

20th Century Interactive: Making Connections to America's Past

Teacher's Guide

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INTRODUCTION

WELCOME TO 20TH CENTURY INTERACTIVE!

“History is the account of things said and done in the past. In this sense, each of us has a history — an account of where we come from and how we got to be who we are. Communities, likewise, each have a history. So, too, do nations, families, and human organizations of every sort.

“History serves us in many ways. It can inspire us with stories of exemplary lives or caution us with tales of human folly and wickedness. History can inform and educate us by providing the context and perspective that allows us to make thoughtful decisions about the future. And history has the power to delight and enrich us, enlarging and intensifying the experience of being alive!”

— American Association for State and Local History,
Technical Leaflet #208

Welcome to 20th Century Interactive — a multimedia, high school curriculum that focuses on key high school proficiencies related to social studies and 20th century U.S. history

Instead of asking students to understand history solely through textbooks and secondary sources, the 20th Century Interactive curriculum turns students into historians as they study primary sources, historical and contemporary photographs, maps, advertisements, cartoons, and other documents. Students will then search for the history around them by studying their local communities. As they examine archival materials with divergent viewpoints, form and test hypotheses, piece together “the big picture,” and bridge the past to the present, students will enjoy a historian’s sense of discovery. By studying primary as well as secondary sources, students will explore how their community’s history relates to the broader themes, issues, and events that have shaped this country.

Besides taking an interactive approach to history, this curriculum moves beyond the traditional narrative of the United States, spurring students to integrate women’s, multicultural, working class, and local concerns into the mainstream view. These four units, along with the supporting multimedia materials, will not only spark students’ interest and excitement about American history but also encourage them to go beyond facts and descriptions. Students will be inspired to contemplate and grapple with theories of gender, race, class, and politics as well as reflect on the meaning and practice of history.

This *Teacher’s Guide* is designed for high school teachers either new to or experienced in teaching history with primary sources. You do not have to be an avid historian with extensive archival experience to teach these units, and you do not necessarily need access to a research library. **The 20th Century Interactive program includes virtually all the resource materials required, as well as clear and simple directions for teaching each unit and assessing student learning.** Plenty of supplemental resource materials are available through your school library, a local public or university library, or the Internet.

Each unit encompasses a variety of activities. Although these activities are sequenced to maximize learning, you can reorder, modify, supplement, or omit activities according to your needs. If you are flexible and willing to tailor units to your class, you can expect the best results.

Activities in this curriculum can be modified as needed for submission in the National History Day Contest. For more information, see page xiii.

WHAT ARE THE RESOURCES FOR 20TH CENTURY INTERACTIVE?

Teacher’s Guide — 20th Century Interactive: Making Connections to America’s Past. This guide provides a program overview, teaching guidelines, additional local and national resources, and your choice of four powerful units that focus on 20th century U.S. history and the connection of national and local events and issues. All units integrate the use of primary sources, consider multicultural issues, and teach key Ohio and national proficiencies in social studies and history.

20th Century Interactive CD-ROM. This CD-ROM is a virtual library of primary source materials that relate to the

units. It contains highly relevant historical reference materials — such as letters, background documents, book excerpts, newspaper and magazine articles, speeches, opinion pieces, leaflets and pamphlets, statements, songs, interviews, and photographs — for convenient, easy access by both teachers and students. Instead of making time-consuming and costly field trips to research libraries, students can use the CD-ROM to access primary source materials immediately, right at their computers. Teachers are encouraged to review the CD-ROM, print out the List of Resources, and refer to this list frequently when preparing to teach each unit.

Introductory Video Segments. The CD-ROM features video segments that introduce each of the four 20th Century Interactive units. These segments include interviews with historians and other experts, period photographs, and period music. Preview the appropriate video segment as you prepare to teach each unit; then show the video segment to your class to introduce important concepts and ideas.

20th Century Interactive Website for Teachers and Students. The website is not only a valuable professional development resource for you but also a way to help students deepen their learning. The teachers' pages feature a threaded discussion area, free professional development ideas, and links to additional sites. Project unit pages offer background information, additional resources, and links to help students explore concepts introduced in the units. The site

also allows students to publish their work for the National History Day Contest online.

