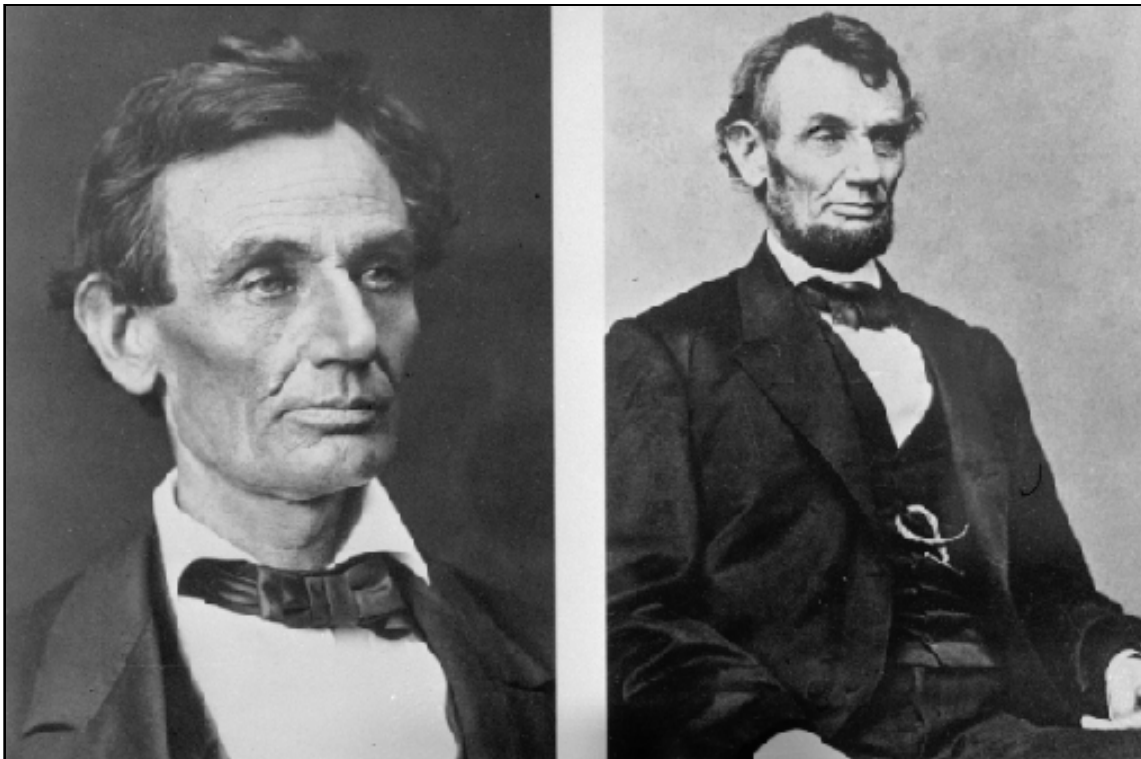


PART I:

AMERICAN HISTORY

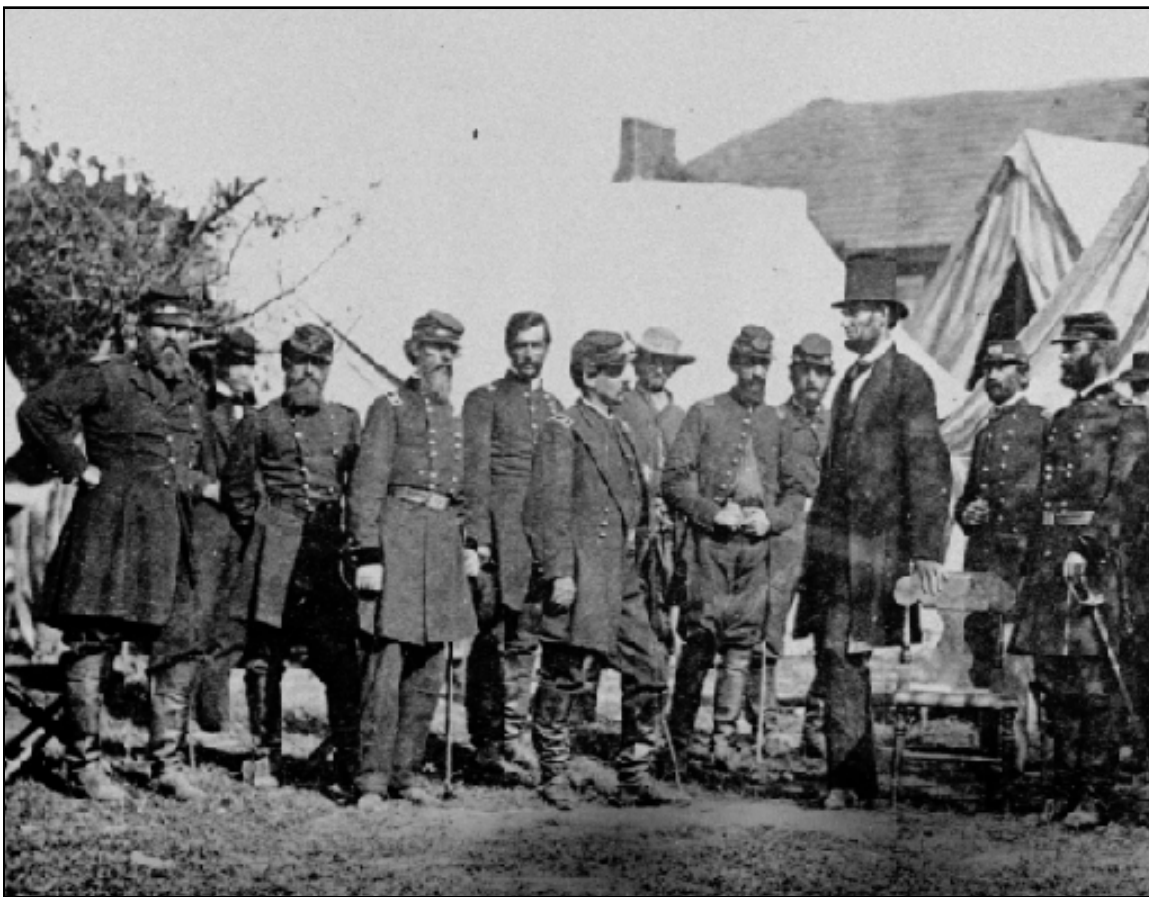
The most common course in social studies is certainly American History. All of the most used textbooks are organized chronologically in order to tell America's story in time sequence. The examples presented here will fit with any American history course. The proliferation of people in photographs makes the search for usefully applied material easiest when one uses the "great person" approach for various eras. The most commonly recognized president is, of course, **Abraham Lincoln**, who is also rated in many polls of historians as the greatest president. It may be exciting for students to see Lincoln without his beard, and two photos, one from 1847 and one from 1860, provide that unusual depiction of our 16th president. Both photos are shown below.

