Thoughts on the Initial Presidential Primary Sources Project

A Project of the Internet2 K20 Initiative, National Archives and Records Administration (NARA) Presidential Libraries, other informal Presidential centers, Library of Congress and the National Park Service.

Thoughts on the Initial Presidential Primary Sources Project

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# Background

In Spring 2012, the Internet2 K20 Initiative began discussions with National Archives and Records Administration (NARA) Presidential Libraries, other informal Presidential centers, Library of Congress, and the National Park Service to explore possibilities of collaborating on a national student project. For the purpose of this document, references to all three types of entities will be referred to as “national content providers.”

There are several attractive reasons for undertaking this type of project. The K20 Initiative recognized that many of the national content providers are located on or nearby Internet2 universities and could assist them with access to broadband and the nation’s research and education network. In addition, the K20 Initiative could leverage the relationship regional networks have with their K12 schools to assist the content providers with extending their educational mission. NARA had recently approved the use of interactive video conferencing technology within Library facilities and only a few Presidential libraries had an established distance learning program. If the project was successful, more teachers and students around the U.S. would experience first-hand access to their education programs and rich collections of historically significant primary source documents.

Initial meetings were held with interested providers and a decision was reached to create the Presidential Primary Sources Project. Its inaugural purpose was to develop, market, and deliver a series of 4-8 videoconference programs during the 2012-2013 academic year, designed for middle and high school students, on the topic of global democracy. Participating content providers would present a 45-minute video conference around the theme. Each provider would also identify a maximum of 10 primary source documents that students would use to participate in a culminating project at the end of the school year.

The national content providers participating in the 2012-2013 project are:

* George Bush Presidential Library and Museum - Expansion of Global Democratization Following the Fall of the Berlin Wall
* Harry S. Truman Library - Cold War Crisis: Protecting Democracy in Berlin by
* Theodore Roosevelt Center - Theodore Roosevelt and the Evolution of American Ideas
* Mount Rushmore - Reflecting the Past, Sculpting the Future: The Evolution of Democracy in America
* Valley Forge National Park - Washington’s Leadership in the International Community of the 18thCentury
* Jimmy Carter National Historic Site - The Camp David Accords: Exploring a Path to Peace
* Library of Congress –Using Source Documents

Participating team members are:

* James Werle, Director K20 Initiative – provided support by hosting the project web site on MUSE
* Linda Rosenblum, National Park Service – Education Specialist
* Sharon Kilzer, Theodore Roosevelt Center – Project Manager
* Shirley Hammond, George H. Bush Presidential Library and Museum – Director of Education
* Annette Wise, Jimmy Carter National Historic Site – Education Director
* Mark Adams, Harry S. Truman Library – Education Director & Web Master
* Amy Bracewell, Mount Rushmore National Memorial – Historian
* Rhonda Schier, Valley Forge National Park – Chief of Interpretation and Education
* Judy Graves; Library of Congress – Created and offered the professional development webinar on teaching with source documents.
* Carol Willis, Manager Texas Education Telecommunications Network (TETN) – provided project coordination by hosting meetings, creating the project plan, and directing activities across the project team and providers
* John Korb, Advanced Application Specialist TETN – provided the marketing material, registration site,and coordinated logistics with content providers.\*\*
* Jennifer Oxenford and John Fafalios, MAGPI – created the social media including Facebook page and Twitter hash tag, created video recordings and streamed the events live.\*\*
* Ben Fineman and Nick Thompson - Internet2 Commons – provided the Master MCU for content providers and state MCUs
* Kim Owen and Kari Sauer, North Dakota State University and ND Edu Tech – State Coordinators\*\*
* James Werle, Internet2 K20 Initiative. Created the project in MUSE, edited and loaded video recordings.
* Todd Sedmark, Internet2 Public Relations. Created a PR announcement to the participating States.
* Kristin Magruder, Idaho Education Network – Public Relations & Communications\*\*
* James McGettigan, Valley Forge National Historical Park –Information Specialist and Technical contact for National Park MCU\*\*
* Steve Theus, Jimmy Carter National Historic Site – Park Ranger and Video support

\*\*State Coordinators ensured testing of their end points with their state MCUs

# Project Organization

### Participation and Marketing

John Korb, TETN, created a registration web page for the project. Teachers from any State could use the site to sign up for the entire project, or for individual events. Initially it was believed that teachers needed to commit to the entire project, therefore the registration page included a commitment statement. State coordinators marketed the project to their schools and outreach efforts were taken by the content providers.

The number of schools participating in the initial project was lower than expected. Some schools that registered never acknowledge subsequent emails. There were a handful of schools that participated in all six presentations and schools that participated in a topic of their interest.

