument

Sometimes it is the absence of extravagance that is informative. The retreat that Eleanor Roosevelt had built for herself, a stone's throw away from the family mansion (*Springwood: Birthplace and Home of Franklin D. Roosevelt:* http://www.nps.gov/history/nr/twhp/wwwlps/lessons/82springwood/82springwood.htm), invites a closer reflection on her character. This "shack," as her husband described it, nurtured Eleanor's spirit, personal style, and international humanitarian efforts. (*First Lady of the World: Eleanor Roosevelt at Val-Kill:* http://www.nps.gov/history/nr/twhp/wwwlps/lessons/26roosevelt/26roosevelt.htm)

The homes of two other dynamic women reflect the blending of their personal and public lives. Both Clara Barton and Mary McLeod Bethune lived in the buildings that housed their fledgling organizations, the American Red Cross and the National Council of Negro Women. Floor plans allow a comparison of the number, arrangement, and proximity of rooms used personally by Barton and Bethune with the areas used for office space, storage of supplies, meetings, and housing volunteers and guests. Nothing speaks so vividly of the women's personal dedication to furthering their chosen fields of work and their commitment to building lasting viability for the institutions they founded. (*Clara Barton's House:*



Second Floor, Mary McLeod Bethune Council House: Historic American Building Survey

Downtown West Branch, Iowa, 1908: Herbert Hoover National Historic Site

Home of the American Red Cross: http://www.nps.gov/history/nr/twhp/wwwlps/lessons/27barton/27barton.htm; *The Mary McLeod Bethune Council House: African American Women Unite for Change:* http://www.nps.gov/history/nr/twhp/wwwlps/lessons/135bethune/135bethune.htm)

Even birthplaces and childhood homes can shed light on the factors that influenced who individuals became as adults. The two-room cottage where Herbert Hoover was born and the rural area of his early childhood profoundly influenced his life. Before his inability to deal effectively with the Great Depression, Hoover earned a reputation as "The Great Humanitarian" for successfully leading European relief efforts during and after World War I, and he continued similar work both before and after his presidency. Examining Hoover's childhood roots leads to a much fuller understanding of his multifaceted role in history. Such an investigation also demonstrates the value of looking not only at a house itself, but also at the larger surrounding environment. In this case, that more expansive "place" would be the town of West Branch, Iowa, which contains a historic district listed in the National Register of Historic Places. (*Herbert Hoover: Iowa Farm Boy and World Humanitarian:* http://www.nps.gov/history/nr/twhp/wwwlps/lessons/34hoover/34hoover.htm)

Other types of sites besides houses also inform us about people's lives. Workplaces are an example. Studying the function and arrangement of the Thomas Edison Laboratory buildings in West Orange, New Jersey, provides insights into how Edison created the first modern research and development laboratory complex and used it to develop products and create industries that still affect our lives today. (*The Invention Factory: Thomas Edison's Laboratories:* http://www.nps.gov/history/nr/twhp/wwwlps/lessons/25edison/25edison.htm) Similarly, the design guidelines and recommended floor plans put forth by Andrew Carnegie's staff for the community libraries he famously funded increase our understanding of the impact they had on society. It is sometimes hard for us to remember that when Carnegie began his campaign, libraries open to the general public were not the norm, and there was neither a universally-shared goal to democratize reading nor a conceptual framework—let alone functional designs—to do so. (*Carnegie Libraries: The Future Made Bright:* http://www.nps.gov/history/nr/twhp/wwwlps/lessons/50carnegie/50carnegie.htm) And nothing can bring the Wright Brothers' accomplishment home like becoming familiar both with their Ohio workshop and with the challenges they faced traveling to and mastering the windswept dunes of the North Carolina Coast. (*Dayton Aviation National Historical Park: Where the Wright Brothers Conquered the Air:* http://www.nps.gov/history/nr/twhp/wwwlps/lessons/111wrightoh/111WrightOH.htm and *Wright Brothers National Memorial: Site of the First Controlled Powered Flight:* http://www.nps.gov/history/nr/twhp/wwwlps/lessons/109wrightnc/109wrightnc.htm)

It is not just those people we meet in history textbooks who deserve our attention, of course. Places also can help tell the story of local citizens who made a difference, sometimes representing how individuals acting together can do great things. While taking place under the overall guidance of Martin Luther King, Jr. and other leaders in the movement, the Selma to Montgomery voting rights march of 1965 was the culmination of a series of events, none of which would have taken place or been as effective without the courage, commitment, and organizational skills of local leaders. The physical locations of these events—from the Brown Chapel AME Church, to the Selma neighborhoods through which hundreds of marchers walked, to the Pettis Bridge, to miles of rural roads, to the Alabama State Capitol—all contribute to a fuller understanding and deeper appreciation of the impact of individual leaders and the cumulative actions of involved citizens. (*The Selma to Montgomery Voting Rights March: Shaking the Conscience of a Nation:* http://www.nps.gov/history/nr/twhp/wwwlps/lessons/133SEMO/133selma.htm)

Investigating the lives of everyday people also expands our perspective on the past, and places add to that dimension of our understanding. The location and arrangement of living spaces, rooms for work, and even staircases in Gilded Age mansions like Iowa's Brucemore are revealing. They inform us not only about the industrialists themselves, but also about the workforce that made their lifestyles possible. (*Backstairs at Brucemore: Life as a Servant in Early 20th-Century America:* http://www.nps.gov/history/nr/twhp/wwwlps/lessons/105brucemore/105brucemore.htm) Looking into individual lives of everyday people caught up in historic events also can throw light on the collective experiences of a group, such as the Japanese-Americans forcibly detained in World War II internment camps. It is the place itself that helps us visualize and better comprehend what these people experienced. (*The War Relocation Camps of World War II: When Fear was Stronger than Justice:* http://www.nps.gov/history/nr/twhp/wwwlps/lessons/89manzanar/89manzanar.htm) If personal stories breathe life into the skeletal framework of our collective past, it is the places where they took place that flesh them out.

Through places and their stories, the facts of history resonate in our imaginations, becoming more real to us. In reconstructing people's lives to create biographies, students of history should consider historic places as important pieces of the puzzle. There are many ways to investigate historic places and The TwHP lesson plans serve as an example of one way to study them from a distance. You can find these lesson plans online at http://www.nps.gov/history/nr/twhp/index.htm. Two other National Park Service websites of interest for learning more about places are the Discover Our Shared Heritage Travel Itineraries (http://www.nps.gov/history/nr/travel/index.htm) and the Park Museum Management Program (http://www.nps.gov/history/museum/). The travel itinerary series includes not only geographically-organized tours, but also those arranged by themes in which individuals played key roles, such as Lewis and Clark, Places Where Women Made History, Aviation, and Historic Places of the Civil

Manzanar Relocation Center, 1942:
National Archives and Records Administration,
Dorothea Lange, Photographer

Rights Movement. The Museum website offers virtual exhibits on the homes of American visionaries, Presidents and First Ladies, conservationists, and others, as well as a series of lesson plans using historic objects from places associated with these individuals.

For places one can visit, TwHP has developed a six step approach.

1. First, look at the place in a very general way to get an overview and begin to develop an idea of the kinds of features most useful to analyze.
2. Then inspect the place more closely to identify specific details, such as size, shape, number of stories (for a building), spatial arrangement, decorative details, etc.
3. Next you're ready to think about what your observations imply about the place's age, purpose, function, and changes over time.
4. After that, you're ready to look at the big picture and begin to develop some hypotheses about what this information suggests about people, events, or ways of life from the past.
5. Now step back and consider how you know what you think you know: what were the physical clues that led to your conclusions?
6. Finally, you've certainly developed questions as you've worked through this process. What else do you need to know? What other sources of evidence would complement the information you've gathered here and help you test your hypotheses? Where would you find these? The following worksheet lays out these steps for deciphering the clues found in historic places.

Teaching with Historic Places
Learning from a Historic Place

1. OVERVIEW:
What do you see? What is your general description of the place and its setting?

2. DETAILS:
Look closely and identify specific details about location, size, shape, design, arrangement, setting, and other characteristics.

3. IMPRESSIONS:
What do your observations suggest about the place's age, purpose, function, and changes over time?

4. BIG PICTURE:
What do you think the place suggests about the person or people who lived, worked, or spent time here in the past?

5. EVIDENCE:
Look at your conclusions for Questions 3 and 4. How do you know? What specific clues did the place itself contribute? How influential was prior knowledge? Previous assumptions?

6. QUESTIONS & ANSWERS:
What questions did the physical evidence raise for you? What information is missing? What else would you like to know? What types of evidence might answer those questions and test your hypotheses? Where would you find that information?