Workshops for Teachers. The 20th Century Interactive workshops introduce teachers to the fun, excitement, and content richness of the 20th Century Interactive program. You will learn about the curriculum materials, which include this *Teacher's Guide*, the CD-ROM, and an accompanying videotape. You will also have the opportunity to work with the resources of the website (www.20thcenturyinteractive.org) and learn about other technology resources.

Live Broadcasts. The program features live, interactive television broadcasts during spring 2002. These broadcasts will link your classroom with history experts, community members, and teachers and students across southwestern Ohio.

HOW DO I ACCESS THE 20TH CENTURY INTERACTIVE WEBSITE?

To access the website, you need a Windows or Mac computer capable of running either Netscape Navigator or Internet Explorer (version 4.0 or later) and an Internet connection either via a network or a phone line with a 28.8 bps or faster modem.

To log on to the website, connect to the Internet and start your browser (Netscape Navigator or Internet Explorer). At the top of the page, in the text field labeled either "Location" (Netscape Navigator) or "Address" (Internet Explorer), type www.20thcenturyinteractive.org

On the home page, you'll see buttons that will take you to different areas of the 20th Century Interactive website. Use

them to check out additional resources, background material, and links for the project units. The website also has an additional unit — "To Boss or To Manage?" — for classroom use. Select "Web Unit" to access these activities.

To post student work for the National History Day Contest on the website, access the 20th Century Interactive website and select "National History Day." Click on "Publish Your Work Online!" Fill in the template that appears and select "submit." To include sound, video, or other files in your posting, contact the webmaster at webmaster@20thcenturyinteractive.org

WHY USE PRIMARY SOURCES TO TEACH HISTORY?

What history or social studies teacher hasn't heard at least one disgruntled high school student complain about history being boring? Although such complaints aren't too frequent, recent studies have shown that history is among the least liked school subjects (Goodlad 1984; Ahlquist 1990). Moreover, social studies-related research leaves a poor picture of the discipline (Ellis, Fouts, and Glenn 1992; White 1997). According to White (1997), "social studies curriculum remains basically the same today as fifty or more years ago" (4). Students generally learn history through facts and dates presented in textbooks, lectures, and teacher-prepared handouts and outlines. No wonder some students are bored!

Primary sources — whether they are letters, newspapers, diaries, artifacts, or images — actively engage students in the process of inquiry and awaken in them a curiosity

about the past. Primary sources also expose students to multiple perspectives on important issues of the past and present. After all, history deals with prohibition, suffrage, unionization, civil rights, and other matters that were furiously debated by participants. Historians, policy makers, politicians, and ordinary citizens continue to debate past interpretations. By working with primary sources, students can become involved in these past and present debates and begin to see themselves as researchers and investigators with worthwhile views, ideas, and hunches.

Primary sources also help students develop higher order thinking skills. By studying primary sources, students can ask questions, think critically, make intelligent inferences, and develop reasoned explanations and interpretations of past and present events and issues.

HOW TO USE PRIMARY SOURCES TO TEACH HISTORY

You can use primary source materials in at least four different ways when teaching this curriculum:

1. To Introduce a Topic

One or two primary sources can be used to begin a unit or block of instruction. For the introductory activities in each unit, the instructional designer selected primary sources that did one or more of the following:

- Presented a puzzle;
- Challenged a stereotype or conventional wisdom;
- Presented a contradiction;
- Offered an insight or an intriguing angle;
- Promoted empathy (through a human interest story); or
- Presented an interpretation or claim for comparing different interpretations or claims later in the unit.

When using primary sources in introductory activities, try using the following techniques:

- Generate one or two well-crafted questions about the source or sources. Use the questions to spark a class discussion or small-group conversation.
- Ask students to write their reactions to the thought-provoking primary source document presented. As a class, compare the different responses.
- After students review the sources, ask them to generate a list of questions about the upcoming topic of instruction.
- Use contemporary primary sources to focus instruction on a historical period. For example, some of the units begin with primary sources that highlight a current debate on an event or issue. That debate can serve as a springboard for exploring the same type of events or issues in the past.

