

This Day in History

Idea Book

FOR EDUCATORS®



A+E
NETWORKS



UNCOVER THE CONNECTIONS

HMH SOCIAL STUDIES

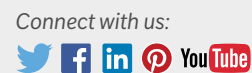
Connect students to social studies through experiences that are energizing, inspiring, and memorable

HMH Social Studies for Grades 6–12 encourages students to uncover connections and look beneath the surface—to identify relationships, note influences, and introduce ideas that challenge assumptions. Our next-generation social studies programs foster student curiosity and cultivate analytical skills for success in college, career, and civic life.



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For more information and to review online materials, visit hmhco.com/hmh-social-studies



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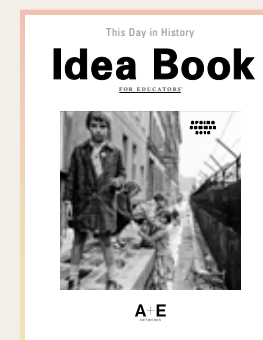
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ON THE COVER
Children play on the west side of the Berlin Wall, 1961.



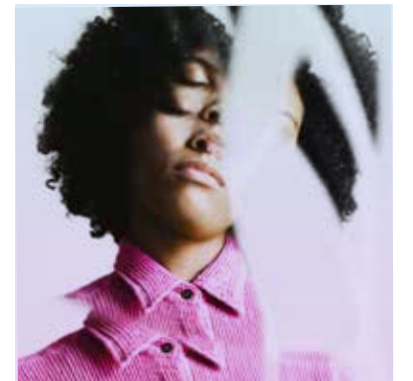
04 LIFETIME® HERSTORY:
MONUMENT MAP
Locate statues across the country celebrating women.



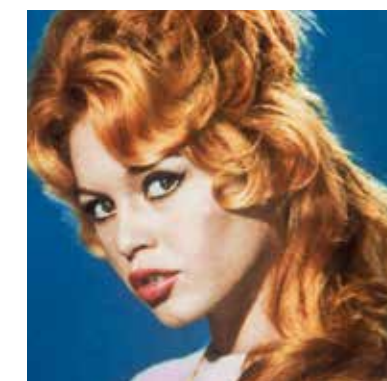
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L I F E T I M E H E R S T O R Y :

A Guide to America's Statues of Women

BY GILLIAN ALDRICH

W

hether we're paying attention or not, monuments shape our public memory. The statues that grace our town squares, city halls, parks and schools tell us whose historical contributions matter and whom we value as a society.

These questions led to heated public debate this past year, and it raised another equally important question: Where are the statues of women? Not abstract depictions of concepts like freedom or motherhood, but where are the female scientists, doctors, visionaries and freedom fighters?



Lifetime®, a television network devoted to telling women's stories, decided to find out where every monument or statue honoring a woman was located in the US.

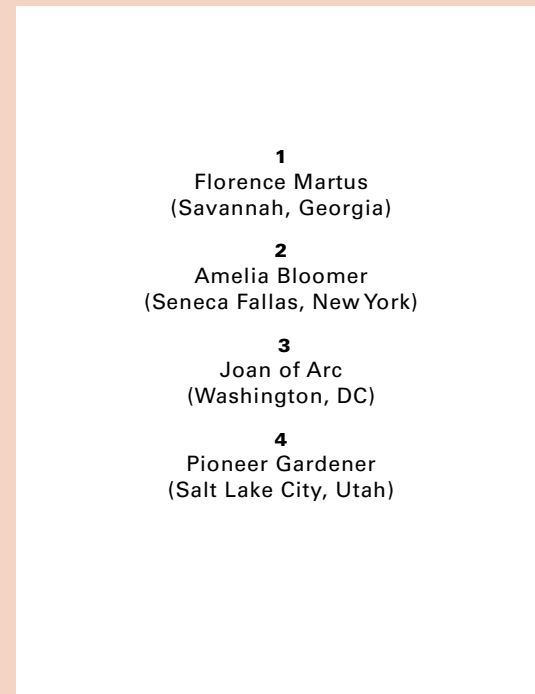
The result is the Lifetime Herstory Map: mylifetime.com/the-lifetime-herstory-map-a-guide-to-americas-statues-of-women. This interactive map of every public outdoor statue of a female historical figure in the U.S. is the first of its kind.*

Take a virtual road trip across the country to visit national heroines, rebels for a righteous cause, adventurers, trailblazers, defiers of conventions, women who made a difference in their local communities and some truly outrageous characters. The map is a great starting place for students to pursue their own research and to inspire them to envision a future of self-determination and possibilities.

HOW MANY STATUES ARE THERE?

The statues that celebrate actual historic women for their achievements are remarkably few. Of the roughly 5,575 public historic statues in the U.S. counted by the Smithsonian, Lifetime found fewer than 200 that depict women. And while there is no shortage of remarkable women who contributed to the progress of our nation, when they aren't seen, they are erased from public memory. Both girls and boys need see strong female changemakers in powerful poses. As the adage goes, if you can't see it, you don't believe it and you can't be it.

Fortunately, a movement has been gaining momentum for several years to install more public statues of notable historic women. In New York, Elizabeth Cady Stanton and Susan B. Anthony will soon have prominence in Central Park; Washington, DC, is proposing to install new statues of women in each of its wards over several years, and San Francisco plans to erect a statue of poet Maya Angelou.



1
Florence Martus
(Savannah, Georgia)

2
Amelia Bloomer
(Seneca Falls, New York)

3
Joan of Arc
(Washington, DC)

4
Pioneer Gardener
(Salt Lake City, Utah)

FUN FACTS ABOUT OUR HERONES

MOST POPULAR

- Sacagawea (also Sacajawea) is our country’s most honored woman with 16 statues in her likeness. The Shoshone native was instrumental in the success of Lewis and Clark’s northwest expedition.

- Joan of Arc, the French teenager who became a 15th-century military leader, is depicted in nine monuments across the country.

STATE THAT HONORS WOMEN THE MOST

Lifetime® counted 30 statues of women in New York state.

STATES THAT HONOR WOMEN THE LEAST

Lifetime did not find any statues of women in Delaware, Rhode Island, South Carolina or West Virginia.

AMONG THE SENECA

In 1758, 15-year-old Mary Jemison was captured by Shawnee Indians in Pennsylvania and eventually adopted by two Seneca Indian sisters. She assimilated into tribal life, married (twice), had children and chose to stay with the Senecas, even after her second husband died. Known as the “White Woman of the Genesee,” Jemison’s oral autobiography provided insight into what life was like for the Senecas, but especially for Seneca women.

BEST AT GAMING THE SYSTEM

Deborah Sampson Gannett, from Sharon, Massachusetts, disguised herself as a man to serve in the Revolutionary War. She served for 17 months before her secret was discovered while being treated for a battle wound. She was honorably discharged. She later petitioned the government for back pay and a pension for her war service, and with Paul Revere’s help, it was granted.