Teaching with Historic Places
Learning from a Historic Place

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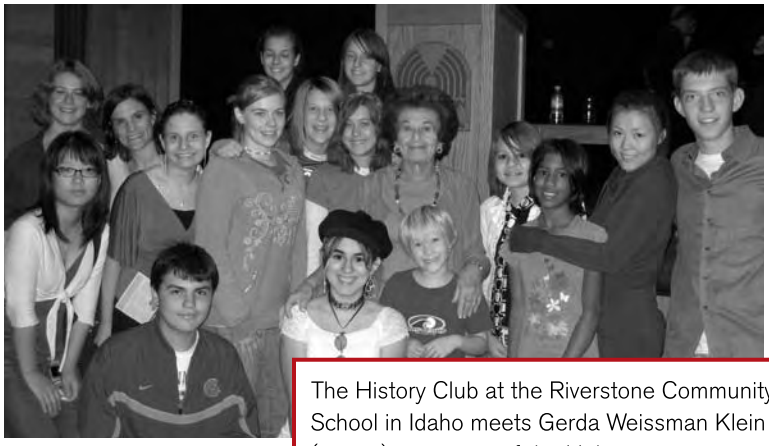

The History Club at the Riverstone Community School in Idaho meets Gerda Weissman Klein (center), a survivor of the Holocaust.

"This club is not like other clubs in that we choose the area of history we want to explore. I get to know students within the context of a subject discipline while being able to truly explore topics of interest to them—without the pressure of curriculum coverage. Students really learn a lot in the history club and they also realize they can have fun with history!"

–NHC Chapter Advisor

"In the future I plan to study biology. Had I not joined the history club, I would probably never have realized how interested I am in history or become a history buff! Now, I will try to apply the "learning while having fun" tactics of the history club to biology!"

– NHC Student Member

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Inquire, Maintain & Preserve: Conduct Oral Histories, Study Genealogies, Volunteer at Local Historical Societies…

Organize & Plan: Organize Social Events and Fundraisers, Run Educational Programs for Younger Students…

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The Concord Review is a National History Club Partner.

THE HISTORY CHANNEL.

Saving History: Dolley Madison, the Burning White House, and the War of 1812

By John Riley

George Washington:
White House Historical Association
White House Collection

The U.S. House of Representatives: A National Forum for Conflict and Consensus

John Riley is Director of Education and Scholarship Programs at the White House Historical Association. Previous to that he was Historian at Mount Vernon, the historic home of George Washington.

The events leading up to the burning of the White House during the War of 1812 have been well chronicled. Eyewitness accounts and recollections by American and British soldiers, sailors, and civilians have helped bring to light this humiliating episode of America's second war with Great Britain. Among the most celebrated events of the war was the saving of George Washington's portrait by Dolley Madison before the White House was torched. Thanks to a letter written by Mrs. Madison prior to her hasty escape, the circumstances under which the painting and other national valuables were saved are described in detail. Because history is better told in the words of the eyewitness, this letter is often used by historians in their writings on the war.

Recently, however, a scholar concluded that there was good evidence to suggest that Dolley Madison did not write the letter on August 23-24, 1814, as the British were marching toward Washington, but later—perhaps 20 years later. While the primary elements and facts of the letter are not disputed, the tone may have changed considerably, and it does pose interesting questions for students of history about what makes a document an *original.*

The letter in this lesson provides a unique perspective of a tumultuous event in American history from an eyewitness and active participant who also held the prominent position of First Lady of the United States. When interpreting the letter, students can look beyond the historical information that Dolley Madison provides to consider how the letter has been used throughout history and whether the "value" of the letter is altered when discrepancies, however minor, are discovered.

Objectives

After reading letters written by First Lady Dolley Madison and completing the activities, students will be able to:

1. Describe the activity and action at the White House on August 23 and 24, 1814.
2. Characterize the tone that Mrs. Madison used in describing the events.
3. Describe the importance of saving the George Washington portrait as a national icon.
4. Reflect on the value of records left by public figures who participate in major events.
5. Discuss the importance of letters as historical documents and discuss ways that they be altered over time.
6. Discuss the destruction of the White House as a symbolic gesture by the British.

7. List the pros and cons of the contemplated removal of the seat of government from Washington following the destruction of the Capitol, White House, and Treasury building.

8. Describe the role of First Lady and characterize the evolution of that "job."

Background

I. Dolley Madison as First Lady

Dolley Madison's rescue of George Washington's portrait secured her place as a legendary figure in American history, although she had made a name for herself in many other ways. She arrived in Washington during President Thomas Jefferson's administration when her husband James Madison was appointed Secretary of State. Her impact was soon felt, as she became, on occasion, an unofficial hostess for the widowed president's small dinner parties. As First Lady during her husband's presidency, Dolley Madison played a major role in the capital's social and political scenes.

Dolley Madison:
White House Historical Association
White House Collection

With an astute sense of purpose and considerable charm, Dolley Madison navigated the waters of Washington society in an unprecedented way. She brought together disparate groups of politicians, diplomats, and local residents in a social setting. Weekly parties, called "Wednesday drawing rooms," or "Mrs. Madison's crush or squeeze," provided a relaxed atmosphere for politicking and mingling. With no invitation required, these parties sometimes attracted several hundred guests. Some individuals who rarely associated with one another found themselves together at the White House. Even a boycott by President Madison's opposition party, the Federalists, fizzled when members realized there was no political advantage to staying away.

Mrs. Madison's presence and personality were critical to the success of the events. Dressed vibrantly in rich colors and fabrics and often adorned by an unusual headpiece or turban, she greeted visitors as they enjoyed an evening of refreshments, music, and lively conversation. Mrs. Madison also presided over dinner parties, captivating her guests with unusual menu items, such as ice cream in warm pastry, and extraordinary conversation skills.

Dolley Madison continued entertaining at the White House until war virtually reached her doorstep. The dinner table was set for 40 guests the day she left the White House. She and a few servants had remained at the White House, packing up valuable documents, silver, and other items of importance. With limited space, she made choices about what to take and what to leave. Among the items that could not be left behind was the full-length portrait of George Washington by artist Gilbert Stuart. Purchased by the federal government for $800, the portrait was as much a symbol of the republic as any other object. Once the painting was safely on its way, Dolly Madison left the White House. Residents flooded the roads out of town. Even the soldiers assigned to protect the White House had fled before Mrs. Madison. The destruction was about to begin.

II. The War of 1812

The United States declared war against Great Britain on June 18, 1812. Although war had been avoided for several years, the continued harassment of U.S. ships and impressment of American sailors by the British pushed the nations to the brink. Despite protests from pro-English Federalists in Congress, President James Madison, at the time of his reelection, had determined that there was no other solution.

For the first two years of the war, the fighting was confined to Canada, the Great Lakes, and the high seas. Great Britain was preoccupied with their simultaneous war against France and did not have the resources to devote attention to both fronts. The war was distant from the people of Washington. But once Great Britain overthrew Napoleon in April 1814, it consolidated its forces against the United States. The fighting moved down the Atlantic coast toward the Chesapeake Bay.

White House burning during the War of 1812:
Courtesy of the White House Historical Association

After a disastrous battle at Bladensburg, Maryland, which President Madison witnessed, American forces retreated. The British turned their sights on Washington. Enemy troops marched to Washington and burned the major government buildings, including the White House and Capitol. Although burning the city was primarily in retaliation for the torching of the Canadian capitol, York (now Toronto), the British also hoped to disgrace President Madison and to divide the country once again. Fortunately, the fire did not have the desired effect. After several more months of war, including the needless but successful Battle of New Orleans, the United States declared victory, ratifying the Treaty of Ghent on February 17, 1815.