2. To Promote Topic Inquiry/Exploration

Primary sources can be a way to explore main concepts or events in a block of instruction. For example:

- Provide students with sets of primary sources on a topic, theme, concept, or time.
- Ask students to use the Internet, library, and other research tools to assemble their own sets of primary sources on a topic.
- Have students use primary source sets to answer specific questions about historical eras, generate and test hypotheses, and derive conclusions.
- Invite students to use selected primary sources to supplement the student textbook, your lectures, and other instructional materials.

3. To Apply Knowledge Gained

Primary sources can help students apply concepts and extend learning beyond the textbook, other instructional materials, and other primary sources. For example:

- Ask students to expand or alter textbook explanations of history based on the primary sources they have explored.
- Invite students to role-play or interpret past events or scenes in history based on the primary sources they have studied.
- Ask students to revise a historical piece of fiction or film using information from primary sources.
- Present a set of primary sources in sequence. Ask students to consider how new documents support or challenge information and understanding gained from earlier documents. Ask students to refine or revise conclusions based on their study of each subsequent primary source.
- Invite students to respond to a current issue based on studying primary sources from the past and present.

4. To Assess Student Learning

Primary sources can be valuable for evaluating student mastery of skills and concepts. For example, consider asking students to:

- Write an essay about a primary source document or several documents, and explain how the source supports or challenges commonly accepted views of history.
- Prepare an oral presentation that takes a stand on an issue in history, using primary sources as evidence.
- Create a poster, slide show, exhibit, or other visual display about a historical topic.
- Create a performance — a play, speech, simulation, mock trial, or reenactment — based on primary source material.

Works Cited

- Ahlquist, R. "Critical Pedagogy for Social Studies Teachers." *Social Studies Review*, 25.3 (1990): 53-57.
- Ellis, A., Fouts, J. and Glenn, A. *Teaching and Learning Social Studies*. New York: Harper-Collins, 1992.
- Goodlad, J. *A Place Called School*. New York: McGraw-Hill, 1984.
- White, D. "Creating a World of Discovery with a Global Classroom." *Social Studies Texan*, 12.3 (1997): 2-8.

LOCAL AND NATIONAL RESOURCES FOR THE HISTORY TEACHER

Historic Museums and Societies

Anti-Saloon League Museum
Westerville Public Library
126 South St.
Westerville, OH 43081-2097
(614) 882-7277
http://www.wpl.lib.oh.us/library/overview/loc_hist/2wv_anti.html

Carillon Historical Park
1000 Carillon Blvd.
Dayton, OH 45409
(937) 293-2841
<http://www.carillonpark.org>

Cincinnati Historical Museum and Library
1301 Western Ave.
Cincinnati, OH 45203
(800) 733-2077
<http://www.cincymuseum.org/>

John Hauck House (home of a Cincinnati brewer)
812 Dayton St.
Cincinnati, OH 45214-2226
(513) 721-3570

Montgomery County Historical Society
224 N. St. Clair St.
Dayton, OH 45402
(937) 228-6271
<http://www.daytonhistory.org/>

National Afro-American Museum
P.O. Box 578
1350 Brush Row Rd.
Wilberforce, OH 45384
(937) 376-4944
<http://www.ohiohistory.org/places/afroam/>

Patterson Homestead Museum
1815 Brown St.
Dayton, OH 45409
(937) 222-9724
http://www.daytonhistory.org/patt_home.htm

William Howard Taft National Historic Site
2038 Auburn Ave.
Cincinnati, OH 45219-3025
(513) 684-3262

Periodicals

History News (Nashville, TN: American Association for State and Local History)

History Teacher (Long Beach, CA: Society for History Education; California State University at Long Beach)

The Local Historian (Columbus, OH: Ohio Historical Society)

Museum News (Washington, DC: American Association of Museums)

The Public Historian (Santa Barbara, CA: University of California, Santa Barbara)

Social Education (Arlington, VA: National Council for the Social Studies)

The Social Studies (Washington, DC: McKinley Publications)

Teaching History: A Journal of Methods (Emporia, KS: Emporia State University)

Timeline (Columbus, OH: Ohio Historical Society)

Queen City Heritage (Cincinnati, OH: Cincinnati Historical Society)

Organizations and Associations

American Association for State and Local History
1717 Church St.
Nashville, TN 37203
(615) 320-3203
<http://www.aaslh.org/>
E-mail: history@aaslh.org
Premier organization for both professional and amateur local historians. Offers a wide range of programs, publications, and resources. Publishes *History News* magazine.