Sacagawea (Cascade Locks, Oregon)

FRIENDLIEST

Stick with what you love long enough and you’ll make your mark. Florence Martus, the “waving girl” of Savannah, Georgia, made it her job to greet every ship that entered the port by her house ... every day of her life. Did it matter? You bet it did! She was known in ports all over the world for her warm welcome that reminded lonely ship workers that somebody at home was happy to see them.

REBEL WITH A CAUSE

Born into slavery in New York State as Isabella, Sojourner Truth became a prominent abolitionist and women’s rights activist after she escaped to freedom in 1826. Known for her powerful voice and her role as a preacher, she was the first African

American woman to ever win a lawsuit in the U.S. She aided black regiments during the Civil War, advocated for women’s right to vote and fought for the rights of formerly enslaved people during Reconstruction.

BIGGEST RAINMAKER

Maggie Walker of Richmond, Virginia, was an African American teacher and businesswoman. She was the first American woman of any race to charter a bank.

DISCUSS / DEBATE

TOMORROW’S STATUES

What woman do you think will be remembered 100 years from now as somebody who created lasting change in her lifetime? Is she already appreciated for her efforts? Why or why not?

THE MOST IMPORTANT

Split the class into groups, giving each group one woman to research. They should study her life and prepare to debate why their subject’s accomplishments are the most deserving of recognition. Then allow each group to present their evidence and arguments to the group.

CALLING ALL STATUES

We don’t want to leave any more women in the shadows. If you know of a monument that we’ve missed, write to us at monuments@aenetworks.com.

* CRITERIA FOR INCLUSION: OUTDOOR STATUES OF HISTORICAL WOMAN (RULING OUT SYMBOLS LIKE THE STATUE OF LIBERTY) HAVE TO BE PUBLICLY ACCESSIBLE (NO PRIVATE SCHOOLS OR COUNTRY CLUBS). WITH RARE EXCEPTION, STATUES DO NOT INCLUDE BIBLICAL FIGURES OR STATUES ON CHURCH PROPERTY OR IN CEMETERIES. ALSO LEFT OUT WERE FAMILY SCENES UNLESS THE WOMAN IS RECOGNIZED FOR HER OWN ACHIEVEMENTS.

THIS PAGE AND PREVIOUS PAGE: PHOTOGRAPHS COURTESY LIFETIME

Create Your Own Statue

Are there any brave and inspiring women you know of who have transformed American culture? Choose a woman (historical or present day), perhaps in your own community, whom you would like to memorialize. Answer the prompts to envision your project.

<p>1</p> <p>What is the idea you want to convey about this woman? Why?</p>	<p>2</p> <p>What would you do to visually communicate your ideas? Think creatively about materials, imagery, shapes, form.</p>
<p>3</p> <p>Where would you locate the statue? Who would see it?</p>	<p>4</p> <p>How big would the statue be?</p>

5

Complete a sketch or craft a model of your woman from materials. Come up with a title for your memorial and write a plaque to help convey your message. The teacher may want to conduct a gallery walk or have students present their work.



This

Day

In



Clockwise, from top left: Frida Kahlo poses for Vogue, 1937; children play on the west side of the Berlin Wall, 1961; Amelia Earhart sits in an airplane, 1936; Declaration of Independence by American painter John Trumbull, 1818.

HISTORY TODAY



The historical content for *This Day in History*® at history.com/tdih offers an excellent opportunity for educators to inspire students to learn more about the past and its connections to the present by interacting with historical events of global, national, local and personal significance. Each day, we feature articles and videos about turning points in history in categories ranging from military to cultural history.

HISTORY Classroom™ provides a variety of lesson plans and in-depth resources — including study guides and lesson plans — related to pivotal events highlighted in *This Day in History*. Check out history.com/study-guides for our “10 Events That Shook the World” and “10 Events That Shook America” study guides featuring *This Day in History* articles; contextual background of the given time period; biographies of key players involved in each event; and information about concurrent events, as well as images, maps and fun “Did You Know?” facts.

In addition to these guides, we have developed some tips for incorporating *This Day in History* into the classroom on a daily or weekly basis.

FIRST TIME IN BALTIMORE!

HEAR!— MRS. ROSA PARKS

Whose arrest, because she refused to be segregated, led to the Bus Boycott in Montgomery, Alabama.



BALTIMORE BRANCH N.A.A.C.P.

KICK-OFF MASS MEETING

SUNDAY, SEPTEMBER 23, 1956 - 3 P.M.

SHARP STREET METHODIST CHURCH

Dolphin and Etting Streets

—Music by Famous BALTIMORE CHORALE—

under direction of Gerald Burkes Wilson

RENEW YOUR MEMBERSHIP TODAY!

And Get One More!

Good Music

Mrs. Lillie M. Jackson, President

Admission Free

Dr. Charles Watts, Treasurer



Bedouins by the pyramids of Giza, 1898.

Part 1

IDEAS FOR CHOOSING AN EVENT TO STUDY

ON TOPIC

Students can use *This Day in History*® to compile a list of significant events related to a unit or period of time you are studying in class. Then assign or let students choose specific events to study, as individuals or in small groups. Pay special attention to the *This Day in History*-themed categories, which include specific stories for the American Revolution, Civil War, World War I, World War II, Vietnam War and U.S. presidential history, among other topics.

CURRENT EVENT CONNECTIONS

Ask students to research and compile a list of recent big news stories spanning the last 6–12 months. Then come together as a class to discuss the stories the students found. Which of these events will have a lasting impact? Have

similar events occurred in the past? Which will be important to understand and study later? Individually or in groups, ask students to choose specific events to study further.

BIRTHDAY CONNECTIONS

Ask students to use *This Day in History* to research events that occurred throughout history on their birthday, choosing one event to delve into further.

THIS DAY IN MY FAMILY

Ask students to talk to their parents, grandparents and other family members about dates and time periods that are significant to their family. Dates can include birthdays of important family members, anniversaries of significant family events or other dates that resonate with the family. Examples might include the birthday of first family member born in the United States or the anniversary of the date a family member joined the military or moved across the country. Students can then compile *This Day in History* stories related to these personal events and explore connections between the two.

THIS DAY IN OUR HISTORY

Ask students to research local history and choose a day of significance to their school, town or region to further explore using either the internet or the local library.

THIS DAY IN MY HISTORY

Students can choose an event of historical significance that occurred during their lifetime. What will they one day be telling their children and grandchildren about?

An NAACP flyer for a talk by Rosa Parks, 1956.

Part 2

SUGGESTED ACTIVITIES FOR CHOSEN EVENTS

WRITING HISTORY

After choosing an event, ask students to research and write an original *This Day in History*® article. Articles should open with a brief description of the event; followed by a paragraph or two of context and backstory; more information about the event; and an explanation of the event's historical significance.

WELCOME TO THIS DAY IN HISTORY

In small teams, ask students to create their own *This Day in History* videos. Roles can include researcher, script writer, director, host and camera operator. Videos can focus on one event or span several that occurred on the same day.