III. The Madison White House

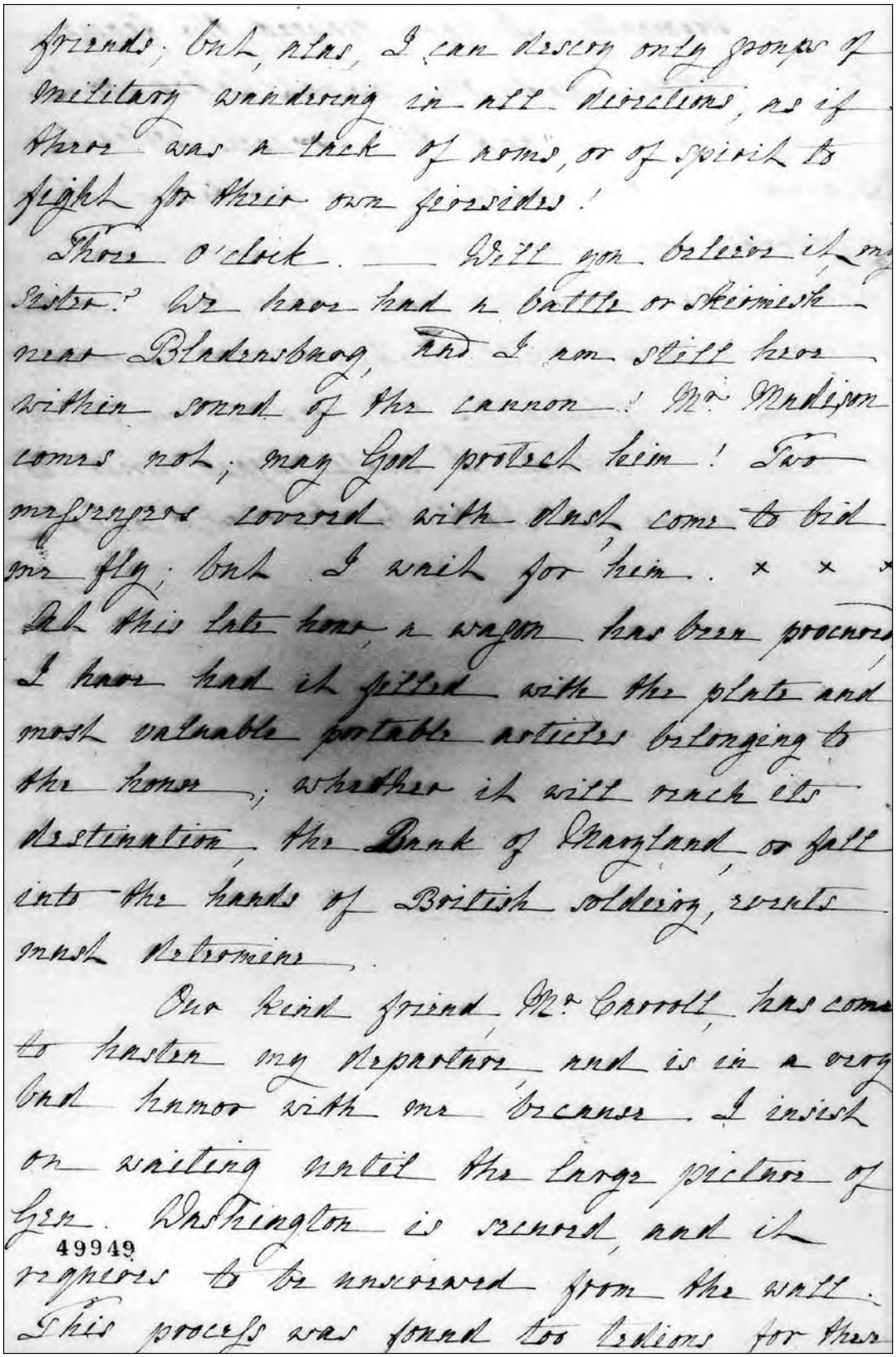
The White House has been an evolving structure since George Washington oversaw its design and construction. Early on, the house required considerable work to simply to make it habitable. But by the time James and Dolley Madison moved in (1809) the exterior had remained mostly constant and the White House had begun to emerge as a symbol of U.S. leadership. At the same time, the interior of the President's House, as it was formally known, needed much attention. Working with architect Benjamin Henry Latrobe, Dolley Madison took responsibility for decorating and furnishing the White House with the enthusiasm and energy she applied to all of her endeavors. Changes occurred quickly. Fresh plaster and paint appeared in the rooms and new upholstered furniture and draperies were designed and made. The new furniture featured fashionable Grecian or neo-classical influences but, never forgetting what the President's House represented, the pieces were made in America. Artwork depicted important Americans and American themes. Mrs. Madison actively participated in the decorating including making the choice of red silk-velvet curtains for the drawing room over Latrobe's loud protests. The end result was glamorous and provided the Madisons with a home in which they could entertain graciously and effectively.

The enjoyment of the renovations was short-lived. British troops burned the White House on the night of August 24-25, 1814. Most historical accounts reveal that they took pleasure in setting fire to the structure that represented a former colony and upstart nation. Although Dolley Madison fled the White House only hours earlier, taking with her state papers, important pieces of silver and the ultimate symbol of the country, the full length portrait of George Washington, she had expected to serve dinner to 40 military and cabinet officers accompanied by her husband. Instead, the British troops consumed the meal. They looted the house and then set fire to it. The house that had been the site of so many happy occasions was in ruins. All that remained were the scorched sandstone walls. Dolley Madison was distraught when she first returned to view the destruction. Although the Madisons would never live in the White House again, they were committed to the reconstruction of the house and to the resurrection of it as a symbol of the republic.

The destruction of the White House was physical, emotional, and symbolic. There were rumblings that the nation's capital should be moved to a more secure location. But from the ruins the will emerged to keep the government in Washington, in temporary quarters, until the damaged public buildings could be restored and rebuilt. In 1817, after the Madisons had retired to their Virginia home, a new president, James Monroe, moved into the White House and restored its place in history.

White House circa 1812:
White House Historical Association
White House Collection

Letter from Dolley Madison to her sister



friends; but, alas, I can discern only groups of
military wandering in all directions, as if
there was a lack of arms, or of spirit to
fight for their own fireside!

Three o'clock. ——— Will you believe it, my
Sister? We have had a battle or skirmish
near Bladensburg, and I am still here
within sound of the cannon! Mr. Madison
comes not; may God protect him! Two
messengers covered with dust, come to bid
me fly; but I wait for him. × × ×
At this late hour, a wagon has been procured.
I have had it filled with the plate and
most valuable portable articles belonging to
the house; whether it will reach its
destination, the Bank of Maryland, or fall
into the hands of British soldiery, events
must determine.

Our kind friend, Mr. Carroll, has come
to hasten my departure, and is in a very
bad humor with me because I insist
on waiting until the large picture of
Gen. Washington is secured, and it
appears to be unscrewed from the wall.
This process was found too tedious for the

49949

Library of Congress

Activity I

Dolley to the Rescue: Part One

Dolley Madison captured the events of her last few hours at the White House in a letter addressed to her sister and dated August 23-24, 1814.

1. Read the letter and complete the following: Why is James Madison not present at the White House? What has the President asked Mrs. Madison to do while she is there? What has she been doing while she waits? Who else is with her at the White House during this time? At what point does Dolley Madison decide she needs to leave the White House?

   Make a list of the most significant information the letter provides. Why was saving the portrait of George Washington so important? Characterize the tone of the letter (i.e., emotional, candid, desperate, calm). Although the letter is written to her sister, to whom might this letter also be written? Explain your answer. Imagine being placed in Mrs. Madison's position. How do you think you would react under similar circumstances?

2. Five months after the White House was burned, Dolley Madison wrote a letter to Mrs. Benjamin Latrobe, wife of the architect with whom Dolley had worked so closely on the White House's decoration. She described the events of August 1814. Read the letter and compare its contents to the one addressed to her sister: What additional information do you learn about Dolley Madison and the White House in this letter? Which letter is more "emotional"? more "personal"? Explain your answers.

Dolley to the Rescue: Part Two

Dolley Madison's letter to her sister is as suspenseful and tense as any drama. Using the letter as background information and additional research as needed, complete one or both of the following activities:

Create a theatrical scenario using the events that Dolley Madison described as the basis of your script and then use your imagination to complete the scene. Include the following: major characters, setting, and dialogue. Put on a performance for your classmates!

Pretend you are Dolley Madison and write a journal entry describing the events of August 23-24, 1814, as if no one would ever read the entry. Consider both the letter to her sister and the letter to Mrs. Latrobe.

Activity II

Putting Historical Documents to Work: The Long Life of Dolley Madison's Letter

The extract of the letter Dolley Madison wrote to her sister describing the events leading up to her White House escape is dated August 23 and 24, 1814. Because the richly detailed letter is unique as a record of these critical events and was written by one of the few White House witnesses present, historians have used the contents of the letter over and over again in their histories of the period and in biographies of Dolley Madison.

Research by historian David Mattern, who is also an editor of the James Madison's papers, revealed some interesting findings. He explains that the original letter does not exist. What historians use is a transcript or extracts of the letter that Dolley Madison copied from a book, *The National Portrait Gallery of Distinguished Americans,* published in Philadelphia, 1837-1846. Twenty years after the White House burned, Mrs. Madison was asked to select some letters from the past to be published in this book. The letter to her sister was the only one selected to be printed. At some point in time, Mrs. Madison then copied it out of the book in her own handwriting. This transcription is the only record of the letter in her handwriting.

Although the letter begins with, "Dear Sister," there is no indication which sister she meant: Lucy Todd Washington or Anna Cutts. It was customary to make a handwritten copy of a letter for the record before you mailed the original; in her haste, Mrs. Madison probably did not. Therefore, she would have had to retrieve the letter from her sister to send it to the publisher. Because sister Anna lived near Dolley, and it would be convenient to retrieve the letter, it is thought that Anna was the recipient. (It was not at all unusual to keep letters for long periods.)

While Mrs. Madison regularly corresponded with friends and family, this particular letter differs in its tone and formality. She provides details that do not seem to be necessary to add, if she were simply writing to her sister. Did she re-write it later, for a broader audience? What is not in question, however, is the accuracy of the information. Another Madison letter written to Mary Latrobe, December 3, 1814, does not contradict the details.

1. Re-read Dolley Madison's letter to her sister.
2. Visit a library. Using the bibliography, or other publications related to this event, find at least three sources that refer to the letter. Describe the context in which the letter is used and how it is cited in footnotes and bibliographies. Use the worksheet as a guide. Analyze your results and compare them with the findings of your classmates.
3. Since the content and veracity of the letter are not in dispute, does it make a difference if the existing document is a *copy* of a letter written at an earlier date? Explain your answer.
4. In what ways do you consider this document "valuable"? How would the "value" of the document change if the *original* letter written on August 23-24, 1814 was discovered?
5. Other eyewitnesses wrote about the burning of the city of Washington. What makes Dolley Madison's letter so "valuable?"