Marketing Material

* <https://k20.internet2.edu/files/projectfiles/181-Presidential_Primary_source_Flyer.pdf>
* See Appendices A, B, C

Online Project Presence

Project site: <https://k20.internet2.edu/presidents>

Twitter handle: <https://twitter.com/#PPSP2012>

Program video Archive: <http://goo.gl/y28xG>

Facebook page: <https://www.facebook.com/PresidentialPrimarySourcesProject>

Project Registration: <http://goo.gl/tzi01>

MAGPI video page: <http://video.magpi.net/videos/channel/25/>

Project Listserv:presidents@internet2.edu, <https://lists.internet2.edu/sympa/arc/presidents>

Project Planning Listservs: [presidents-planning@internet2.edu](mailto:presidents-planning@internet2.edu), https://lists.internet2.edu/sympa/arc/presidents-planning

### Content

The national content providers did an outstanding job partnering on a multi-tenant program. Their ability to connect their material with the theme as well as with the other presentations resulted in a consistent focus and flow of information. They were very creative in identifying source documents and materials that supported the theme. The Library of Congress offered a webinar for teachers about using source documents and tailored the training to the theme.

### Technical - Logistics of Scheduling

It was decided that Internet2 Commons would be the master MCU for the content providers as well as for the participating State MCU’s. Each content provider needed to test with I2 Commons because each was supported by a State or other MCU. It became apparent in the initial presentations that participating MCUs were configured differently in terms of format presentation (picture-in-picture) and H.239 (content sharing). The committee worked through the technical issues to minimize the confusion caused by different configurations. Internet2 Commons created a back channel for the remaining conferences. This gave state coordinators, I2 and state bridge operators a tool to quickly resolve technical issues.

Because each participating State connected their own sites, the program host did not know the schools participating in that day’s session. Carol Willis tried to confirm participating sites in advance and included the information in a “Confirmation Form” so that content providers could interact with the schools. Roll call had to be taken at the beginning of each program event to confirm the schools actually were connected that day. The team determined that state coordinators should document a school’s participation on the back-channel chat.

### Web Site

James Werle created a “place” in MUSE to host the project and various project links. With the assistance of MAGPI, the recorded videos and still picture links were also included under “Resources.”

### Recordings

MAGPI served as the official recording site. I2 also will record as a backup. If it was determined that the backup was not needed, I2 would delete the recording from their files. A decision was determined that only one recording would be posted on the project web site even though multiple sessions were offered. The national content providers could choose the one that best represents their program and meets their marketing needs. In addition MAGPI will provide raw copies of the recordings to the content providers so they can use it in their marketing efforts.

### Live Streaming and Disclaimer

MAGPI offered to stream the presentations live. They provided streaming information so it could be added to the project web site info and marketed to anyone. Content providers were also encouraged to post the information and maybe capture participants who don’t have video conferencing equipment. Viewers could post questions by tweeting.

As with any distance learning program that is recorded, teachers and students need to acknowledge their participation. Teachers signed a disclaimer when they registered for an event. To make sure legal requirements were kept, the program moderator mentioned the disclaimer at the beginning of the events.

# Student Participation and Final Projects

**Participating Schools that committed to the year-long project:**

Cambridge Jr/Sr High School, Cambridge, Idaho – John Moran, Teacher

Del Valle High School, Austin, Texas – Michael Cunningham, Teacher

Barnes County North, Wimbledon, North Dakota – John Samuelson, Teacher

Students from eight high schools registered to connect to participate in the PPSP KICK-OFF EVENT. Of the eight schools, four participated in all of the five national provider presentations. As a result of the information gained from these presentations, the following two schools are working toward their final projects to complete the program.

**Idaho Education Network**

**Teacher: Mr. Jim Moran, Cambridge Jr./Sr. High School, Cambridge, Idaho**

Social Studies teacher Jim Moran and his students at Cambridge Jr./Sr. High School were signed up to attend all of the PPSP presentations. Because the presentations were scheduled at multiple times during the day, his high school American Government students were able to attend in the morning and his middle school History students were able to attend the afternoon sessions. During each presentation, Mr. Moran prompted his students with questions that tied the presentation material to their classroom material, creating a relevant learning experience for the students. This was Mr. Moran's first experience with interactive videoconferencing and he integrated the technology like a pro. His students are currently working on final projects that integrate the information learned during their PPSP experience to create movies on their iPads about a president of their choice.