REPORTING LIVE FROM HISTORY

Ask students to create a news broadcast as if they were reporting live from a *This Day in History* event. In addition to researching and writing a script about the event, students can research period dress and language, and include "interviews" with "eyewitnesses." The "broadcast" can be acted out live in front of the class or made into a video.

DRAWING HISTORY

Ask students to create a visualization of an event from *This Day in History*. This visualization can take a variety of forms, low-tech or high-tech, such as a traditional drawing, an infographic (using software or by hand) or a cartoon or comic strip.

VOICES FROM HISTORY

Ask small groups of students to record a podcast or radio show about the event. Students can research the event; familiarizing themselves with what happened and its impact; and discuss what it would have been like to have been a part of the event. Each group member can take on a different role: director, host and interviewees. The host can set the stage by giving the audience an introduction to the event and then interviewing the "eyewitnesses." Rather than following a script, challenge students to put themselves in the participants' shoes and engage in a spontaneous dialogue.

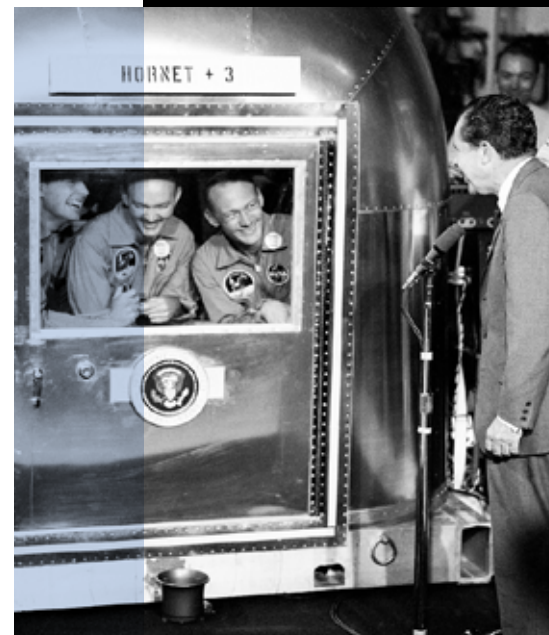
"SOCIAL" HISTORY

In the past, news of history-making events could take weeks or months to make its way around the globe. Today, history unfolds before the world's eyes in real time on social media. Ask students to tell the story of a *This Day in History* event through a social media platform as if they were witnessing it first-hand. This could include telling the story through a series of Instagram posts, tweets or Facebook or blog posts in the voice of a well-known participant in an event or a historically relevant persona created by the student. Imagery can be hand-drawn or researched through sources like the Library of Congress, National Archives and Wikimedia. Captions and tweets can stay true to the format but provide information in a breaking-news style.

WITNESS TO HISTORY

Ask students to research a *This Day in History* event and then tell the story in a series of letters between two historic personalities or student-created personas related to the event. Letters should include a factual account of the event; atmospheric details, like how things smelled or sounded; and the letter writer's thoughts and feelings about

President Richard Nixon and the Apollo 11 astronauts, 1969.



An immigrant family at Ellis Island, 1917.

Part 3

TIPS FOR USING THIS DAY IN HISTORY DOCUMENTARY CLIPS IN THE CLASSROOM

- 1 Before viewing a documentary, survey students on their background knowledge. While showing a video segment in class, you may want to pause the program to encourage discussion and debate. These clips can be incorporated into existing lesson plans or can jumpstart a new one.
- 2 As they are watching these clips, ask students to take notes and jot down questions, observations and new vocabulary words. These notes can provide a framework for your class discussions.
- 3 Consider using these video segments as a basis for cross-disciplinary projects. These clips can connect with a wide range of subjects including science and technology, literature, the arts and civics.
- 4 Are there historic sites or people in your community related to a particular *This Day in History* fact? You may want to design a related field trip or invite a guest speaker to attend your class.
- 5 Don't forget: There are many more video segments online at history.com/tdih and many more tips available on the HISTORY Classroom site at history.com/classroom.

Part 4

ADDITIONAL RESOURCES:
BOOKS AND ONLINE

Five officers of a black women's club in Newport, Rhode Island, 1899.

AMERICAN HISTORY BOOKS

- Block, Sharon, Ruth M. Alexander and Mary Beth Norton.**
Major Problems in American Women's History, 5th ed. (Cengage Learning, 2014).
- Brands, H.W., T.H. Breen. R. Hal Williams and Ariela J. Gross.**
American Stories: A History of the United States, vols. 1, 2 and 3 (Pearson, 2014).
- Davidson, James West.**
A Little History of the United States (Yale University Press, 2015).
- Foner, Eric.**
Give Me Liberty!: An American History, vols. 1, 2 and sourcebook (W.W. Norton & Company, 2006).
- Foner, Eric and John Arthur Garraty, eds.**
The Reader's Companion to American History (Houghton Mifflin, 1991).
- Franklin, John Hope and Alfred Moss Jr.**
From Slavery to Freedom: A History of African Americans, 8th ed. (Knopf, 2000).
- Gonzalez, Juan.**
Harvest of Empire: A History of Latinos in America (Penguin, 2001).
- Hakim, Joy.**
A History of US: Book One: The First Americans: Prehistory–1600 (Oxford University Press, 2002).
- Nash, Gary B. and Carter Smith, editors.**
Atlas of American History (Facts on File, 2006).
- Okihiro, Gary.**
The Columbia Guide to Asian American History (Columbia University Press, 2001).

Takaki, Ronald.

A Different Mirror: A History of Multicultural America (Back Bay Books, 2008).

Zinn, Howard.

A People's History of the United States (Harper Perennial, 2015).

WORLD HISTORY BOOKS

Bauer, Susan Wise.

The History of the Ancient World: From the Earliest Accounts to the Fall of Rome (W.W. Norton & Company, 2007).

Cha, Victor.

The Impossible State: North Korea, Past and Future (Ecco, 2012).

Chasteen, John Charles.

Born in Blood and Fire: A Concise History of Latin America, 4th ed. (W.W. Norton & Company, 2016).

Davies, Norman.

Europe: A History: A Glorious Chronicle of Europe, from Kings to Peasants, from the Urals to the Feroes (Harper Perennial, 1998).

Diamond, Jared.

Guns, Germs and Steel: The Fates of Human Societies, 20th anniversary edition (W.W. Norton & Company, 2017).

Doyle, William T.

The Oxford History of the French Revolution, 2nd ed. (Oxford University Press, 2003).

Ebrey, Patricia Buckley, ed.

Chinese History: A Sourcebook, 2nd ed. (The Free Press, 1993).

Engel, Barbara Alpert and Janet Martin.

Russia in World History (Oxford University Press, 2015).

Fitzpatrick, Sheila.

The Russian Revolution, 4th ed. (Oxford University Press, 2017).

Gilbert, Marc Jason.

South Asia in World History (Oxford University Press, 2017).

Gombrich, E.H.

A Little History of the World (Yale University Press, 2008).

Keay, John.