Putting Historical Documents to Work: Bibliography Worksheet

Title_____

Author_____

Date Published_____

1. The letter is used (circle as many as apply):

In its entirety An extract of one or two sentences only Dialogue

Several passages throughout the text Other _____

2. How is the passage described or referred to in the body of the text? (circle)

A letter to (name)_____ A letter to her sister

Not mentioned Other _____

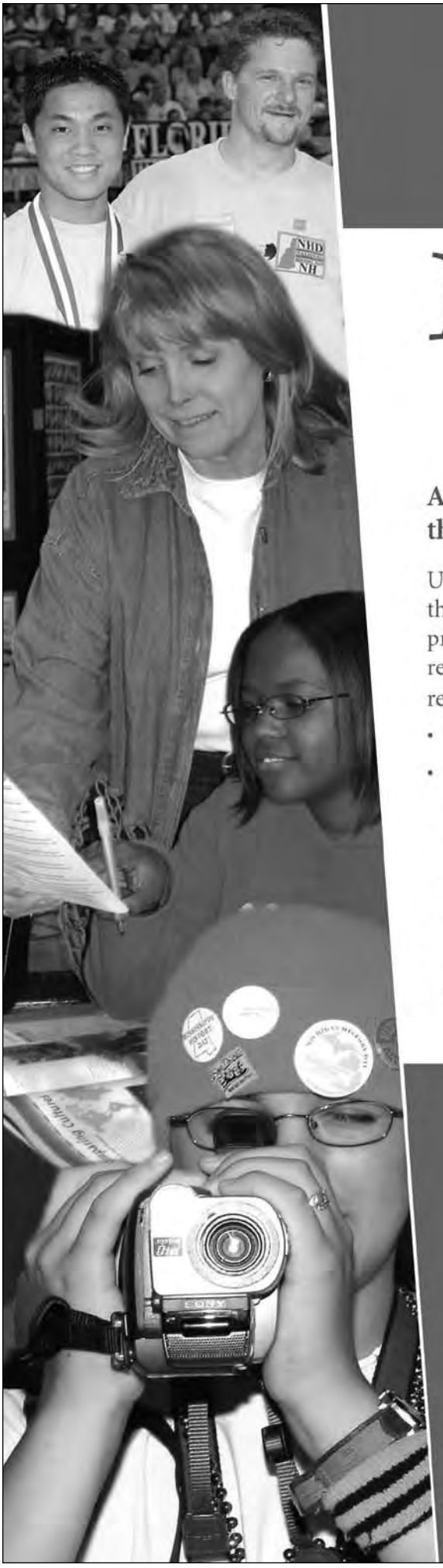
3. How is the passage cited in the footnotes and in the bibliography?

_____

_____

_____

Bibliography Worksheet



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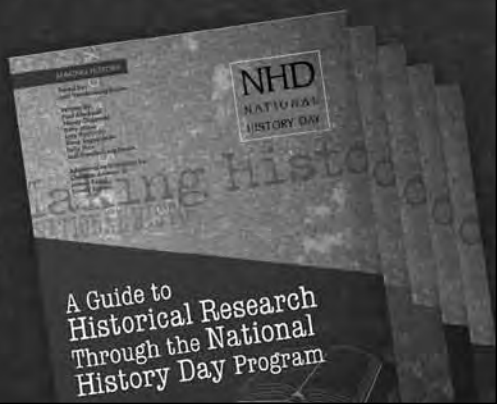

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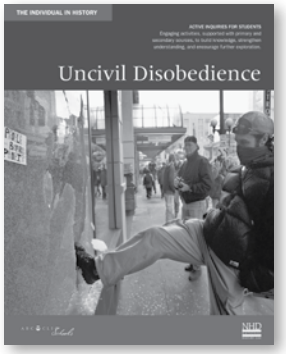

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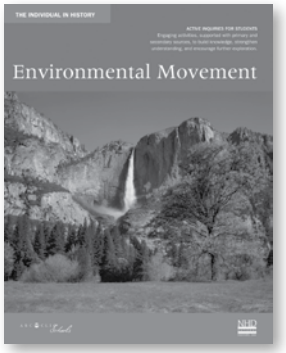

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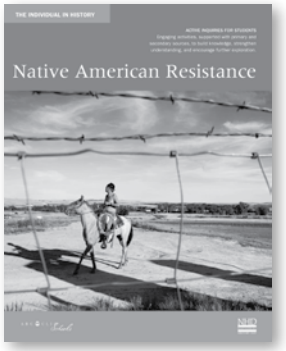

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What National History Day Educators Can Learn from Nelson Mandela

By David Sherman

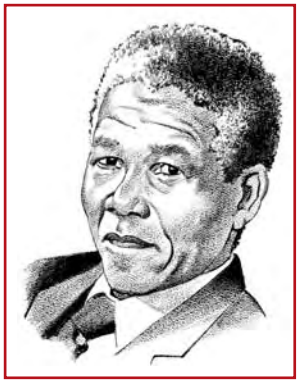

Illustration of Nelson Mandela

What National History Day Educators Can Learn from Nelson Mandela

David Kevin Sherman has worked with National History Day as a teacher, judge, and curriculum writer since 1992. He has served on the Washington State History Day Advisory Board and as State Coordinator. He currently works as an independent educational author and consultant.

As a former History Day teacher, judge, and state coordinator, I prefer topics that focus on lesser known historical figures like Robert H. Jackson, or Branch Rickey—subjects not well known to the average adolescent but who force students to answer the question, "Why was this person important enough to merit a History Day project?" The reality is, however, that the theme *The Individual in History* will likely steer students toward a major historical figure, like Nelson Rolihlahla Mandela.

The choice of Mandela as a topic can be overwhelming, even for the adult scholar. Not only is there a wealth of information about Mandela's impact on South African history, but most people are already convinced of his importance. As an ex-pat living in South Africa, I find it particularly difficult to remain a detached and neutral historian. Everywhere I go there are signs of Mandela's impressive status. Shopping malls, streets, parks, schools, a university, and even a bay have been named after him. In August, 2007 a statue of Mandela was unveiled in Parliament Square in London; nearby stand effigies of Abraham Lincoln and Winston Churchill.

Mandela is also a problematic subject because of his unique lifetime of accomplishments. Take, for example, this list from Mandela's biography:

> *Great-grandson of the King of the Thembu and son of a village chief; partner in the law firm of Mandela and Tambo; co-founder of* Umkhonto we Sizwe, *the military wing of the African National Congress (ANC); political prisoner for 27 years; international symbol of the struggle against apartheid; president of the ANC; winner of the Nobel Peace Prize; first black African president of the Republic of South Africa; retired at age 82 to become an advocate for a variety of social and human rights causes.*

The challenge facing students addressing this year's theme is the temptation to view their historical figures as purely heroic. Adolescents—whose worldview is already predisposed toward black and white rather than shades of grey—face the enormous temptation to mythologize historical figures like Washington, Lincoln, Ghandi, King, and Mandela. Princeton University Professor Cornel West warns against this temptation in an essay in *The Meaning of Mandela:*

> *I don't want to see folks satisfied when they talk about Nelson Mandela. He constitutes such a challenge to us—an intellectual challenge, a political challenge,*

a moral challenge, and an existential challenge.…Let us not make Nelson Mandela some kind of icon on a pedestal belonging to a museum. He is a wave in an ocean, part of a rich tradition that raises certain kinds of questions, beginning with our own lives and our willingness to muster the courage to examine who we are as humans. (13)

These are words that all students of history, and particularly those exploring a National History Day topic, should consider carefully. West not only admonishes us not to deify Mandela, but to remember that he was an individual who was part of a larger movement. As students discover the strengths and weaknesses of their own historical figures, they must remember to present those individuals within the context of the events in which they operated.

Rather than present the mythic Mandela, I will instead offer a few insights that intrigued me as I conducted my research. This is an approach I encourage students to take with their History Day topics: Ask them to explain what sparks their curiosity and deeply interests them about a historic person or event. If students can communicate that personal attraction to their topic, they are far more likely to create an effective and thoughtful project.

The University of Robben Island

Sometimes individuals have a lasting impact on history because of their proximity to events and their ability to exert their influence. At other times, individuals are sidelined. One of the questions provoked by Mandela's life story was how he impacted the liberation struggle from a prison cell.

When Mandela and his co-defendants found themselves imprisoned for 27 years, they were effectively removed from their leadership positions in the ANC. The ANC's political and military operations were directed from abroad, mostly from Lusaka in Zambia. Although the political prisoners occasionally smuggled communications off Robben Island via their attorneys, they could not practically participate in the decisions being taken by the ANC as a whole.

Robben Island
Rüdiger Wölk, Münster
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But this did not mean that these activists fell into a black hole for decades. While they accepted that their sentences would mean limited contact with the outside world, the political prisoners of Robben Island believed that it was their duty to continue the struggle in whatever way was possible.