**Texas Education Telecommunications Network**

**Teacher: Mr. Mike Cunningham, DelValle High School, DelValle, Texas**

Mr. Michael Cunningham is working with his class on their final project for April 29 and 30. Mr. Cunningham’s students used the source material from the Truman Library to support their ICC Moot Court Trial with a high school in Kherad, Iran.

**Kherad High School - Iran ICC Moot Court- ICC V Harry S Truman for war crimes and crimes against Humanity**

*“Learning by interacting with students from Iran has been not only extremely fun; it has been a real eye opener for our students.”*

*“we will be doing a mock trial that would require the Kherad Students to prosecute President Truman for use of the atomic bombs in WWII against Japan. We were able to get a great deal of source material from Truman library. “*

# Lessons Learned By the Organizers

### Lesson Learned – Technical

* Testing with each content provider is essential. Content presentation materials must be included in the test, especially visual documents such as power points and source documents, and videos. Presentations being made on location should be tested for audio clarity. National content providers should have the opportunity to fine-tune their equipment to provide quality connections.
* Testing must occur among the presenter, host MCU and state MCUs in one call. Interactive school sites should also participate if possible. This is a challenge to schedule but a worthwhile activity to make sure all connections are error free.
* Instant communication among the national project team is a necessity to troubleshoot and ensure quality experience for participants. I2’s back channel was a perfect solution.
* Performance of H.239 (content sharing across dual connections) is still an issue among MCU manufacturers. The master and State MCU coordinators need to decide on a standard configuration that will work with the participating MCUs. Standard layout formats must also be agreed upon and configured on participating MCUs.
* Using a confirmation form was essential to communicate the participants and technical contacts for each presentation. Team members should familiarize themselves with the information to assist with questions and troubleshooting.
* As the program grows with more participating sites the process of identifying the schools connected for a live event will have to become more efficient.

### Lessons Learned - Programming

* Creating a collaborative project with multiple national content providers around a theme and giving students real-time access to experts and source content makes this program unique from other outstanding history projects and/or online resources.
* Regardless the number of participates, exposing social studies students to primary documents and subject matter experts is a worthwhile endeavor that supports 21st century learning.
* Asking teachers to make a commitment to the year-long project proved to be ineffective. Many teachers continue to view this type of activity as an “add on” and therefore didn’t want to make it part of their curricular activities.
* Sharing responsibilities across the national team is a healthy approach to executing a project even though it creates more opportunity for miscommunication and for problems that arise from a team member failing to accomplish a task.
* There were aspects of the project plan that could have made the program more relevant to classroom curriculum and therefore, brought about more participation.
  + The timing of the presentations did not correspond with the sequence in standard curriculum.
  + The project components presentations, research, projects and presentation of projects were seen by teachers as an addition to standard curriculum studies. Because of this perception, the programs need to be created or communicated with more direct relation to the classroom.
  + The format requires schools to manage IVC connections at the high school level. It is not uncommon in a large district to have 100 students in history classes during a class period. This type of project may be geared for smaller groups such as AP and advanced classes.
  + The initial marketing material should include an overview for each of the topics with a brief list of selected documents to be explored during each of the programs. It is essential to engage State and National Associations to inform teachers in the classroom.

### Recommendations for 2013 – 2014

* Obtain more classroom participation by creating a working group of teachers who will identify the essential question and assist in organizing the elements of the plan. State coordinators should work through their state social studies association or other interest groups to identify teacher participants.
* State coordinators and K20 Initiative will centralize coordination among interested national content providers, and also determine solutions to provide digital support for synchronous and asynchronous communication.
* State coordinators and K20 Initiative will inform existing national programs such as National History Day to leverage awareness and participation of districts across the nation.
* Format the program to make it logistically relevant to classroom curriculum. Example:

1. create an essential question related to the theme,
2. schedule programs in a way that followed chronological sequencing and/or accommodated asynchronous participation,
3. arrange for student research support related to the essential question,
4. provide a platform for schools to collaborate digitally including a centralized place for collecting the student products and for evaluating/commenting, and
5. schedule the deadline for student products before March or later May.

# Lessons Learned By the Content Providers

Feel free to include your observations and thoughts.

# Appendix A – Initial Marketing Flyer

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**The Primary Source Presidents Project:**

**A 2012-2013 Video Conferencing Event**

**Global Democracy: Presidents & Policy**

**WHAT IS A PRIMARY SOURCE?**

A primary source is a piece of information about a historical event or period in which the creator of the source was an actual participant in or a contemporary of a historical moment. Examples of primary sources include documents, artifacts, historic sites, songs, or other written and tangible items created during the historical period you are studying.