American Association of Museums
1575 Eye St. NW, Suite 400
Washington, DC 20005
(202) 289-1818
<http://www.aam-us.org/>
Professional museum organization; offers seminars and publishes a newsletter.

Association for Living History, Farm, and Agricultural Museums
8774 Route 45 NW
North Bloomfield, OH 44450
(440) 685-4410
<http://www.alhfam.org/>
Offers resources for conducting living histories.

Organizations and Associations (cont.)

The Digital Classroom

National Archives and Records Administration
<http://www.nara.gov/education/classrm.html>
E-mail: education@arch1.nara.gov
Provides many historical primary sources online.

ERIC Clearinghouse for Social Studies

2805 E. 10th St., Suite 120
Indiana University
Bloomington, IN 47408
(812) 855-3838
<http://ericso.indiana.edu/>
One of 16 national centers in the Educational Resources Information Center (ERIC) network. Provides access to educational resources through Ask Eric (<http://ericir.syr.edu/>).

Greater Cincinnati Memory Project

Greater Cincinnati Library Consortium
2181 Victory Pkwy., Suite 214
Cincinnati, OH 45206-2855
<http://memory.gclc-lib.org>
E-mail: gclc@gclc-lib.org

NARA Great Lakes Region Office

3150 Springboro Rd.
Dayton, OH 45439-1883
(937) 225-2852
<http://www.nara.gov/regional/dayton.html>
E-mail: center@dayton.nara.gov
Regional office of the National Archives and Records Administration.

National Center for History in the Schools

405 Hilgard Ave.
6339 Bunche Hall
University of California at Los Angeles
Los Angeles, CA 90095-1473
(310) 825-4702
<http://www.sscnet.ucla.edu/nchs/>
Organization funded by the National Endowment for the Humanities to promote history; offers information on national history standards and model curriculum.

National Council for History Education, Inc.

26915 Westwood Rd., Suite B-2
Westlake, OH 44145-4656
(440) 835-1776
<http://www.history.org/nche>
Organization designed to promote the importance of history in schools.

National Council for the Social Studies

3501 Newark St. NW
Washington, DC 20016
(202) 966-7840
<http://www.socialstudies.org/>
Brings together educators from all social science disciplines. Publishes a major magazine, journal, books, and pamphlets. Holds regional and national conferences and workshops.

National Council on Public History

Indiana University-Purdue University Indianapolis
327 Cavanaugh Hall
425 University Blvd.
Indianapolis, IN 46202-5140
(312) 274-2716
<http://www.ncph.org/home.html>
E-mail: ncph@iupui.edu

Ohio Academy of History

Department of History
Ohio State University, Marion Campus
Marion, OH 43302
(614) 389-2361
<http://oah.history.ohio-state.edu/>
Offers a semi-annual newsletter and meetings for secondary teachers, academic historians, and historical organization professionals.

Ohio Council for Social Studies

24898 Fawn Dr.
North Olmsted, OH 44070
(216) 835-1776
<http://www.ocss.org/>
The official Ohio affiliate of the National Council for the Social Studies. The council offers meetings, workshops, a bimonthly newsletter, certification, awards, and workshops.

Ohio Department of Education

65 South Front St.
Columbus, OH 43215
(877) 644-6338
<http://www.ode.state.oh.us/>
Supervises curriculum content in Ohio schools.

Ohio Humanities Council

471 E. Broad St., Suite 1620
Columbus, OH 43215-3857
(614) 461-7802
<http://www.ohiohumanities.org/>
E-mail: ohc@ohiohumanities.org
Offers a library of audio-visual materials for classrooms.