According to one of Mandela's compatriots, Ahmed Kathrada, Mandela's "consistent advice to all newcomers was not to waste the years spent behind bars, but to use them to equip themselves so as to serve the people and the country better" (288). Education was the obvious vehicle for fulfilling this mandate. Mandela describes how prison became a different kind of institution:

In the struggle, Robben Island was known as "the University." This was not only because of what we learned from books, or because prisoners studied English, Afrikaans, art, geography and mathematics, or because so many of our men like Billy Nair, Ahmed Kathrada, Mike Dingake and Eddie Daniels earned multiple degrees. Robben Island was known as "the University" because of what we learned from each other. We became our own faculty, with our own professors, our own curriculum, our own courses. We made a distinction between academic studies, which were official, and political studies, which were not. (Long Walk to Freedom, 556)

Mandela taught a course in political economics for a number of years. He also pursued his own studies on the island, enrolling in correspondence courses in legal studies at the University of London. The leaders on Robben Island also believed that their leadership role placed them in a position to spread the ideals of the struggle to less educated prisoners, like those in the general section.

NHD student preparing to show her historical documentary to the judges National Contest

Our university grew up partly out of necessity. As young men came to the island, we realized that they knew very little about the history of the ANC. Walter [Sisulu], perhaps the greatest living historian of the ANC, began to tell them about the genesis of the organization and its early days. His teaching was wise and full of understanding. Gradually this informal history grew into a course of study, constructed by the High Organ, which became known as Syllabus A, involving two years of lectures on the ANC and the liberation struggle. Syllabus A also included a course taught by Kathy [Ahmed Kathrada], "A History of the Indian Struggle." Another comrade added a history of the Coloured people. Mac [Maharaj], who had studied in the German Democratic Republic, taught a course on Marxism. (Long Walk to Freedom, 556)

One of the unexpected outcomes of this initiative was that rumors of the classes spread to the general prison population outside the political prisoner's isolated section. These prisoners wanted to participate in the lectures, and an underground correspondence course commenced between sections of the prison. But the learning was a two-way street that helped shape the thinking of the ANC's once and future leaders. Mandela explains:

This was beneficial for us as well as for them. These men had little formal education, but a great knowledge of the hardships of the world. Their concerns tended to be practical rather than philosophical. If one of the lectures stated that a tenet of socialism is "From each according to his ability, to each according to his need," we might receive a question back that said, "Yes, but what does that mean in practice? If I have land and no money, and my friend has money but no land, which of us has greater need?" Such

questions were immensely valuable and forced us to think hard about our views. (Long Walk to Freedom, 557)

Even within the confines of prison, the contribution of the individual to the struggle against apartheid could not be completely crushed. Young prisoners grew more knowledgeable about the political struggle and the history of the ANC, and they put this knowledge to use when they left prison.

Although the education of prisoners on Robben Island may seem trivial compared to the guerilla war waged by the ANC beyond the prison walls, or the international sanctions movement against South Africa, it reflects a real and personal contribution by individuals in impossible circumstances. This kind of impact on a historical movement is the type of detail a History Day student can use to humanize a grand topic like the struggle against apartheid. It is also an instance where an individual, in this case Mandela, was just one of several people who contributed to a group effort.

Nelson Mandela on Robben Island

A Test of Leadership

1993 was a critical year in the struggle to end apartheid in South Africa. Over the previous three years the South African government had legalized the ANC, freed political prisoners, and repealed most of the racially-biased apartheid laws. In 1991, Mandela was elected president of the ANC and in that capacity he served as its chief negotiator. Negotiations between the government and the ANC came to a head in 1992, and most issues concerning the transition to democracy had been resolved. But details, like the date for elections, remained unresolved.

One of the critical tests for Mandela's leadership came in April of 1993 when Chris Hani, the secretary-general of the South African Communist Party and a popular figure in the ANC, was assassinated in front of his Johannesburg home by a right-wing Polish immigrant. Mandela viewed Hani as one of the younger generation of leaders who would be critical in the transition to a democracy, "a man who would have been invaluable in transforming the country into a new nation" (*Long Walk to Freedom 728*). Hani's death was viewed as an attempt to spark violence and derail negotiations. Despite violence immediately following the assassination, as well as calls by younger ANC loyalists to cease negotiations, the ANC leadership chose to reassert its commitment to negotiations. To avoid widespread bloodshed, Mandela addressed the nation on television:

Map of South Africa

Tonight I am reaching out to every single South African, black and white, from the very depths of my being. A white man, full of prejudice and hate, came to our country and committed a deed so foul that our whole nation now teeters on the brink of disaster. A white woman, of Afrikaner origin, risked her life so that we may know, and bring to justice, this assassin. The cold-blooded murder

NHD students assembling a Historical Exhibit
National Contest

of Chris Hani has sent shock waves throughout the country and the world. Our grief and anger is tearing us apart. What has happened is a national tragedy that has touched millions of people, across the political and colour divide.

Now is the time for all South Africans to stand together against those who, from any quarter, wish to destroy what Chris Hani gave his life for—the freedom of all of us.…This is a watershed moment for all of us. Our decisions and actions will determine whether we use our pain, our grief and our outrage to move forward to what is the only lasting solution for our country—an elected government of the people, by the people and for the people. We must not let the men who worship war, and who lust after blood, precipitate actions that will plunge our country into another Angola.

…To the youth of South Africa we have a special message: You have lost a great hero. You have repeatedly shown that your love of freedom is greater than that most precious gift, life itself. But you are the leaders of tomorrow. Your country, your people, your organisation need you to act with wisdom. A particular responsibility rests on your shoulders. We pay tribute to all our people for the courage and restraint they have shown in the face of such extreme provocation. We are sure this same indomitable spirit will carry us through the difficult days ahead. Chris Hani has made the supreme sacrifice. The greatest tribute we can pay to his life's work is to ensure we win that freedom for all our people. (Long Walk to Freedom 779)

This message not only helped calm the angry cries for retribution by more militant members of the ANC, it reassured white South Africans that the man who would likely become their president might provide a calm transition to majority rule.

Individual Performance: Tokyo Rose
National Contest

Mandela's response elevated him to a new position of authority and burnished his image abroad. For example, Bill Keller of *The New York Times* wrote in an opinion piece published on April 18, 1993:

For the white Government, letting Mr. Mandela on the air was an acknowledgement of his authority and of the state's own lack of credibility among blacks boiling with grief and anger at the assassination of a favorite leader, Chris Hani. Mr. Mandela has been interviewed from time to time, as all opposition leaders are interviewed, but until last week no one but President F.W. de Klerk spoke directly to the nation on the state's airwaves.

On Mr. Mandela's part, it was a majestic demonstration of good faith, and not without risk, since the harder Mr. Mandela tried to contain the fury among his followers, the more certain it was that any eruptions of rage would be counted against him as a failure of leadership. And yet his speech was an eloquent

statement of common national purpose, unsparing in its demand for discipline, completely free of finger-pointing or electioneering.

Mr. Mandela's performance was a sign, one of many obscured by the sporadic chaos of last week, of the tacit partnership that has developed between the Government and the African National Congress.

… [P]eople yearning for cathartic oratory from Mr. Mandela last week got instead the reasoned and responsible lecture of a man who dares to behave presidentially even before the powers of the president are his.

Coverage of the Hani assassination and the international media attention it received contributed to Mandela's growing reputation as a statesman both at home and abroad.

As this example illustrates, it is important for History Day students to use available sources to analyze key events like the Hani assassination, and to consider how individuals react to and shape those events. There is no question that Mandela's response helped dispel the anger of many black South Africans. Bloodshed was, on the whole, averted, and on June 3, 1993, a multi-party forum voted to set a date for South Africa's first national non-racial election.

Deconstructing a Myth

Not everyone describes Mandela as a reconciler. F.W. de Klerk served as president of South Africa and oversaw the Nationalist Party negotiations that led to the election of 1994. He also served as Mandela's deputy president during the transitional Government of National Unity. Though he was a co-recipient of the 1993 Nobel Peace Prize, in his autobiography he does not hesitate to criticize Mandela. Take, for example, his description of Mandela's address to the citizens of Cape Town delivered the evening after his release from prison in 1990:

His message, which had evidently been drafted by hardline ideologues within the ANC alliance, brought us little comfort or reason to share in the general rejoicing. For once, Mandela failed completely to rise to the occasion. Instead of calling for peace and reconciliation, he recommitted the ANC to the armed struggle—saying that "the factors which necessitated the armed struggle still exist today. We have no option but to continue." Instead of allaying widespread fears regarding the ANC's links with international Communism, he stressed his solidarity with the South African Communist Party and singled out its secretary-general, Joe Slovo, for special recognition. Instead of calling for a common effort to rebuild the economy and create a better life for all, he called on "the international community to continue the campaign to isolate the apartheid regime. To lift sanctions now would be to run the risk of aborting the process towards the complete eradication of apartheid." (169-170)

NHD student explaining his historical exhibit to visitors at The National Archives and Records Administration

NHD students conducting research

This passage reveals de Klerk's personal bias against Mandela. But it can also be interpreted as an appeal to his former constituency and principle audience, white Afrikaner South Africans. Such statements represent an opportunity for students to present opposing viewpoints of historical turning points such as Mandela's release. They might, for example, contrast de Klerk's impressions with Mandela's account of the day as reported in his autobiography *Long Walk to Freedom.* Or they might critically analyze Mandela's remarks for themselves (available at the ANC website). They could elaborate on this analysis by including newspaper accounts of that eventful day, or by conducting email interviews with Capetonians who comprised the large crowd. More significantly, they could present contemporary views of Mandela's opponents within the ANC.