**WHAT IS THE *THE PRIMARY SOURCE PRESIDENTS PROJECT*?**

*The Primary Source Presidents Project* is a collaborative event presented by the Presidential Libraries and the Internet2 K20 working group. The goal of the project is to engage classrooms throughout the international education community with the overarching theme of democracy, utilizing primary source documents for student research and presentation. Presentations will focus on a specific event and the presidential policy decisions that played a part in that moment in history.

**WHEN WILL THE EVENT TAKE PLACE?**

The event is a year-long, project-based, video conferencing series. The timeline is as follows:

* September 2012 – teacher training event.
* October 2012 – opening event student and teacher video conference
* November 2012 – content specific presentations
* December 2012 – content specific presentations
* January-April 2013 – Research and synthesis
* May 2013 – Final student presentations

**WHAT IS THE THEME OF THE EVENT?**

The event will focus on U.S. presidential policy in the expansion and development of democratic nations throughout history. “Democracy” (its development, support, success, and failures) should be the central theme in all of the presentations.

**HOW CAN MY CLASSROOM PARTICIPATE?**

To participate in the event teachers will need to go to [https://docs.google.com/a/tetnplus. net/spreadsheet/viewform?formkey=dGEzRnh1d1JZTktMVVRBWms2Y2JZYnc6MQ#gid=0](https://docs.google.com/a/tetnplus.%20net/spreadsheet/viewform?formkey=dGEzRnh1d1JZTktMVVRBWms2Y2JZYnc6MQ#gid=0) and complete the commitment form. Classrooms are able to participate in one of two ways:

* the informative conferences, research U.S. Presidents, and present during the final May event
* view and respond to the informative conferences and student presentations as part of my classroom curriculum

Teachers need to indicate their desired choice during registration and take steps to integrate the scheduled video conferences into their yearlong curriculum.

**HOW WILL THIS FIT INTO MY CURRICULUM?**

Because of the broad nature of the democracy theme, teachers will find that a number of the historical presentations coincide with events covered in their yearly curriculum. Additionally, research and synthesis requirements expected by international, national, and state standards can also be integrated at various points in a teacher’s syllabus. Each video conference will be associated with it coinciding National Standards to assist teachers in these efforts.

**WHAT TYPES OF PRESENTATIONS ARE ALLOWED?**

If you choose to create a presentation for the *Global Democracy: Presidents & Policy* event, presentation design should fall into one of these three formats:

* a student created video
* a live student led performance
* a debate between two participating classrooms

The culminating conference will be a student led event where student teams present the information they’ve learned in one of the three formats listed above. Each presentation must have an interactive portion that encourages audience participation. Presentations will be no longer than 10 minutes and students will be required to document their resources with 80-100% being primary source documents.

**WHAT TECHNOLOGY DO WE NEED TO PARTICIPATE?**

Your classroom will need access to a desktop video conferencing program or room system. The videoconferencing system should be able to operate at 384k kbps and have a private ISDN or IP (H.320 or H.323). Your site manager must complete site certification with the regional coordinator prior to the October start date. For more detailed technical information go to ***The Primary Source Presidents Project*** webpage.

# Appendix B – Detailed Marketing Flyer with Content Provider Material

**The Presidential Primary Sources Project**

Global Democracy: Presidents and Policy - 2012 – 2013 Video Conferencing Program

*The Presidential Primary Sources Project* is a collaborative program sponsored by the U.S. Presidential Libraries and Museums, National Parks, the Internet2 K20 Initiative, and other primary source stakeholders. The goal of the annual project is to engage classrooms throughout the national & international education community with an overarching theme, utilizing primary source documents for student research & presentation.

**Audience:** Students Grades 6-12

**Curriculum:** Because of the broad nature of the presidential theme, teachers will find that a number of the historical presentations coincide with their yearly curriculum. Each video conference will be associated with its coinciding National Standards to assist teachers in these efforts.

**Project Website:** <http://k20.internet2.edu/presidents>

**Registration:** [https://docs.google.com/a/tetnplus.net/spreadsheet/viewform?formkey=dGEzRnh1d1JZ TktMVVRBWms2Y2JZYnc6MQ#gid=0](https://docs.google.com/a/tetnplus.net/spreadsheet/viewform?formkey=dGEzRnh1d1JZ%20TktMVVRBWms2Y2JZYnc6MQ#gid=0)

**Equipment Requirements:** Your classroom will need access to a H.323 compliant desktop video conferencing software program or room system. The video conferencing system should be able to operate at a minimum of 384kbps. Every participating site must test with a State program coordinator and receive a site certification prior to the October start date.