One possible teaching idea would be to question how the appearance of a politician alters the perception of that politician. It can be argued that Lincoln's appearance may have been a factor in his defeat of three Democratic candidates in the election of 1860. During Lincoln's time, voters would have been limited to personal appearances and possible newspaper drawings or descriptions. Lincoln was the first president to have a beard and *every* elected president for the next 40 years wore a beard. Since 1900 no president has had a beard. What difference does it make in the way voters or students perceive someone's trustworthiness or capability? What other aspects of appearance might sway voters?



Abraham Lincoln was the sixteenth president of the United States and the first to be assassinated. The picture on the left taken by Alex Hesler is believed to be the best photo of Lincoln without his beard. On the right, Lincoln is pictured as he appeared in 1864.

The Civil War is often studied in American history classrooms. However, the war is often perceived by students as a distant historical event. This picture of President Lincoln and the staff of General George McClellan at the **Antietam** Battlefield in Maryland represents what readers in 1862 saw firsthand of the war. Commanders-in-chief oftren visit battlefields. President Clinton went to Bosnia and President Reagan visited the demilitarized zone of the Korean peninsula. Interested students might want to research battles that turned the tides of war such as Gettysburg in the Civil War or the Battle of the Bulge in the European theater of World War II. They might also want to discuss the effects on troops and the country of a president's or chief political leader's visit to the front lines of a war or a battle site.



Abraham Lincoln, General McClellan and his staff at Antietam, Maryland, 1862. This unique photograph, from the files of the Lincoln National Life Foundation in Fort Wayne, Indiana, was taken by Alexander Gardner, famous Civil War photographer in 1862.