Organizations and Associations (cont.)

Ohio Memory Project

Ohio Historical Society

1982 Velma Ave.

Columbus, OH 43211-2497

<http://www.ohiomemory.org>

E-mail: ohiomemory@ohiohistory.org

Brings together primary sources about Ohio history in online scrapbooks.

Social Science Education Consortium

<http://ssecinc.org/>

Colorado-based organization that supports social science and history education in K-12 classrooms across the country.

Social Studies School Service

10200 Jefferson Blvd.

P. O. Box 802

Culver City, CA 90232

(800) 421-4246

<http://www.socialstudies.com/>

Catalog of books, posters, plays, audio-visual materials, and computer software for use in history classrooms.

Teaching With Historic Places

National Register of Historic Places and National Park Service

1849 C St. NW

NC400

Washington, DC 20240

(202) 343-9536

<http://www.cr.nps.gov/nr/twhp/index.htm>

E-mail: nr_twhp@nps.org

Lesson plans and guidelines for using historic places to teach history.

Ohio and National Proficiencies Covered in this Program

10 th Grade Social Studies Objectives for the State of Ohio	Unit 1	Unit 2	Unit 3	Unit 4	Web Unit
Work forward from some initiating event to its outcome and work backward from some issue, problem, or event to explain its causes.		●	●		●
Demonstrate historical continuity and/or change with respect to a particular historical development or theme by reconstructing and analyzing the chronological succession and duration of events associated with it.		●			
Compare competing historical narratives and assess how historians come to different interpretations (e.g., through choice of questions, use of sources, interpretation of facts).				●	
Evaluate major debates among historians concerning alternative interpretations of the past and project the consequences of broad acceptance of a particular position.				●	
Ascertain whether “lessons” of the past pertain to similar situations in modern times.	●	●	●		●
Identify significant individuals and groups in history, gauge their impact on specific historical events, and assess how they came to have such influence.	●				●
Identify key historical events and explain their impact on subsequent developments.	●	●	●	●	●
Suggest how past actions and decisions offer limitations and opportunities for the present.	●	●	●	●	●
Describe the efforts by African Americans and Native Americans during the 20 th century to achieve economic and political equality.				●	
Explore the implications of the women’s movement for economic, political, and social relationships.	●				
Examine the contributions of various cultural groups and representative individuals to American society.	●			●	
Use a variety of references to analyze and develop plausible explanations for historic and current events.	●	●	●	●	●
Portray examples of interdependence that exist between the local community and the rest of the state, nation, and the world.	●	●	●	●	●
Analyze and evaluate situations in which individual rights conflict with each other or with other important interests.	●				
Distinguish civil disobedience from other forms of law breaking, and dissent and examine the arguments in support of and in opposition to civil disobedience.				●	
Evaluate the ways in which public interest groups and special interest groups influence efforts to achieve the public good.	●	●			

10th Grade Social Studies Objectives for the State of Ohio (cont.)	Unit 1	Unit 2	Unit 3	Unit 4	Web Unit
Interpret the significance of interest groups in the governing process for the maintenance of a democratic society.	●	●			●
Cite historical examples of the importance of voter participation, political party activity, and interest group activity.	●			●	
Analyze the impact of citizen participation on significant issues.	●	●	●	●	●
Analyze sources used to obtain information regarding civic issues.	●	●	●	●	●
Identify alternative means of participation in government, both direct and indirect, by which citizens can express their own opinions and advance their own interests.	●				●
Analyze the influence of significant events since 1919 on current situations.		●	●	●	
Compare the significant differences in the interpretations of competing narratives and explain why she/he prefers one to the other, prefers both, or prefers neither by evaluating the strengths of the arguments contained in the narratives.				●	●
Indicate strategies the government may use to counteract inflation or unemployment, and explain how the strategies would be appropriate.			●		
Analyze governmental actions with respect to individual rights and explain the importance of individual rights and responsibilities in a free society.			●	●	
Identify several ways citizens can influence significant issues facing the United States today.				●	