China: A History (Basic Books, 2011).

Khan, Yasmin.

The Great Partition: The Making of India and Pakistan, 2nd ed. (Yale University Press, 2017).

MacFarquhar, Roderick and Michael Schoenhals.

Mao's Last Revolution (Belknap Press, 2008).

Marshall, Tim.

Prisoners of Geography: Ten Maps That Explain Everything About the World (Scribner, 2016).

Meredith, Martin.

The Fate of Africa: The History of the Continent Since Independence (Public Affairs, 2011).

Reader, John.

Africa: A Biography of the Continent (Vintage, 1999).

Reid, Michael.

Forgotten Continent: A History of the New Latin America (Yale University Press, 2017).

Seager, Joni.

The Penguin Atlas of Women in the World, 4th ed. (Penguin Books, 2008).

Shillington, Kevin.

History of Africa, 3rd ed. (Palgrave Macmillan, 2012).

Simms, Brendan.

Europe: The Struggle for Supremacy, from 1453 to the Present (Basic Books, 2014).

Sixsmith, Martin.

Russia: A 1,000-Year Chronicle of the Wild East (The Overlook Press, 2013).

Smith, Bonnie G., ed.

Women's History: In Global Perspective, vol. 2 (University of Illinois Press, 2005).

Starr, Chester G.

A History of the Ancient World, 4th ed. (Oxford University Press, 1991).

Stearns, Peter N., ed.

World History in Documents: A Comparative Reader, 2nd ed. (New York University Press, 2008).

Thompson, Leonard.

A History of South Africa, 4th ed. (Yale University Press, 2014).

Tombs, Robert.

The English and Their History (Vintage, 2016).

Walker, Brett L.

A Concise History of Japan (Cambridge University Press, 2015).

ONLINE RESOURCES

history.com/topics

Articles, videos and audio clips from the HISTORY® topical database

gilderlehrman.org

Online exhibitions, primary sources and background from the Gilder Lehrman Institute of American History

ourdocuments.gov

Milestone documents with teaching tools from the National Archives & Records Administration

edsitement.neh.gov

Excellent resources and lesson plans from the National Endowment for the Humanities' EDSITEMent

abc-clio.com/schools/nche.net

Resources and background information from ABC-CLIO, a publisher of reference materials

nche.net

Teaching tips and history education resources from the National Council for History Education

memory.loc.gov/ammem/browse/updatedList.html

The American Memory Project from The Library of Congress, with a searchable database of documents, images and essays

calisphere.universityofcalifornia.edu

The Calisphere houses digital resources and

primary sources for K–12 educators from the University of California libraries

ncdemocracy.org

Helpful lesson plans from the National Center for the Preservation of Democracy

nmaahc.si.edu/explore/collection

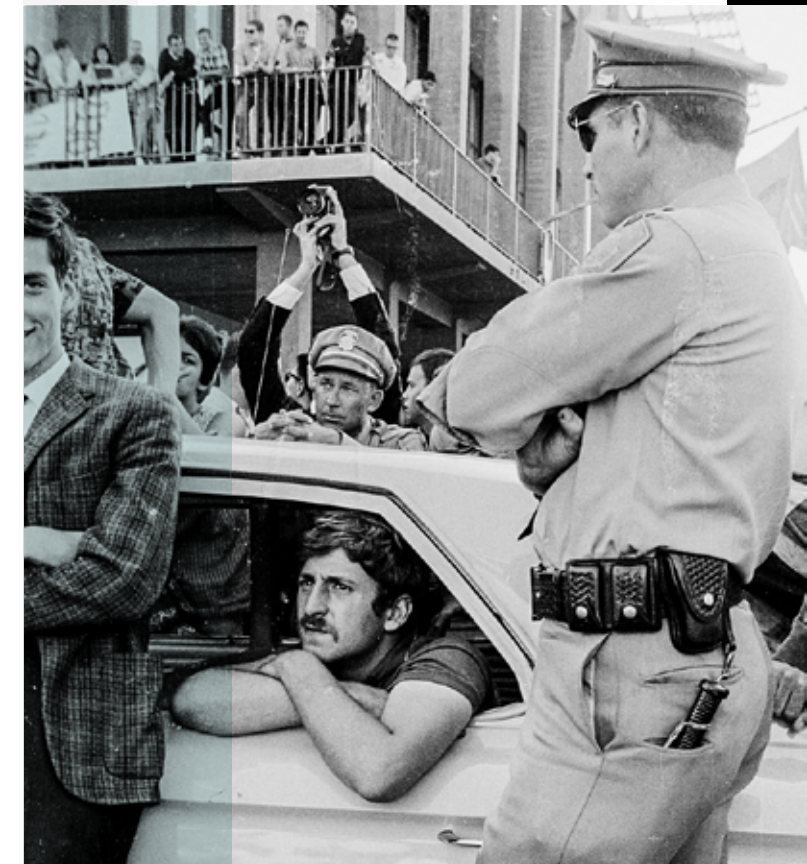
Digitized artifacts and related information from the collections of the National Museum of African American History and Culture

newseumed.org/

Primary sources, lesson plans and activities focusing on media literacy and the First Amendment from the Newseum

backstoryradio.org/episodes

Episodes of the *BackStory* podcast, a program sponsored by Virginia Humanities in partnership with the University of Virginia



Student activist Jack Weinberg in a police car, 1964.

Intervention:

The

Opioid

Epidemic



CURRICULUM LINKS

Intervention® would be useful for courses on current events, journalism, social issues and health. It would also be valuable for after-school programs, community programs or treatment programs. This series is appropriate for advanced high school students, college students and general adult audiences. Learn more about this series at aetv.com/intervention.

A

&E's Emmy® Award-winning docuseries *Intervention*® features the stories of addicts and their families suffering at the hands of the national opioid crisis. The families chronicled highlight the desperate need for support and help during this national drug emergency. *Intervention* also includes city officials who are on the ground fighting to intervene and save the lives of those affected by the opioid crisis as well as help

heal their communities. This series offers insights into the opioid crisis and the ways intervention can serve as a powerful solution.

PRE-VIEWING QUESTIONS

- 1 What does “intervention” mean? Students can look up the term and define it by writing or in group discussion.
- 2 What is “addiction”? Encourage students to first discuss among themselves before sharing with the class. Then provide a formal definition for the term.
- 3 What is the definition of “opioid”?

PRE-VIEWING ACTIVITY

Watch the videos to answer the questions above.

- 1 “What Is an Intervention?” aetv.com/shows/intervention/videos/what-is-an-intervention?playlist_slug=intervention-addiction-toolkit
- 2 “What Is Addiction?” aetv.com/shows/intervention/videos/what-is-addiction?playlist_slug=intervention-addiction-toolkit
- 3 “What Is Recovery?” aetv.com/shows/intervention/videos/what-is-recovery?playlist_slug=intervention-addiction-toolkit

DISCUSSION QUESTIONS

- 1 Why have heroin and other opioids spread from cities to suburbs so quickly? What do you think are the causes of the opioid crisis?
- 2 How are prescription painkillers and heroin connected?
- 3 How can communities better serve those who have addictions?
- 4 How could schools better help students with addictions? How could schools prevent addictions?
- 5 What was most memorable, surprising or insightful about the series?
- 6 How can interventions help those struggling with addiction?