Students should also bear in mind that the impressions of individuals are not set in stone; they depend on the historical context. After the 1994 elections, Mandela succeeded de Klerk as president, while de Klerk remained to serve as one of two deputy presidents during the transitional Government of National Unity. Though he was often in conflict with Mandela, de Klerk appreciated Mandela's graciousness and personal charm. De Kerk offers a more favorable impression of Mandela in his new presidential role:

> *President Mandela became the leading symbol of national unity. He had an unfailing ability to make just the right gesture at just the right time. When he donned our national team's green and gold rugby jersey after our fairytale victory in the rugby World Cup competition, he won the hearts of millions of white rugby fans.*
>
> *During those early months, President Mandela seemed in many respects to be the embodiment of the spirit of reconciliation. He immediately established excellent relations with the mostly white staff of the office of the state president that he had kept on after his inauguration. He had an exceptional ability to make everyone with whom he came into contact feel special—whether they were the gardeners at the Union Buildings, or the white policemen who continued to protect him, or schoolchildren of any race or age. (346)*

Today in South Africa, Mandela is universally revered as a reconciler. For whites, his tenure as president is credited as preventing a bloodbath of retribution for apartheid, as well as providing a stable political transition that fostered economic growth. For Africans, and to some extent for the Coloured and Indian minorities, his presidency represents the ANC's long-promised non-racial society.

Renowned South Africa writer André Brink described Mandela's legacy as his presidential term drew to a close in 1999:

> *In the minds of the long-suffering black majority, Mandela had become a messiah. But a messiah who turns out to be human can have a devastatingly counterproductive effect. Which is why Mandela himself insisted so emphatically, in his very first address to the crowd massed on the Parade in Cape Town after his release, that he was not a messiah, "but an ordinary man who had become a leader because of extraordinary circumstances." He has never deviated from this self-description; and his "ordinariness" may be the most vital clue to his stature.*

There is no doubt Nelson Mandela's extraordinary accomplishments grew out of his natural skills as a leader. Fellow political prisoner Ahmed Kathrada rebuts attempts to deny Mandela's leadership qualities:

> *…[L]eader he was, and not by virtue only of the positions to which he had been elected in the ANC and the Youth League before he was banned. From childhood, when he was brought up as a chief, Mandela was groomed to be a leader. Added to that were his political experience, foresight, courage and dynamism. Throughout the period that he operated underground, and during the Rivonia Trial, he displayed the undeniable qualities of leadership, culminating in his address from the dock. Our lawyers, the media, the outside world and all the accused, including Govan [Mbeki], accepted him as the leader, and from the moment we set foot on Robben Island, every prison officer, from the rookies to the generals, treated him as such. So did the International Red Cross and visiting judges, parliamentarians and foreign dignitaries. It was not as though we ever held a meeting and elected him our leader, it was just that the mantle of leadership fell naturally upon his shoulders. (291)*

If we accept Mandela's leadership qualities as a fact, then it becomes hard to reconcile this fact with Brink's impression of Mandela's "ordinariness." Perhaps we must accept Mandela's own statement that he became a leader simply because of "extraordinary circumstances."

It's easy to get bogged down deconstructing a cult of personality—and this points to another lesson for History Day students grappling to understand and present their topic. Students should resist the temptation to present their subjects as magicians, martyrs, or messiahs. In addressing the theme *The Individual in History,* they should endeavor to analyze and interpret the "extraordinary circumstances" that create historical figures. But they must also consider both ordinary and extraordinary human qualities that individuals use to shape historical events and trends.

Flag of South Africa

NHD judge evaluating a historical exhibit
National Contest

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Objectives

To learn about South Africa's apartheid era laws and understand how those laws violated basic human rights.

To compare and contrast historical documents in order to discover how ideas are absorbed and how they evolve with changing historical circumstances.

Activity 1: Analyzing the *Freedom Charter*

As a whole group review the background to the creation of the *Freedom Charter,* making sure students understand the underlying concept of *apartheid.* Examine the first section of the charter and each of its six statements. (Document 1)

Divide students into ten groups and assign each group to read and interpret one section of the charter that they will present to the rest of the class. To help them conduct their analysis, have students consider these questions:

- What is the title of the section?
- What are some of the main issues addressed by that section?
- What terms or concepts do the students find difficult to understand?

Activity 2: Reviewing the Legal Underpinnings of Apartheid

Read and discuss the background information. Then have students work in pairs to read each act and then classify each according to the following key:

E = Economic. The act affects economic activities.

P = Political. The act impacts political activities or organizations.

R = Racial. The act addresses social or cultural issues pertaining to race.

S = Security. The act concerns matters of security or treatment of prisoners.

Activity 3: Human Rights

Provide students with copies of the *Universal Declaration of Human Rights,* available at the United Nations website (www.un.org/Overview/rights.html). Briefly explain the origins of the document. (To make a connection to this year's History Day Theme, you might mention the role played by Eleanor Roosevelt in its drafting.) Divide students into small groups and assign each group a set of five Apartheid laws. Have them analyze the laws in relation to the *Declaration of Human Rights.* Ask each team to identify specific articles of the *Declaration* that they believe are violated by the Apartheid laws.

Activity 4: The South African Constitution

As a whole group, review the selections from the *South African Constitution's Bill of Rights* (Document 3). Have small groups of students select five sections from the *Bill of Rights* and work together to do the following:

Identify articles from the *Declaration of Human Rights* from which those sections might have been derived, or which might have helped inform the authors of the *Bill of Rights.*

Review the Apartheid legislation (Document 2). List the laws that those sections were intended to address. In other words, how did the authors of the new South African Constitution attempt to prevent a repeat of past abuses by government and assure citizens that their liberties would be protected?

Review the *Freedom Charter* (Document 1) and list any selections from that document that appear to have been included in the five selected sections of the *Bill of Rights.*

Document 1

The Freedom Charter

Background to Document 1

At the annual meeting of the African National Congress (ANC) in 1953, Professor Z.K. Matthews presented the idea of a document that would assert the rights of South Africans who were being oppressed by a fresh round of apartheid laws passed in the early 1950s. The idea was adopted by allies of the ANC and a Congress of the People was implemented. Representatives to the Congress of the People were selected after a series of campaigns and rallies involving discussions with thousands of disenfranchised people across the country. To reach the event, nearly 3000 people defied the authorities, circumvented roadblocks, and gathered in the Johannesburg neighborhood of Kliptown on 25 and 26 June, 1955. The meeting was disrupted by police on the second day, but by then the Charter had been read and adopted by the delegates. The Freedom Charter formed the ideological basis for forty years of resistance to apartheid. Today it is widely viewed as the foundation of the 1996 Constitution. (See Document 3.)

The text is available online at www.anc.org.za/ancdocs/history/charter.html.

The Freedom Charter

We, the People of South Africa, declare for all our country and the world to know:

That South Africa belongs to all who live in it, black and white, and that no government can justly claim authority unless it is based on the will of all the people;

That our people have been robbed of their birthright to land, liberty and peace by a form of government founded on injustice and inequality;

That our country will never be prosperous or free until all our people live in brotherhood, enjoying equal rights and opportunities;

That only a democratic state, based on the will of all the people, can secure to all their birthright without distinction of colour, race, sex or belief;

And therefore, we, the people of South Africa, black and white together equals, countrymen and brothers adopt this Freedom Charter;

And we pledge ourselves to strive together, sparing neither strength nor courage, until the democratic changes here set out have been won.

The People Shall Govern!

Every man and woman shall have the right to vote for and to stand as a candidate for all bodies which make laws;

All people shall be entitled to take part in the administration of the country;

The rights of the people shall be the same, regardless of race, colour or sex;

All bodies of minority rule, advisory boards, councils and authorities shall be replaced by democratic organs of self-government.

Document 1

The Freedom Charter

(Page 2 of 4)

All National Groups Shall have Equal Rights!

There shall be equal status in the bodies of state, in the courts and in the schools for all national groups and races;

All people shall have equal right to use their own languages, and to develop their own folk culture and customs;

All national groups shall be protected by law against insults to their race and national pride;

The preaching and practice of national, race or colour discrimination and contempt shall be a punishable crime;

All apartheid laws and practices shall be set aside.

The People Shall Share in the Country's Wealth!

The national wealth of our country, the heritage of South Africans, shall be restored to the people;

The mineral wealth beneath the soil, the banks and monopoly industry shall be transferred to the ownership of the people as a whole;

All other industry and trade shall be controlled to assist the well-being of the people;

All people shall have equal rights to trade where they choose, to manufacture and to enter all trades, crafts and professions.

The Land Shall be Shared Among Those Who Work It!