11th Grade Objectives	Unit 1	Unit 2	Unit 3	Unit 4	Web Unit
Use multiple narratives to research the connections between current events/issues and their antecedents.	●	●	●	●	●
Identify, analyze, and synthesize historians' arguments, explanations, or interpretations of historical events/issues.	●	●	●	●	●
Hypothesize the influence of the past on the present including both the limitations and the opportunities made possible by decisions in the past.	●	●	●		●
Consider how different choices in the past could have led to different consequences, and project how different choices in the present could lead to different consequences.			●		
Obtain needed historical data from a variety of sources.		●	●		
Explore the roots of prejudice and identify ways of combating prejudice.			●	●	

Ohio Citizenship Competencies for Graduation	Unit 1	Unit 2	Unit 3	Unit 4	Web Unit
Interpret documents.	●	●	●	●	●
Identify and compare experiences and perspectives.	●	●	●	●	●
Assess credibility of sources (e.g., primary and secondary sources, biased and objective accounts).	●	●	●	●	
Interpret data (e.g., charts, graphs, narratives, and photographs).	●	●	●	●	●
Use more than one source to obtain information.	●	●	●	●	●
Identify points of agreement and disagreement among sources.	●	●	●	●	●
Evaluate the reliability of available information.	●	●	●	●	●
Draw conclusions by reading and interpreting data presented in charts and graphs.		●			
Identify and weigh alternative viewpoints.	●	●	●	●	●
Identify and explain cause-and-effect relationships, including historical antecedents, multiple causation, and accidental, irrational, and unexpected circumstances.	●	●	●	●	●
Demonstrate an understanding of how the political process functions in the United States, including political parties, elections, voting qualifications, and lobbyists and interest groups.	●	●			●
Explain the importance of participatory citizenship in a democratic society by relating the rights and responsibilities of citizenship.	●			●	

National History Standards	Unit 1	Unit 2	Unit 3	Unit 4	Web Unit
Understand how the Progressives addressed problems of industrial capitalism, urbanization, and political corruption.	●	●			
Explain how the Progressives drew upon the American past to develop a notion of democracy responsive to the distinctive needs of an industrial society.	●	●			
Examine the social origins of the Progressives.	●				
Evaluate Progressive reforms to expand democracy at the local and state levels.	●	●			
Assess Progressive efforts to regulate big business, curb labor militancy, and protect the rights of workers and consumers.			●		
Evaluate Progressive attempts at social and moral reform.		●			
Explain why the election of 1912 was a pivotal campaign for the Progressive movement.		●			
Describe how the 16 th , 17 th , 18 th , and 19 th amendments reflected the ideals and goals of Progressivism.		●			
Specify the issues raised by various women and how mainstream progressives responded to them.		●			
Examine the changes in the modern corporation, including labor policies and the advent of mass advertising and sales techniques.			●		
Explain the expansion of suburbanization and analyze how it affected American society.			●		

SUBMITTING STUDENT PROJECTS FOR THE NATIONAL HISTORY DAY CONTEST

What is the National History Day Contest?

National History Day — an exciting, yearlong program that promotes the discovery and interpretation of historical topics — culminates in a national contest every June. For the contest, students produce dramatic performances, imaginative exhibits, multimedia documentaries, and papers based on research related to an annual theme. These projects are evaluated at the local, state, and national levels. The theme for the 2002-2003 academic year is “Revolution, Reaction, Reform in History.”

According to the National History Day website, the annual themes are purposefully broad to let students develop topics that best use their talents and abilities. “Revolution” can refer to anything from a civil war to the transportation revolution; “reaction” can be a reaction to a policy, technological innovation, election, or weather event, for example. As the website explains, “Whether a topic is a well-known event in world history or focuses on a little-known individual from a small community, students should be careful to place their topics into historical perspective, examine the

significance of their topics in history, and show development over time. Studies should include an investigation into available primary and secondary sources, analysis of the evidence, and a clear explanation of the relationship of the topic to the theme.”