**Schedule:**

October 3rd 2012 - Initial Teacher Training Event

October 30th 2012 - Initial Project Launch Event (Teacher + Student)

November & December 2012– Content Presentations – details below

January 16th 2013 – Follow Up Presentation Date – In the event of scheduling or technical difficulties

January-April 2013 – student research and synthesis & content presenter office hours

May 1st, 2nd, & 3rd 2013 – Student presentations

**Student Presentations:** If you choose to create a presentation for the student event, presentation design should fall into one of these three formats:

* a student created video
* a live student led performance
* a debate between two participating classrooms

The culminating conference will be a student led event where student teams present the information they’ve learned in one of the three formats listed above. Each presentation must have an interactive portion that encourages audience participation. Presentations will be no longer than 10 minutes and students will be required to document their resources with 80-100% being primary source documents.

**Teacher Training Event**

**Library of Congress – Washington, D. C. – 1 Session**

**Oct. 3, 2012 1-2:00 PM PT / 2-3:00 PM MT / 3-4:00 PM CT / 4-5:00 PM ET**

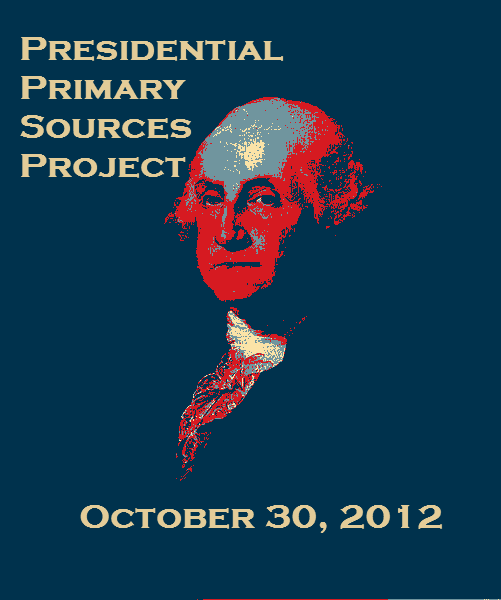
****The teacher primary source document training is a self-guided professional development that culminates in 1 hour Library of Congress facilitated webinar on October 3, 2012. The event will be recorded for teachers unable to attend the final training event. The goal of the workshop is to instruct educators on the inquiry process with primary sources by completing the online workshops from the Library of Congress. Each workshop can be found at the link below.

Supporting Inquiry with Primary Sources - 1 hour -<http://www.loc.gov/teachers/professionaldevelopment/selfdirected/inquiry.html>  
Analyzing Primary Sources:  Photographs and Prints - 1 hour -<http://www.loc.gov/teachers/professionaldevelopment/selfdirected/photographsandprints.html>  
Analyzing Primary Sources:  Maps - 1 hour -<http://www.loc.gov/teachers/professionaldevelopment/selfdirected/maps.html>

During the culminating portion of the training, teachers will connect with Library of Congress staff for a one-hour webinar on Wednesday, October 3rd from 4-5:00 PM ET.   Educators will work though a primary source analysis exercise and view examples of this exercise integrated within online lessons at the Library of Congress (<http://www.loc.gov/teachers/classroommaterials/lessons/>).

**Project Launch**

**Oct. 30, 2012 8-8:45 AM PT / 9-9:45 AM MT / 10-10:45 AM CT / 11-11:45 AM ET**



The Initial Project Launch will introduce teachers and students to the content providers while highlighting the annual schedule and culminating presentations. This exciting fast paced event will help participants get a better grasp of what to expect from the coming months. Key to the success of student presentations will be there utilization of primary source documents. The project launch will help students to better understand the role of primary source documents in research.

**Content Provider Presentations -** *All events will be recorded for viewing at your classrooms convenience.*

**George H.W. Bush Presidential Library & Museum (Bush 41) – College Station, TX – 1 Session**

**Nov. 8, 2012 8-8:45 AM PT / 9-9:45 AM MT / 10-10:45 AM CT / 11-11:45 AM ET**

***Expansion of Global Democratization Following the Fall of the Berlin Wall***

**C:\Users\jkorb\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\YA868MAN\MC900151479[1].wmf**In 1945 at the end of World War II Germany was divided between the victors permitting a nondemocratic Eastern zone led by a German communist party affiliated to the Union of Soviet Socialist Republics (USSR) to exist beside a Western democratic zone of cooperation allied to the United States, Great Britain and France. The city of Berlin located in Eastern Germany was also divided between a free Western democratic zone and a communist zone. To keep the Eastern Germans from fleeing to democratic freedom in the West, in 1961 the East German government built the Berlin Wall. It was a 113-mile concrete and steel wall topped with barbed wire which surrounded the Western sector of occupied Berlin for 28 years. There are two web quests with primary sources (maps, photos, memorandum of telephone conversations and documents) online: [www.presidentialtimeline.org/html/educators/GHWB/berlinwall1st\_wq/](http://www.presidentialtimeline.org/html/educators/GHWB/berlinwall1st_wq/)