Restrictions of land ownership on a racial basis shall be ended, and all the land re-divided amongst those who work it to banish famine and end hunger;

The state shall help the peasants with implements, seed, tractors and dams to save the soil and assist the tillers;

Freedom of movement shall be guaranteed to all who work on the land;

All shall have the right to occupy land wherever they choose;

People shall not be robbed of their cattle, and forced labour and farm prisons shall be abolished.

All Shall be Equal Before the Law!

No-one shall be imprisoned, deported or restricted without a fair trial; No-one shall be condemned by the order of any Government official;

The courts shall be representative of all the people;

Imprisonment shall be only for serious crimes against the people, and shall aim at re-education, not vengeance;

Document 1

The Freedom Charter

The police force and army shall be open to all on an equal basis and shall be the helpers and protectors of the people;

All laws which discriminate on grounds of race, colour or belief shall be repealed.

All Shall Enjoy Equal Human Rights!

The law shall guarantee to all their right to speak, to organise, to meet together, to publish, to preach, to worship and to educate their children;

The privacy of the house from police raids shall be protected by law;

All shall be free to travel without restriction from countryside to town, from province to province, and from South Africa abroad;

Pass Laws, permits and all other laws restricting these freedoms shall be abolished.

There Shall be Work and Security!

All who work shall be free to form trade unions, to elect their officers and to make wage agreements with their employers;

The state shall recognise the right and duty of all to work, and to draw full unemployment benefits;

Men and women of all races shall receive equal pay for equal work;

There shall be a forty-hour working week, a national minimum wage, paid annual leave, and sick leave for all workers, and maternity leave on full pay for all working mothers;

Miners, domestic workers, farm workers and civil servants shall have the same rights as all others who work;

Child labour, compound labour, the tot system and contract labour shall be abolished.

The Doors of Learning and Culture Shall be Opened!

The government shall discover, develop and encourage national talent for the enhancement of our cultural life;

All the cultural treasures of mankind shall be open to all, by free exchange of books, ideas and contact with other lands;

The aim of education shall be to teach the youth to love their people and their culture, to honour human brotherhood, liberty and peace;

Education shall be free, compulsory, universal and equal for all children; Higher education and technical training shall be opened to all by means of state allowances and scholarships awarded on the basis of merit;

Adult illiteracy shall be ended by a mass state education plan;

Teachers shall have all the rights of other citizens;

The colour bar in cultural life, in sport and in education shall be abolished.

Document 1

The Freedom Charter

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There Shall be Houses, Security and Comfort!

All people shall have the right to live where they choose, be decently housed, and to bring up their families in comfort and security;

Unused housing space to be made available to the people;

Rent and prices shall be lowered, food plentiful and no-one shall go hungry;

A preventive health scheme shall be run by the state;

Free medical care and hospitalisation shall be provided for all, with special care for mothers and young children;

Slums shall be demolished, and new suburbs built where all have transport, roads, lighting, playing fields, creches and social centres;

The aged, the orphans, the disabled and the sick shall be cared for by the state;

Rest, leisure and recreation shall be the right of all:

Fenced locations and ghettoes shall be abolished, and laws which break up families shall be repealed.

There Shall be Peace and Friendship!

South Africa shall be a fully independent state which respects the rights and sovereignty of all nations;

South Africa shall strive to maintain world peace and the settlement of all international disputes by negotiation—not war;

Peace and friendship amongst all our people shall be secured by upholding the equal rights, opportunities and status of all;

The people of the protectorates Basutoland, Bechuanaland and Swaziland shall be free to decide for themselves their own future;

The right of all peoples of Africa to independence and self-government shall be recognised, and shall be the basis of close co-operation.

Let all people who love their people and their country now say, as we say here:

THESE FREEDOMS WE WILL FIGHT FOR, SIDE BY SIDE, THROUGHOUT OUR LIVES, UNTIL WE HAVE WON OUR LIBERTY.

Document 2

A Selected Chronology of Apartheid Legislation

Background to Document 2

When the National Party came to power in South Africa in 1948, it set out to institutionalize segregation and insure the White minority retained political and economic power. Many of the laws simply formalized racist policies of preceding governments, but during the early 1950s the National Party built on this existing legacy of racism and codified it with complex legislation meant to label, divide, and control various ethnic groups. This system became known by the Afrikaans term apartheid*—meaning "separate."*

Although the earliest legislative acts tend to focus on economic and social segregation of the African, Coloured, and Indian minorities, many of the laws were a reaction to organizations that resisted segregation and oppression. In 1953, the ANC launched a non-violent protest called the Defiance Campaign. The government's response was to pass Public Safety Act No. 3. By the early 1960s, the ANC and other resistance organizations had challenged the apartheid *system though legal means as well as non-violent and violent resistance. Much of the legislation of the 1960s, 70s, and 80s reflects the government's attempts to squelch opposition and criminalize the resistance organizations.*

The document that follows contains excerpted descriptions of the apartheid *legislation as published by the Truth and Reconciliation Commission of South Africa. Students should note that these are not the actual texts of the legislation, but are descriptions of the laws as written by the Commission, which may have its own bias. In some cases, the descriptions provide some of the historical context for the law's implementation.*

A Selected Chronology of Apartheid Legislation

This chronology seeks to record all major apartheid legislation as a context within which gross human rights violations occurred, but is not exhaustive of all legislation passed in the period under consideration by the Truth and Reconciliation Commission. *(For the purposes of this chronology, the term 'black' is taken to exclude coloured and Asian persons except where otherwise indicated. (Excerpted from the* Truth and Reconciliation Commission of South Africa Report, *Volume 1. Cape Town: CTP Book Printers Ltd., 1998. p. 452-472.)*

1949 Prohibition of Mixed Marriages Act No 55:
Prohibited marriages between whites and members of other racial groups.

1950 Population Registration Act No 30:
Required people to be identified and registered from birth as belonging to one of four distinct racial groups. This Act was more rigid than earlier race classification laws.

1950 Group Areas Act No 41:
Provided for areas to be declared for exclusive use of one particular racial group. It became compulsory for people to live in an area designated for their classification group.

Document 2

A Selected Chronology of Apartheid Legislation

(Page 2 of 3)

1950 Internal Security Act (Suppression of Communism Act) No 44:
Prohibited certain listed organizations and persons from promoting "communism," which was broadly defined.

1951 Black Building Workers Act No 27:
Prohibited blacks from performing skilled work in the building industry in white urban areas.

1952 Black (Native) Laws Amendment Act No 54:
The 1945 Urban Areas Consolidation Act was amended to specify that all black persons, men and women, over the age of sixteen were to carry passes and that no black person was to be allowed to stay in the urban areas longer than seventy-two hours unless they had permission to do so. Powers of authorities were widened to include the ordering of removal of blacks deemed to be "idle or undesirable" even though they were lawfully in an urban area. In 1956, a new section was added allowing for "the removal of an African from an urban area…where his presence was detrimental to the maintenance of peace and order in any such area."

1953 Reservation of Separate Amenities Act No 49:
Allowed for public facilities and transport to be reserved for particular racial groups.

1953 Public Safety Act No 3:
This Act, passed in response to the ANC's civil disobedience campaign, provided for a state of emergency to be declared. The first state of emergency was declared only in 1960. Under a state of emergency the Minister of Law and Order, the Commissioner of the South African Police, a magistrate or a commissioned officer could detain any person for reasons of public safety. There was no commission to which a detainee could appeal, nor was there a body with the power to decide objectively whether a state of emergency was justified or not. This legislation also empowered a magistrate or the Commissioner of Police to ban meetings and gatherings.

1956 Riotous Assemblies Act No 17:
Prohibited gatherings in open-air public places if the Minister of Justice considered that they could endanger the public peace. Also included banishment as a form of punishment.

1960 Unlawful Organizations Act No 34:
Provided for organizations threatening public order or the safety of the public to be declared unlawful. The ANC [African National Congress] and PAC [Pan-African Congress] were immediately declared unlawful.

1967 Prohibition of Mixed Marriages Amendment Act No 21:
Invalidated any marriage entered into outside South Africa between a male citizen and a woman of another racial group.

Document 2

A Selected Chronology of Apartheid Legislation

1967 Terrorism Act No 83:

This act authorized indefinite detention without trial on the authority of a policemen of or above the rank of lieutenant colonel. The definition of terrorism was very broad and included most criminal acts. No time limit was specified for detention; it could be continued until detainees had satisfactorily replied to all questions or no useful purpose would be served by continued detention. Fortnightly visits by magistrates were provided for "if circumstances permit." No other visitors were permitted. The public was not entitled to information relating to the identity and number of people detained under the Terrorism Act.

1970 Bantu Homelands Citizenship Act (National States Citizenship Act) No 26:

Required all black persons to become citizens of a self-governing territorial authority. Black people are forced by residence in designated "homelands" areas to be citizen of that homeland and denied South African nationality, the right to work in South Africa, etc.