Students can enter one of the following seven categories:

1. Individual Paper
2. Individual Exhibit (similar to a museum exhibit)
3. Group Exhibit
4. Individual Performance (a dramatic portrayal of the topic)
5. Group Performance
6. Individual Documentary (a documentary using slides, video, or any other non-interactive computer program such as Quicktime or Shockwave).
7. Group Documentary

Groups can consist of two to five students. For more information on the categories, see www.nationalhistoryday.org

What is the General Contest Schedule?

Month	Activity
September	Curriculum and contest materials are distributed to History Day coordinators and teachers nationwide. To access materials, contact Sara Bendure, Ohio Historical Society, 1982 Velma Ave., Columbus, OH 43211, (614) 297-2616. E-mail sbendure@ohiohistory.org ; website: http://www.ohiohistory.org
September – February	Students research primary and secondary sources to prepare presentations based on the annual theme. Presentation topics can range from local and state history to national and world history.
February – March	District History Day Contests are held. District winners then prepare for and compete at the state level.
Late April – early May	State History Day Contests are held. The top two finishers in each category become eligible to advance to the national contest.
June	National History Day Contest is held.

How Do I Use the 20th Century Interactive Units for the Contest?

Because many units in the 20th Century Interactive curriculum revolve around the 2002-2003 theme of revolution, reaction, or reform, many of these activities can be easily

modified for submission in the National History Day Contest. For specific information on creating and submitting entries, see www.nationalhistoryday.org

Modifying 20th Century Interactive Activities for the National History Day Contest

Here are some general ideas for each unit:

Unit 1: To Drink and To Vote: The Campaigns for Prohibition and Women's Suffrage

- Select those students who seem motivated to create a special performance focusing on their historical figure.
- Instead of having all students role-play historical figures, invite a small group of two to five students to produce a documentary of the local suffrage or prohibition debate. Students should “interview” the actors playing the prominent local and national pro- and anti-suffrage and pro- and anti-prohibition leaders, and show scenes from the town hall meeting.
- Invite individual students to create an exhibit that documents the local prohibition or suffrage scene and uses the primary and secondary sources studied in the unit.

Unit 2: No Strength without Unions?

- Ask students to transform the poster presentations created for this unit into three-panel displays. The center panel can be used to present the main ideas. The side panels can be used to compare issues about the topic or explain related detail.
- Challenge students to create a slide presentation or computer-based presentation on Ohio labor relations in the 20th century.
- Ask students to write a paper based on the team's proposal developed for this unit.

Unit 3: Housing the Great Migration

- Ask students to create a documentary (slide presentation, computer-based presentation, or video) on the evolution of the neighborhood the team studied.
- Ask students to write a paper that describes how their community reacted to the migration of African Americans from the south.
- Ask students to create a performance that features Mary Emery, Jacob Schmidlapp, or another local housing-renewal leader and ways they reformed their neighborhoods.

Unit 4: Mississippi Burning

- Ask students to select one script created in this unit for Orion Pictures, and develop a performance featuring one or two key scenes.
- Ask students to write a paper that critiques *Mississippi Burning* based on research in primary and secondary sources.
- Ask students to create a documentary on the 1964 Freedom Summer events.
- Ask students to create an exhibit on the 1964 Freedom Summer events.

Web Unit: To Boss or To Manage?

- Invite individual students to revise and submit their opinion essays for the “Individual Paper” category. In their revisions, students should include direct quotations and paraphrasings of primary and secondary sources and connect the paper to the theme. The paper should be 1,500 to 2,500 words, or about six to 10 pages long. The paper should include an annotated bibliography divided into primary and secondary sources. Students should use the format for documenting sources offered in Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations* (The University of Chicago Press, 1996).
- Invite individual students or small groups to create a documentary on your class's study of municipal government reform in the local region during the Progressive era. Students should include discussions about the evolution from the boss to the city-manager system, and the current-day controversies surrounding this issue. Students may also want to highlight the mock campaign for class mayor. Documentaries can be created using slides, films, videos, or computers. Students should make a storyboard of the images or scenes they will use and consider combining images with music and recorded narrative.
- Invite individuals to create a performance by George B. Cox, John H. Patterson, or other local reformers. This performance can be a monologue or dialogue, depending on the number of willing actors. Students should prepare scripts, a set, costuming, and blocking.