A geopolitical transformation marking the end of the Cold War and ushering a new era encouraging democratic government happened on Nov. 9, 1989, with the fall of the Berlin Wall. Using key primary sources, an overview will be presented about diplomatic discussions between President Bush and international leaders. This will show how diplomacy helped to change attitudes and generate support of new pro-democracy movements in Eastern Europe. The rise of pro-democracy movements urging self-determination gained momentum with the fall of the Berlin Wall and the collapse of communism in Eastern Europe resulted.

US History Content Standards

Era 10 – Contemporary United States (1968 to the present)

Standard1: Understands developments in foreign policy & domestic politics between the Nixon & Clinton presidencies

World History Content Standards

Era 9 - The 20th Century Since 1945: Promises and Paradoxes

Standard 1 - [Understands how post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up](http://www2.mcrel.org/compendium/standardDetails.asp?subjectID=6&standardID=43)

Standard 2 - [Understands the search for community, stability, & peace in an interdependent world](http://www2.mcrel.org/compendium/standardDetails.asp?subjectID=6&standardID=44)

Standard 3 - [Understands major global trends since World War II](http://www2.mcrel.org/compendium/standardDetails.asp?subjectID=6&standardID=45)

National Standards for Civics and Government

III.A.1 - students should be able to explain how the United States Constitution grants and distributes power to national and state government and how it seeks to prevent the abuse of power.

IV.B.3-Students should be able to evaluate, take, and defend positions on foreign

policy issues in light of American national interests, values, and principles.

**Harry S. Truman Library – Independence, MO – 3 Sessions**

**Nov. 13, 2012 8-8:45 AM PT / 9-9:45 AM MT / 10-10:45 AM CT / 11-11:45 AM ET**

**10-10:45 AM PT / 11-11:45 AM MT / 12-12:45 PM CT / 1-1:45 PM ET**

**12-12:45 PM PT / 1-1:45 PM MT / 2-2:45 PM CT / 3-3:45 PM ET**

***Cold War Crisis: Protecting Democracy in Berlin***

**C:\Users\jkorb\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\XR997SFV\MC900151463[1].wmf**Following World War II, a delicate balance of power had surfaced between Great Britain, the United States, France, and the Soviet Union. The opposing economic structures of capitalism and communism emerged triumphant at the end of the war. The two blossoming superpowers, the United States and the Soviet Union, sought to ensure their permanence by negotiating territorial claims throughout the globe.   
Germany was divided into fourths. This divided Germany was to become the first battleground of the emerging Cold War between the United States and the Soviet Union. The US and its Allies were determined to protect Democracy in Germany. The Soviets announced a total ground blockade of Berlin in July 1948. What would the Allies do? This presentation utilizes primary sources to examine this Cold War Crisis, the options available to President Truman, and the decisions made in 1948 to protect democracy in Europe. Here is the link to the Truman Library documents and other information teachers need to view ahead of the video conference presentation:

<http://www.trumanlibrary.org/berlinblockade.htm>

US History Content Standards

Era 9-Postwar United States (1945 to early 1970s)

Standard 2: How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics

World History Content Standards

Era 9-The 20th Century Since 1945: Promises and Paradoxes

Standard 1-The student understands major political and economic changes that accompanied post-war recovery.

Standard 1-The student understands why global power shifts took place and the Cold War broke out in the aftermath of World War

National Standards for Civics and Government

IV.B.3-Students should be able to evaluate, take, and defend positions on foreign policy issues in light of American national interests, values, and principles.

**Theodore Roosevelt Center – Dickinson, ND – 2 Sessions**

**Nov. 27, 2012 8-8:45 AM PT / 9-9:45 AM MT / 10-10:45 AM CT / 11-11:45 AM ET**

**12-12:45 PM PT / 1-1:45 PM MT / 2-2:45 PM CT / 3-3:45 PM ET**

**C:\Users\jkorb\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\60YOMPLS\MC900151449[1].wmf*Theodore Roosevelt and the Evolution of American Ideals***

In a speech explaining the colonial policy of the United States during his presidency, Theodore Roosevelt likened developing nations to children needing governance, stating, “A child has to be governed from without, because it has not yet grown to a point when it can govern itself from within; and a people that shows itself totally unable to govern itself from within must expect to submit to more or less of government from without, because it cannot continue to exist on other terms—indeed, it cannot be permitted permanently to exist as a source of danger to other nations.” This statement reflects a perception of America’s role in the world that was widely held in Roosevelt’s time. Not everyone was as imperialistic as Theodore Roosevelt, but he represented the dominant strain in Republican Party thinking of his time, and to a certain extent the dominant American attitude.