1982 Internal Security Act No 74:

This Act provided for the following:

- Banning of an organization, if the Minister had reason to believe that an organization was using, encouraging, or threatening violence or disturbance in order to overthrow or challenge state authority or bring about change.
- Banning of publications.
- Banning of people, including confinement to a particular district, prohibition from attending any kind of meeting and prevention from being quoted. Also provided for house arrest.
- Indefinite preventative detention.
- Indefinite detention for interrogation. Detainees were held in solitary confinement.
- The validity of a detention order was not subject to court challenge.
- Detention of potential witnesses for not longer than six months or for the duration of a trial.
- Prohibition of meetings.
- Redefinition of "communism" to include campaigns of civil disobedience and creation of racial hostility between European and non-European races of the Republic.
- Proscription of such activities as the promotion of "general dislocation" or the causing of "prejudice or interruption" to an industry or undertaking "with the purpose of effecting social, political, constitutional, industrial or economic change."

Additional resources:

The BBC has an excellent website dedicated to the Truth and Reconciliation Commission's 1998 Report. http://news.bbc.co.uk/2/hi/special_report/1998/10/98/truth_and_reconciliation/203134.stm

Document 3

Selections from Chapter 2 of the Constitution of the Republic of South Africa - Bill of Rights

Background to Document 3

South Africa held its first non-racial, democratic elections on 27 April, 1994. Each voter received two ballots, one for the national election and one for their province's government. Voters selected a political party, not individual candidates. Under the terms of a negotiated interim constitution, a Constitutional Assembly made up of both houses of parliament was given the task of preparing a final constitution within two years.

According to the Explanatory Memorandum of this final Constitution, the process of drafting the document

> *…involved many South Africans in the largest public participation programme ever carried out in South Africa. After nearly two years of intensive consultations, political parties represented in the Constitutional Assembly negotiated the formulations contained in this text, which are an integration of ideas from ordinary citizens, civil society and political parties represented in and outside of the Constitutional Assembly. This Constitution therefore represents the collective wisdom of the South African people and has been arrived at by general agreement. (South African Government Information. Constitution of the Republic of South Africa. Accessed August 28, 2007. < http://www.info.gov.za/documents/constitution/1996/96explan.htm>)*

The 1996 Constitution of the Republic of South Africa was approved by the Constitutional Court on December 4, 1996 and took effect on February 4, 1997.

Selections from Chapter 2 of the Constitution of the Republic of South Africa - Bill of Rights

Section 9. Equality

1. Everyone is equal before the law and has the right to equal protection and benefit of the law.
2. Equality includes the full and equal enjoyment of all rights and freedoms. To promote the achievement of equality, legislative and other measures designed to protect or advance persons, or categories of persons, disadvantaged by unfair discrimination may be taken.
3. The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.

10. Human dignity

Everyone has inherent dignity and the right to have their dignity respected and protected.

Document 3

Selections from Chapter 2 of the Constitution of the Republic of South Africa - Bill of Rights

11. Life

Everyone has the right to life.

14. Privacy

Everyone has the right to privacy, which includes the right not to have

a. their person or home searched;

b. their property searched;

c. their possessions seized; or

d. the privacy of their communications infringed.

15. Freedom of religion, belief and opinion

Everyone has the right to freedom of conscience, religion, thought, belief and opinion.

16. Freedom of expression

1. Everyone has the right to freedom of expression, which includes:

a. freedom of the press and other media;

b. freedom to receive or impart information or ideas;

c. freedom of artistic creativity; and

d. academic freedom and freedom of scientific research.

2. The right in subsection (1) does not extend to:

a. propaganda for war;

b. incitement of imminent violence; or

c. advocacy of hatred that is based on race, ethnicity, gender or religion, and that constitutes incitement to cause harm.

18. Freedom of association

Everyone has the right to freedom of association.

19. Political rights

1. Every citizen is free to make political choices, which includes the right:

a. to form a political party;

b. to participate in the activities of, or recruit members for, a political party; and

c. to campaign for a political party or cause.

2. Every citizen has the right to free, fair and regular elections for any legislative body established in terms of the Constitution.

Document 3

Selections from Chapter 2 of the Constitution of the Republic of South Africa - Bill of Rights

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3. Every adult citizen has the right:

   a. to vote in elections for any legislative body established in terms of the Constitution, and to do so in secret; and

   b. to stand for public office and, if elected, to hold office.

20. Citizenship

No citizen may be deprived of citizenship.

21. Freedom of movement and residence

1. Everyone has the right to freedom of movement.
2. Everyone has the right to leave the Republic.
3. Every citizen has the right to enter, to remain in and to reside anywhere in, the Republic.
4. Every citizen has the right to a passport.

26. Housing

1. Everyone has the right to have access to adequate housing.
2. The state must take reasonable legislative and other measures, within its available resources, to achieve the progressive realisation of this right.
3. No one may be evicted from their home, or have their home demolished, without an order of court made after considering all the relevant circumstances. No legislation may permit arbitrary evictions.

29. Education

1. Everyone has the right:

   a. to a basic education, including adult basic education; and

   b. to further education, which the state, through reasonable measures, must make progressively available and accessible.

2. Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of, this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account:

   a. equity;

   b. practicability; and

   c. the need to redress the results of past racially discriminatory laws and practices.

Document 3

Selections from Chapter 2 of the Constitution of the Republic of South Africa - Bill of Rights

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35. Arrested, detained and accused persons

1. Everyone who is arrested for allegedly committing an offence has the right:

    a. to remain silent;

    b. to be informed promptly

        i. of the right to remain silent; and

        ii. of the consequences of not remaining silent;

    c. not to be compelled to make any confession or admission that could be used in evidence against that person;

    d. to be brought before a court as soon as reasonably possible, but not later than 48 hours after the arrest…

2. Everyone who is detained, including every sentenced prisoner, has the right:

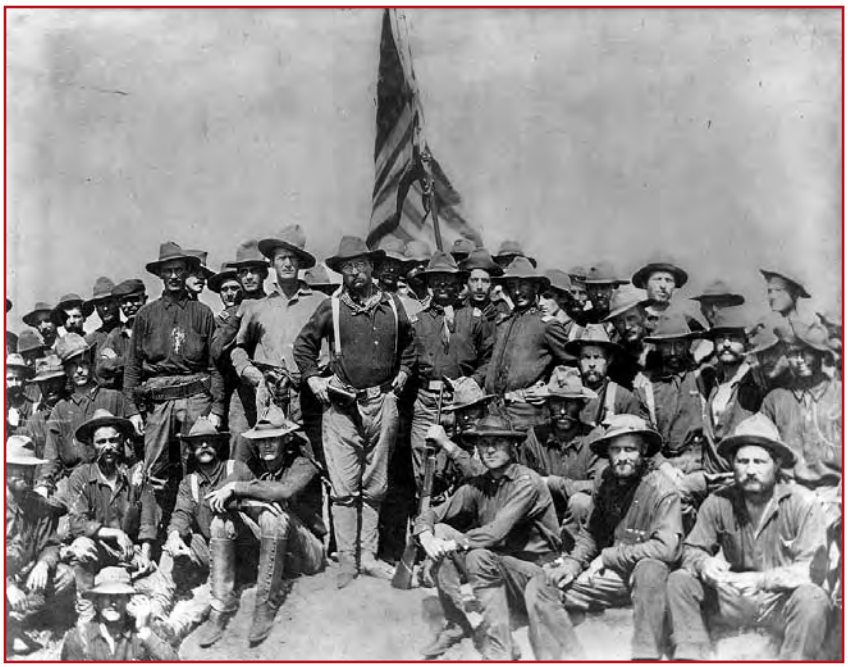
    a. to be informed promptly of the reason for being detained;

    b. to choose, and to consult with, a legal practitioner, and to be informed of this right promptly;

    c. to have a legal practitioner assigned to the detained person by the state and at state expense, if substantial injustice would otherwise result, and to be informed of this right promptly…

3. Every accused person has a right to a fair trial…

Returning to the Cover



Every picture tells a story, but in the case of a group photograph there are many stories and many histories held within one image. The photo on the cover of this year's theme book depicts Teddy Roosevelt and his "Rough Riders." When examining this image, it is easy to focus on Teddy Roosevelt without thinking about the stories of the men pictured around the soon to be president. Looking closely reveals an African American soldier kneeling to the left of Teddy Roosevelt. Researching the history of African American soldiers at San Juan Hill and how they became a critical part of the Spanish American War will take students into a rich and varied history of the "Buffalo Soldiers."

Students might also find an excellent research project in Colonel Leonard Wood, to the right of Teddy Roosevelt. Originally Colonel Leonard Wood commanded the "Rough Riders" who were formerly known as "Wood's Riders." Names of other Rough Riders that might be great research topics for this year are Captain Bucky O'Neill, Captain Allyn Capron, Chaplain Brown, Brigadier-General S. B. M. Young, Hamilton Fish, Jr., First Sergeant, Troop L, Major Brodie, General Sumner, Little Texas Colonel Roosevelt's War Horse, Horace K. Devereux, S. Coleman, W. E. Dame, Captain Woodbury Kane, William Pollock, Sergeant Guitilias, a Veteran of the Civil War, and Trooper Morrison, formerly a Baptist Minister.

All too often students engaging in historical research on the individual in history tend to focus on the famous personages without considering the stories of the individuals who were in support positions: the men and women just out of view of the camera. Uncovering the stories of ordinary individuals who affected history is an exciting and important research journey. Happy Researching!


NHD