The Opioid Epidemic by the Numbers

170,000

PEOPLE USED HEROIN FOR THE FIRST TIME

11.5

MILLION PEOPLE MISUSED PRESCRIPTION OPIOIDS

2.1

MILLION PEOPLE MISUSED PRESCRIPTION OPIOIDS FOR THE FIRST TIME

116

PEOPLE DIED EVERY DAY FROM OPIOID-RELATED DRUG OVERDOSES

17,087

DEATHS ATTRIBUTED TO OVERDOSING ON COMMONLY PRESCRIBED OPIOIDS

42,249

PEOPLE DIED FROM OVERDOSING ON OPIOIDS

15,469

DEATHS ATTRIBUTED TO OVERDOSING ON HEROIN

2.1

MILLION PEOPLE HAD AN OPIOID USE DISORDER

19,413

DEATHS ATTRIBUTED TO OVERDOSING ON SYNTHETIC OPIOIDS OTHER THAN METHADONE

948,000

PEOPLE USED HEROIN



DISCUSSION QUESTIONS

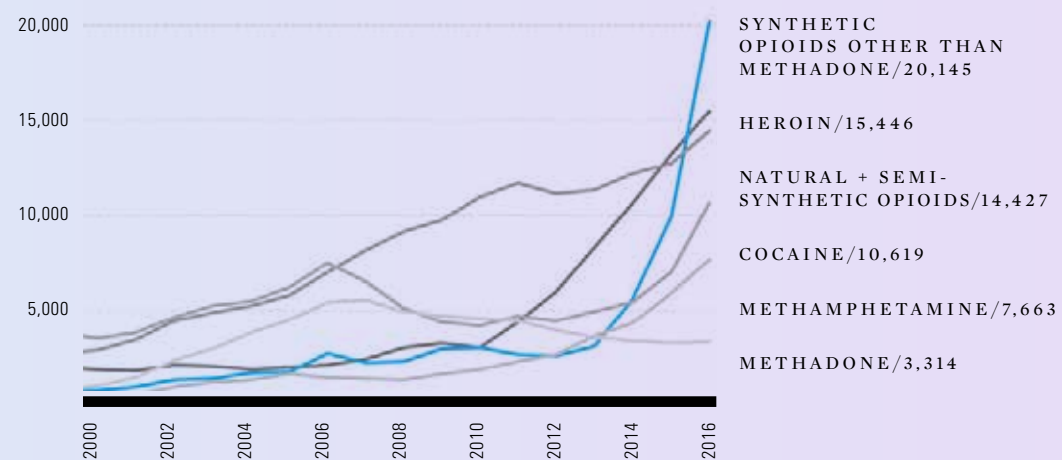
- 1 What do you find most alarming about the statistics to the left? Why?
- 2 Why do you think it's so common for people to misuse prescription opioids?
- 3 Do you think if physicians prescribed opioids less regularly some of these statistics would decrease? Why or why not?

ACTIVITIES

- 1 Spread the word. Ask students to research how the number of people who die from drug overdoses in the U.S. relates to other causes of death. Determine what the top five causes of death are in the U.S. and then create a chart or graph to display the findings. Ask students to discuss their findings as a class and why they think this is the case. Are they surprised by the research? Take it a step further and have students develop posters to hang around the school to educate other students about these statistics. Or take a more modern approach and have students develop a social media campaign to spread their findings to their peers.
- 2 Use art to express yourself. Ask students to use their creative writing skills to write a poem or rap about opioid addiction in the U.S. If they have personal experience with addiction in their family or community, encourage them to draw on their feelings about that experience. Students can also write about someone from *Intervention* or just about the overall epidemic. Students can volunteer to perform their poem or rap in front of the class.

SOURCE: U.S. DEPARTMENT OF HEALTH & HUMAN SERVICES, HHS.GOV/OPIOIDS/SITES/DEFAULT/FILES/2018-07/OPIOIDS-INFOGRAPHIC.PDF

Drugs Involved in U.S. Overdose Deaths



2000

to

2016

SOURCE: NATIONAL INSTITUTE OF DRUG ABUSE, DRUGABUSE.GOV/
RELATED-TOPICS/TRENDS-STATISTICS/OVERDOSE-DEATH-RATES

DISCUSSION QUESTIONS

1

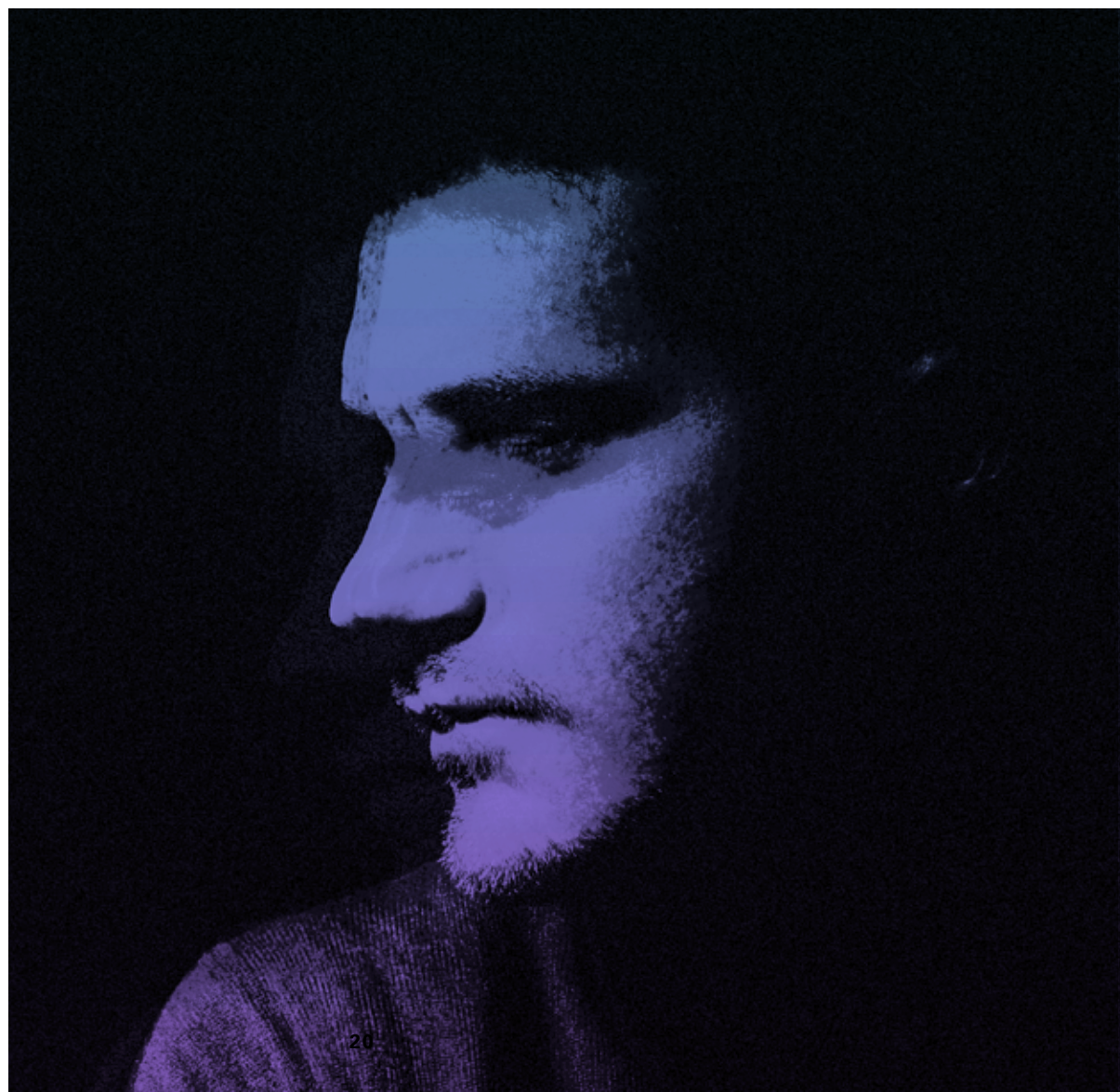
Why do you think the rise of deaths involving synthetic opioids between 2013 and 2016 is so stark?