In this session, Theodore Roosevelt (portrayed by humanities scholar Clay Jenkinson) will discuss his policies and actions in Cuba, Panama, South America, and the Philippines. Roosevelt’s speeches and writings will provide the foundation for a consideration of how our conception of America’s role in world affairs differed in Roosevelt’s time from our understanding of the ideal of democracy today.

As with all humanities programs, the Roosevelt Center believes that a historical figure must be evaluated according to the mores and principles of his time, in context, and with the understanding that views and policies that we now regard as improper or insensitive were, in their time, widely accepted by people of good faith. The Center believes that our role is to evaluate primary source documents with as much contextualization as possible, and with an emphasis on analysis rather than judgment.

US History Content Standards

Era 7 – The Emergence of Modern America (1890-1930)

Standard 2 – Understands the changing role of the United States in world affairs through World War I

World History Content Standards

Era 8 – A Half-Century of Crisis and Achievement, 1900-1945

Standard 1 – [Understands reform, revolution, and social change in the world economy of the early 20th century](http://www2.mcrel.org/compendium/standardDetails.asp?subjectID=6&standardID=38)

Standard 2 – [Understands the causes and global consequences of World War I](http://www2.mcrel.org/compendium/standardDetails.asp?subjectID=6&standardID=39)

National Standards for Civics and Government

III.A.1 - students should be able to explain how the United States Constitution grants and distributes power to national and state government and how it seeks to prevent the abuse of power.

IV.B.3-Students should be able to evaluate, take, and defend positions on foreign policy issues in light of American national interests, values, and principles.

**Mount Rushmore National Memorial – Mount Rushmore, SD**

**Dec. 5, 2012 8-8:45 AM PT / 9-9:45 AM MT / 10-10:45 AM CT / 11-11:45 AM ET**

**12-12:45 PM PT / 1-1:45 PM MT / 2-2:45 PM CT / 3-3:45 PM ET**

***Reflecting the Past, Sculpting the Future:  The Evolution of Democracy in America***

****The four presidents on Mount Rushmore National Memorial, George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt, reflect key moments in the evolution of democracy in the United States.  Artist Gutzon Borglum described his inspiration behind the “Shrine of Democracy”  
as “These eleven words ‘man has a right to be free and to be happy’ alone will hold forever the great western experiment as a guiding star.”  The actions and decisions of these four presidents represent the evolving country in its early years as we strive to live up to their vision for America.  
  
In this distance learning program, we will use primary sources to explore the decisions and beliefs of these four presidents as they set out to ensure that “man has a right to be free and to be happy.”  From the debate over the constitution to the concern President Roosevelt had for the working man, the country has been transformed by each democratic decision in history.  Focusing on the relevancy of these decisions on our current nation, we will also discuss how this country has evolved since that time and what students can do to participate in the future of the country.

US History Content Standards

Era 3 – Revolution and the New Nation (1754-1820s)

Standard 1 - [Understands the causes of the American Revolution, the ideas and interests involved in shaping the revolutionary movement, and reasons for the American victory](http://www2.mcrel.org/compendium/standardDetails.asp?subjectID=5&standardID=6)

Standard 2 - [Understands the impact of the American Revolution on politics, economy, and society](http://www2.mcrel.org/compendium/standardDetails.asp?subjectID=5&standardID=7)

Era 5 – Civil War and Reconstruction (1850-1877)

Standard 1 – Understands the causes of the Civil War

Standard 2 – Understands the course and character of the Civil War and its effects on the American people

Era 7 – The Emergence of Modern America (1890-1930)

Standard 2 – Understands the changing role of the United States in world affairs through World

World History Content Standards

Era 7 – An Age of Revolutions, 1750-1914

Standard 1 – Understands the causes and consequences of political revolutions in the late 18th & early 19th centuries

Era 8 – A Half-Century of Crisis and Achievement, 1900-1945

Standard 1 – Understands reform, revolution, and social change in the world economy of the 20th century

National Standards for Civics and Government

III.A.1 - students should be able to explain how the United States Constitution grants and distributes power to national and state government and how it seeks to prevent the abuse of power.

IV.B.3-Students should be able to evaluate, take, and defend positions on foreign

policy issues in light of American national interests, values, and principles.