2

Are you curious why the number of methadone-related deaths is the only one that has decreased? Why do you think that is the case?

3

What do you think can be done to decrease the number of overdose deaths in the U.S.?



ACTIVITIES

1

Determine responsibility. Students can review the Official Opioid Commission Report (whitehouse.gov/sites/whitehouse.gov/files/images/Meeting%20Draft%20of%20Final%20Report%20-%20November%201%2C%202017.pdf) to learn more about the opioid epidemic in the U.S. and recommended solutions. Ask students to specifically review "Substance Use Treatment Availability." Why do you think there is a lack of treatment facilities in some counties across the U.S.? Do you think it is the government's responsibility to provide adequate treatment centers? Why or why not? What do you think is preventing counties from having substance use disorder treatment facilities? How can we overcome those challenges?

2

Report the impact. Ask students to read "Drug Deaths in America Are Rising Faster Than Ever" from *The New York Times*. This article discusses the danger of fentanyl and the rapid rate at which it's spreading across the country. Based on what you've learned from this article, what do you think states and communities can do to minimize the prevalence of fentanyl? The article also discusses the challenges associated with collecting mortality data related to drug overdoses. Do you think these challenges impact our conversation about opioid addiction? What policies could we put in place to help alleviate some of these challenges?

IMAGES FROM PREVIOUS TWO SPREADS AND THIS PAGE BY STOCKSY

ADDITIONAL RESOURCES

National Institute on Drug Abuse

drugabuse.gov/drugs-abuse/opioids/opioid-overdose-crisis

National Institutes of Health Initiative to Help End the Opioid Crisis

nih.gov/research-training/medical-research-initiatives/opioid-crisis

U.S. Department of Health and Human Services

"About the Opioid Epidemic"
hhs.gov/opioids/about-the-epidemic/index.html

National Institute on Drug Abuse for Teens

teens.drugabuse.gov/

Substance Abuse and Mental Health Services Administration

samhsa.gov/

Intervention 911

intervention911.com/

A Prescription for Action

opioidaction.org/

Partnership for Drug-Free Kids: The Medicine Abuse Project

drugfree.org/medicine-abuse-project/

FIND HELP ON AETV.COM

Online treatment resources for those who need addiction and recovery assistance

aetv.com/shows/intervention/exclusives/treatment

MEET THE EXPERTS

Expert interventionists from the A&E series

aetv.com/shows/intervention/cast

BOOKS

Quinones, Sam.

Dreamland: The True Tale of America's Opiate Epidemic (Bloomsbury Press, 2015).

Sheff, David.

Clean: Overcoming Addiction and Ending America's Greatest Tragedy (Houghton Mifflin Harcourt, 2013).

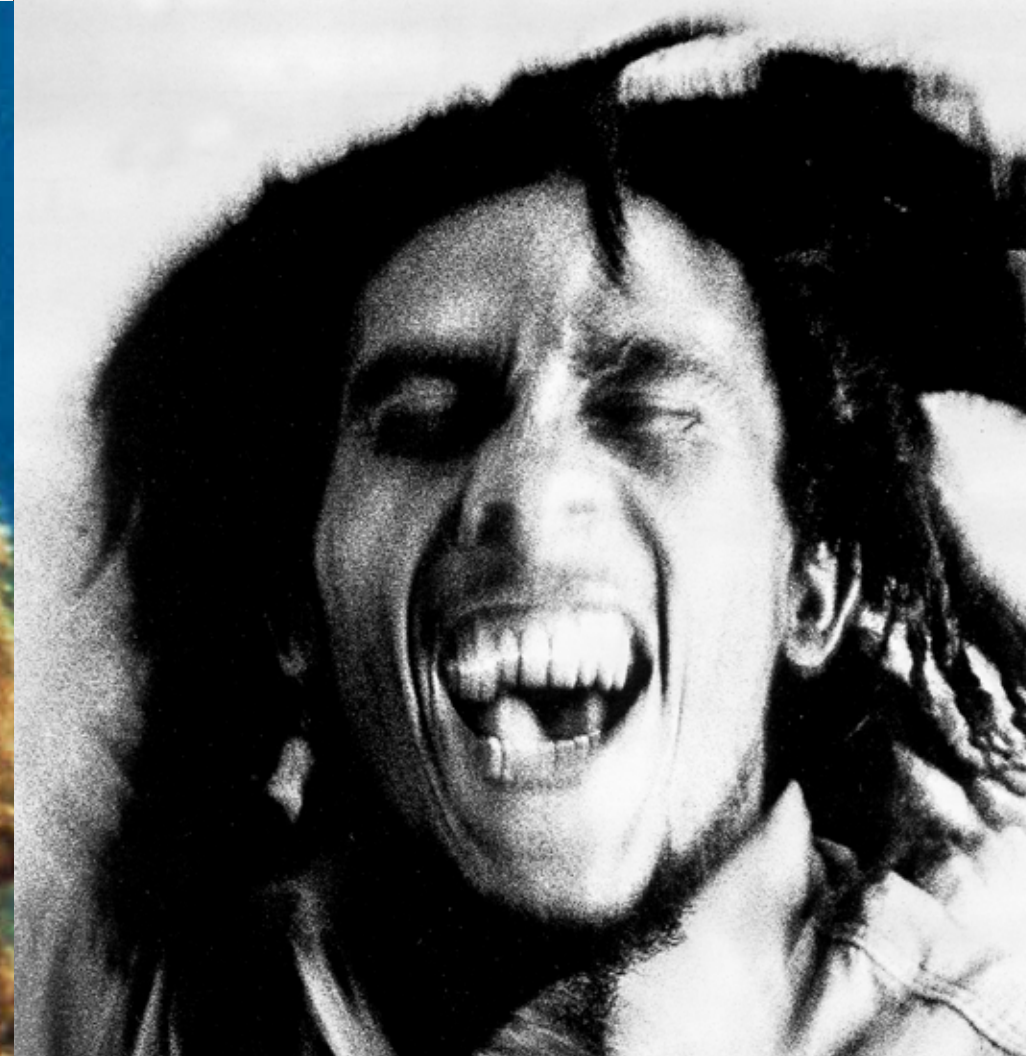
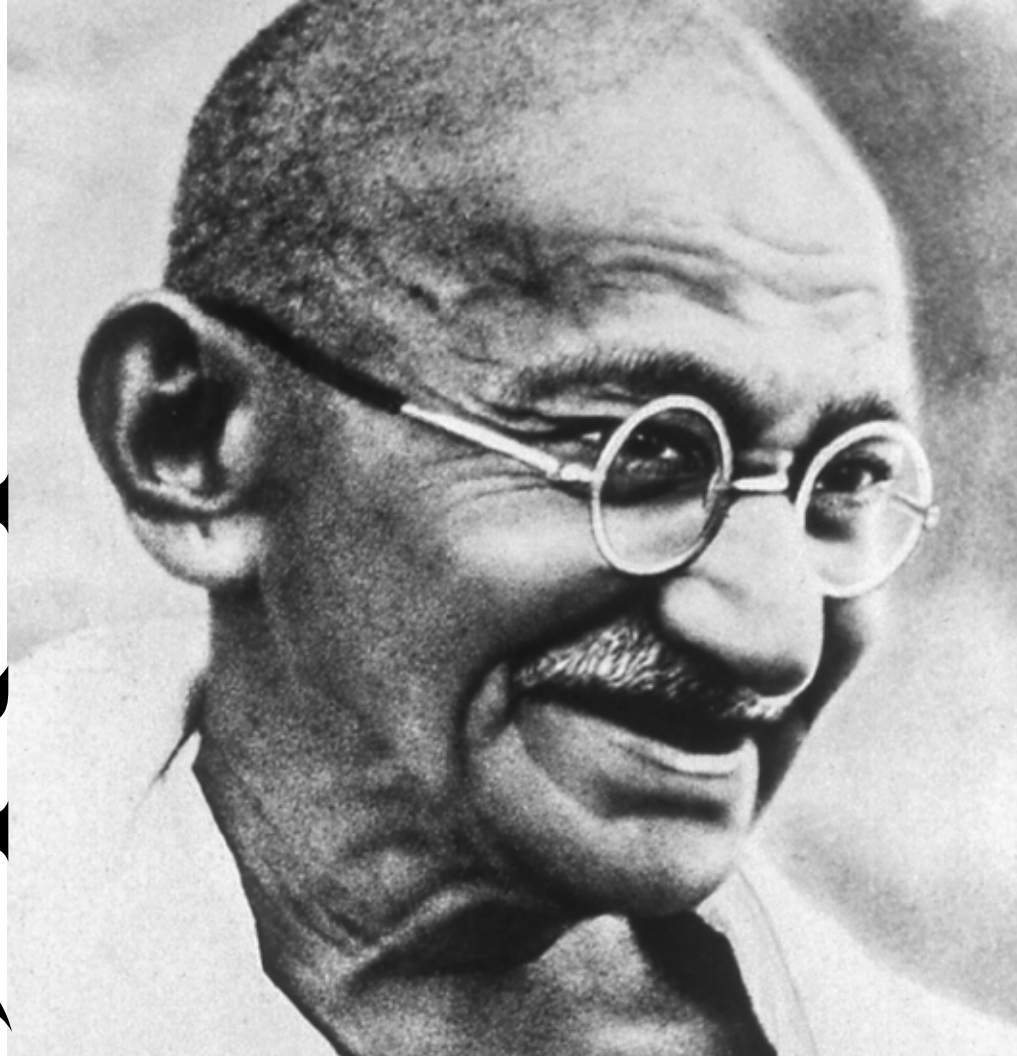
Szalavitz, Maia.

Unbroken Brain: A Revolutionary New Way of Understanding Addiction (St. Martin's Press, 2016).

BIO

EVERY LIFE
HAS A

STORY



BIOGRAPHY

From top left, clockwise: Mahatma Gandhi, Indian independence movement leader; Aretha Franklin, America's "Queen of Soul"; Bob Marley, Jamaican reggae singer/songwriter; Brigitte Bardot, French actress.

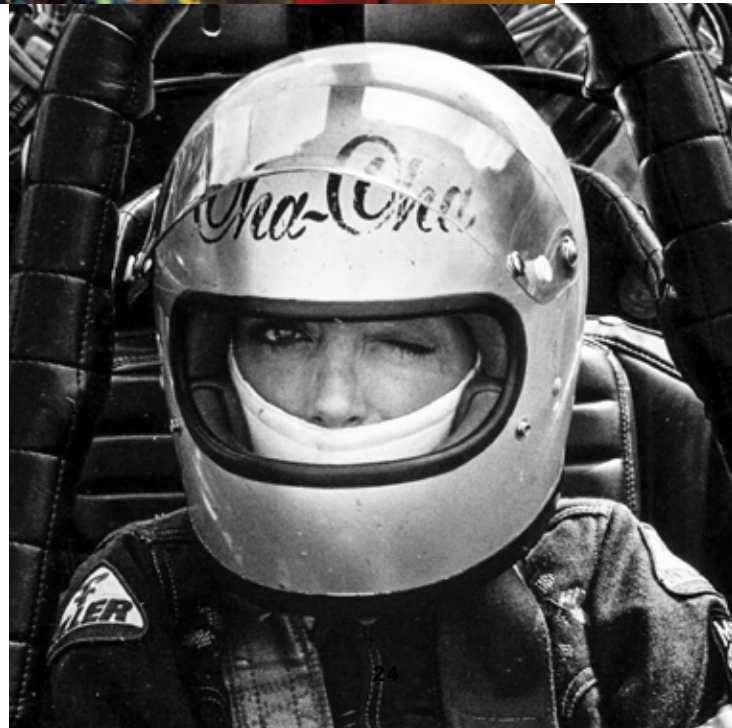
Biography.com captures the most gripping, surprising and fascinating stories about famous people. The last fateful day. The decision that changed everything. The moment of cheating death. The biggest break. The defining opportunity. The most shattering failure. The unexpected connection. With more than 7,000 biographies and daily features that highlight newsworthy, compelling and surprising points of view, we are the digital source for true stories about people that matter.

Biography.com is an outstanding resource for student research projects, classroom curriculum and for additional context about a wide range of people who have shaped our world. Visit biography.com to find many resources for lesson plans, student research projects and general reading about a wide range of individuals from throughout history.