**Valley Forge National Historical Park - Upper Merion Township, PA – 3 Sessions**

**Dec. 6, 2012 8-8:45 AM PT / 9-9:45 AM MT / 10-10:45 AM CT / 11-11:45 AM ET**

**10-10:45 AM PT / 11-11:45 AM MT / 12-12:45 PM CT / 1-1:45 PM ET**

**12-12:45 PM PT / 1-1:45 PM MT / 2-2:45 PM CT / 3-3:45 PM ET**

***Washington’s Leadership in the International Community of the 18th Century***

**C:\Users\jkorb\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\XR997SFV\MC900151401[1].wmf**Valley Forge National Historical Park will present: “Washington’s Leadership in the Global Community of the 18th Century.” This interactive video conference provides a summary of the significance of Valley Forge National Historical Park, an overview of the 1777-78 winter encampment, and an demonstration of the traits of leadership as demonstrated by General George Washington at the Valley Forge command center of the Continental Army during the Revolutionary War and replicated by the contemporary United States Army in the 21 st century: loyalty, duty, respect, selfless service, honor, integrity and personal courage (LDRSHIP.) Leadership values are illustrated with historic artifacts, paintings and sculpture from Washington’s time and primary sources including Washington’s daily orders, official correspondence, drawings and maps during a distinctive time of international conflict, friendship, rivalry and alliances.

Students will have the opportunity to examine the application of the same leadership values in their circles of influence in school, in the family, on the job and in their communities. The program utilizes the power of Prezi, the internet zooming software, and the technology of the Smart Board, so that students in the Valley Forge studio can collect feedback from students in remote classrooms and enter their contributions into the Prezi slides which will then be available on-line for participating classrooms. Extension learning activities will also be available for classroom use or independent study. Cadets from the Valley Forge Military Academy and College will help host the video conference.

US History Content Standards

Era 3 – Revolution and the New Nation (1754-1820s)

Standard 1 - [Understands the causes of the American Revolution, the ideas and interests involved in shaping the revolutionary movement, and reasons for the American victory](http://www2.mcrel.org/compendium/standardDetails.asp?subjectID=5&standardID=6)

Standard 2 - [Understands the impact of the American Revolution on politics, economy, and society](http://www2.mcrel.org/compendium/standardDetails.asp?subjectID=5&standardID=7)

Standard 3 - [Understands the institutions & practices of government created during the Revolution & how these elements were revised between 1787 & 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights](http://www2.mcrel.org/compendium/standardDetails.asp?subjectID=5&standardID=8)

World History Content Standards

Era 7 – An Age of Revolutions, 1750-1914

Standard 1 – Understands the causes and consequences of political revolutions in the late 18th & early 19th centuries

National Standards for Civics and Government

III.A.1 - students should be able to explain how the United States Constitution grants and distributes power to national and state government and how it seeks to prevent the abuse of power.

**Jimmy Carter National Historic Site – Plains, GA – 1 Session**

**Dec. 11, 2012 8-8:45 AM PT / 9-9:45 AM MT / 10-10:45 AM CT / 11-11:45 AM ET**

***The Camp David Accords: Exploring a Path to Peace***

From Plains to the White House, students will explore the childhood of a young, farm boy who would become the 39th President of the United States and the influences that would lead him on a quest for peace. Through this interactive video conference, students will have the opportunity to examine President Carter’s childhood through a multimedia approach. The video conference will also provide students the opportunity to utilize important documents related to the Camp David Accords.

Teachers will be provided an array of thought-provoking activities to be used before or after the video conference. This lesson allows teachers to select from activities that incorporate analytical thinking, collaborative discussions, and reflective writing through the use of primary sources. These activities will inspire creativity and problem-resolution. Students’ overall objective is to discover that the path to global peace can begin with them.

US History Content Standards

Era 10-Contemporary United States (1968 to the present)

Standard 1: Understands developments in foreign policy and domestic politics between the Nixon and Clinton presidencies

World History Content Standards

Era 9-The 20th Century Since 1945: Promises and Paradoxes

Standard 2 - [Understands the search for community, stability, & peace in an interdependent world](http://www2.mcrel.org/compendium/standardDetails.asp?subjectID=6&standardID=44)

Standard 3 - [Understands major global trends since World War II](http://www2.mcrel.org/compendium/standardDetails.asp?subjectID=6&standardID=45)

National Standards for Civics and Government

IV.B.3-Students should be able to evaluate, take, and defend positions on foreign

policy issues in light of American national interests, values, and principles.

# Appendix C – Email Marketing Flyer