FEATURED
LESSON PLAN



Above: David Bowie, English musician and performance artist.
Right: Shirley Muldowney, aka Cha Cha, female American drag racer.



CHARACTER + BIOGRAPHY®

Helping students to understand the characteristics of successful people and to identify specific leadership skills are the focus of the “character and BIOGRAPHY” enrichment activity. As part of a course in personal development, or as a minicourse that stands alone, this activity helps kids think about what personality traits make a person successful, from Thomas Edison (persistence, expertise) to Rosa Parks (courage). It also gives students a chance to think about their own abilities and what characteristics they would like to develop for themselves.

CURRICULUM LINKS

Because the individuals that can be studied range from scientists to civil rights leaders, the interdisciplinary aspects of this activity are extensive and include social studies, science, government, history, language arts and personal development.

SKILLS

Research, note-taking, outlining, critical thinking and verbalization are all skills successful students can develop by using the lesson plan.

There are two ways of approaching this project. The first option involves independent research on the part



Sylvester Stallone, American actor and filmmaker as Rocky.

of each student. The second option calls for students to work together in groups or teams. Both options call for each student/group to choose or be assigned one individual to study.

To introduce this project, first establish that your students are familiar with the concept of a biography and the idea of character. Guide your class discussion by asking what do we learn by studying a biography? (We learn about the story of someone’s life, when they lived, what they did, etc.) Why

do we study a person’s life? (We study their lives because exemplary and accomplished lives can teach us about history, inspire us, etc.) What are some characteristics we find in an individual worth studying?

You or a student may write the characteristics on the board. Create two columns for positive and negative attributes. Some words or phrases may be on both the positive and the negative side. For example, “strong leadership” could describe an evil genius like Adolf Hitler as well as a great abolitionist like Frederick Douglass.

INDIVIDUAL PROJECT

Allow students to choose an individual they admire to study. They may use BIOGRAPHY® productions, library resources and/or online sources, if available. Depending on how much time you want your students to commit to this project, in-depth research is not required.

ASSIGNMENT

Each student should research the life of the individual they have chosen and write a short, one-page outline of the person’s life and their most important achievements. Students should include a short bibliography or list of the sources they consulted. During their research, students should consider which characteristics or personality traits were essential attributes of the individuals they studied. Which traits made these people successful?

SUGGESTED LESSON DURATION: 2–3 DAYS

When the students have completed their research and outlines, a class discussion should follow, focusing on what they have learned. Each student should complete the provided worksheet.

CLASSROOM DISCUSSION

Using the worksheet, have students discuss valuable leadership characteristics. What makes a good leader? What other character traits are important in life? Students can give examples of situations where leadership characteristics are important. Each small group can share one scenario in which specific leadership skills were useful. These examples can be from historical or contemporary situations.

GROUP PROJECT

Divide the class into groups of 2–4 students. Each group should choose one individual from history to study. They can go to Biography.com to choose an individual with historical relevance.

ASSIGNMENT

Each group should research the life and accomplishments of the individual they have chosen. Their findings — a timeline of the person’s life, quotations by or about the person, greatest achievements by the person — should go onto a poster about that individual. Illustrations will help make the poster more visually interesting and informative. A short bibliography or list of the sources each group consulted should accompany their poster. During their research, students should consider which characteristics or personality traits are essential attributes of the individual they are studying. Which traits made the person successful?

SUGGESTED LESSON DURATION: 2 DAYS

When the students have completed their research and poster, a classroom discussion should follow, centering on what they learned. Each group should complete the worksheet.

PREVIOUS SPREAD AND THIS SPREAD: PHOTOGRAPHS COURTESY BIOGRAPHY

CHARACTER AND BIOGRAPHY

Leaders in history, sports, science, government, and the arts tend to share certain personal characteristics. Use this worksheet to list examples of behavior illustrating each quality that pertains to the individual you study. Not every characteristic will apply to your person. You may discover more than one example for each trait.

Perseverance

Persistent belief in one's goals; holding to a course of action without giving up

Industriousness

Willingness to work hard

Proficiency

Quality of being an expert or highly skilled in a specific field

Assertiveness

Ability to express oneself forcefully

Ingenuity

Inventive skill; imagination

Aptitude

Natural talent, gift or tendency

Courage

Daring; willingness to risk social disapproval

Persuasiveness

Ability to communicate ideas effectively, bring people to agreement

STUDENT'S NAME _____

CLASS _____

DATE _____

PERSON STUDIED _____

Ideas

NATIONAL HISTORY DAY 2018

Every year, National History Day (NHD) frames students' research within a historical theme. The theme is chosen for the broad application to world, national or state history and its relevance to ancient history or to the more recent past. This year's theme is Conflict and Compromise in History. The intentional selection of the theme for NHD is to provide an opportunity for students to push past the antiquated view of history as mere facts and dates and drill down into historical content to develop perspective and understanding. The 2018 National History Day Contest will be held June 10–14 at the University of Maryland, College Park. Visit nhd.org to learn more.

NATIONAL COUNCIL FOR HISTORY EDUCATION

The National Council for History Education (NCHE) promotes historical literacy by creating opportunities for teachers and students to benefit from more history that is taught better. NCHE has five core beliefs: collegiality and collaboration enhance the study of history at every level; historical thinking should be a core element of every education; excellence in history education is achieved by the incorporation of content and appropriate instructional methods; history has unique civil value; and history imparts essential habits of mind. Visit nche.net/ to learn more.

LIBRARY OF CONGRESS: ECHOES OF THE GREAT WAR EXHIBIT

In April 2017, the Library of Congress premiered a new exhibition, *Echoes of the Great War: American Experiences of World War I (2)*. The exhibition examines the upheaval of world war through the debates and struggles surrounding U.S. engagement, U.S. military and home front mobilization and the immensity of industrialized warfare. It also touches on the war's aftereffects: an international peace settlement, new national borders and the reintegration of soldiers into American society. Visit loc.gov to learn more. The Fall 2017 *Idea Book for Educators*[®] can also supplement the study of World War I.

THE MARTIN LUTHER KING, JR. CENTER FOR NONVIOLENT SOCIAL CHANGE

2018 marks the 50th anniversary of the founding of The Martin Luther King, Jr. Center for Nonviolent Social Change (The King Center) and the observance of what would have been Dr. King's (1) 89th birthday. April 4, 2018, also marks the 50th anniversary of one of the most tragic, catalytic and meaningful events in American history: Dr. King's assassination. Individuals and organizations around the globe will honor him on April 4 and throughout the year. The King Center will be home to global and national commemorations. Visit mlk50forward.org/ to learn more.



More



TOP PHOTOGRAPH BY GETTY; BOTTOM PHOTOGRAPH COURTESY THE LIBRARY OF CONGRESS

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NHD
NATIONAL
HISTORY DAY®

nhd.org/contest

Five Project Categories

Exhibit

Documentary

Paper

Performance

Website