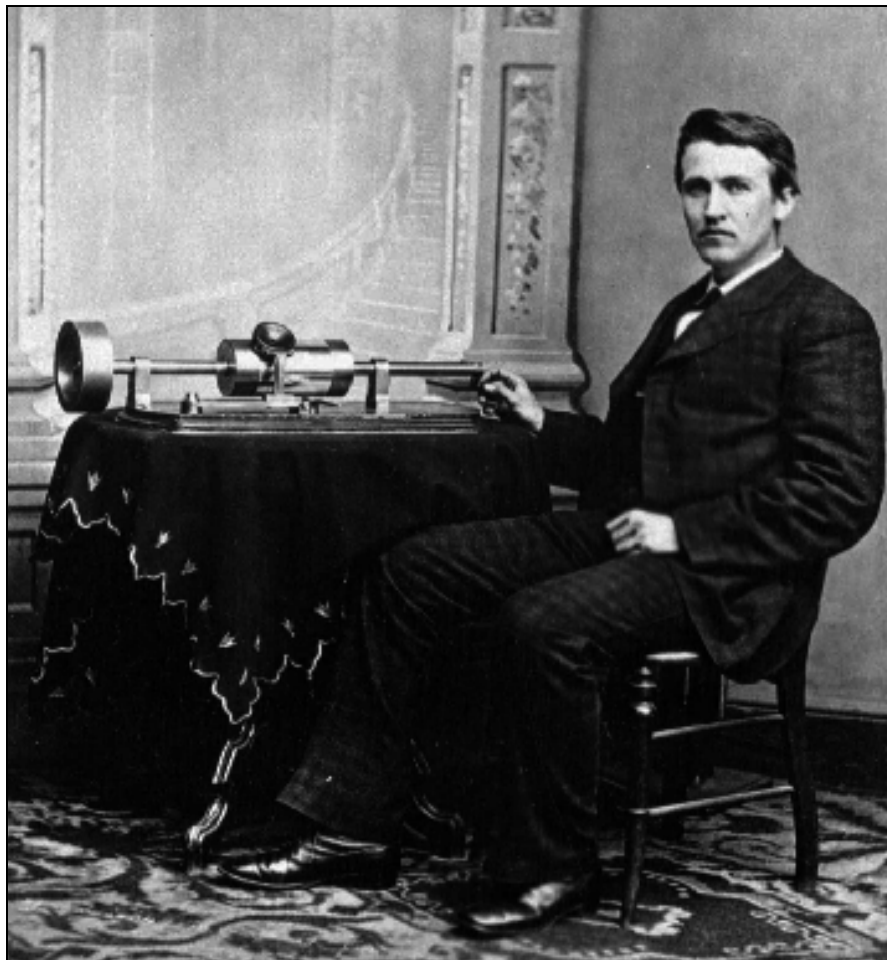
A career in the military is often a precursor to a successful campaign for the presidency. Presidents Washington, Jackson, Tyler, Taylor, Grant, Garfield, McKinley, Eisenhower Kennedy and Bush, among others, all had stints in the military. Prior to his selection by President McKinley to be Vice President, Theodore Roosevelt (never Teddy- he disliked the nickname) volunteered for service in the Spanish-American War in 1898. The **Rough Riders** have become the stuff of legend. Here they are depicted with Colonel Theodore Roosevelt.

Teachers might ask students to research the military careers of various presidents. What effect did serving in the military have on a candidate being nominated or elected to the presidency? Does it have the same cachet today? Why or why not? Did the easing of the Cold War affect the election of President Clinton, who does not have a military background?



Theodore Roosevelt, center, poses with members of the Rough Riders in this 1898 file photo. Roosevelt leading his troops in the victorious charge up Cuba's San Juan Hill is an image preserved by legend. However, Theodore Roosevelt did not receive the medal of honor which his great grandson claims he deserved. Tweed Roosevelt is backing an effort by Teddy Roosevelt's admirers to win for the former president the nation's highest military honor for which he was nominated in 1898 but did not receive.

The late 1800s and early 1900s were a time of great technological development. Some texts may include pictures of inventors of the time, and attention to them would fit with the NCSS Standard VIII that focuses on "Science Technology & Society" as well as Standard I (How the rise of corporations, heavy industry and mechanized farming transformed the American people) of Era 6 (The Development of the Industrial United States, 1870-1900) of the National Standards for History. Students and teachers might find it useful to see excellent photos of John D. Rockefeller, Alexander Graham Bell, Henry Ford or **Thomas Edison**. Below is an 1878 photo of Edison with the newly-invented phonograph. Another fine photo in the collection shows Edison in 1933 with a light bulb. Why people create and from where inspiration and ideas emerge would be a good direction to pursue in the examination of inventors. Students might want to consider what further inventions might help make life more comfortable or to examine the effect that certain inventions had on American society.



Thomas Edison's favorite invention, the phonograph, was invented by him in 1877. Edison is shown with the tin-foil phonograph which he exhibited at the National Academy of Science in Washington, D.C. in 1878. Perfected versions of the phonograph followed. Until now, the earliest known recording of Edison's voice was from 1906, when he was 59. The newly found recording was made shortly after Edison moved to West Orange in 1887 from his workshop in Menlo Park, N.J. now called Edison, N.J.

The early 1900s produced cultural icons that wield political or cultural clout though such people may not have held elective office. One was the author and social commentator **Samuel Clemens** whose fame was garnered under his *nom de plume*, **Mark Twain**. Four undated photos of Mark Twain bring vitality to his wit and social criticism. Pictured below is a photo of Twain and his family. Social critics have existed since before the birth of the United States. Examining Jonathan Swift's *Modest Proposal* might get students interested in where criticism and wit end and realistic proposals begin. What was the effect of early critics in the American colonies? Who are the important social critics, like Thomas Paine and Ben Franklin in the U.S. today?



Author Samuel Clemens, known to millions as Mark Twain, is shown with his wife, Olivia, and daughter, Clara at their suburban London home in 1900.

One of the most renowned cultural and political figures of the late 1800s and early 1900s was **William Jennings Bryan**. Bryan was a nativist and was supported by the populists. He wanted to limit the dependence of the gold standard in the U.S. and proposed "free silver." Bryan's career and his views were representative of one large segment of American society in the early part of this century.

Though never successful, he was a candidate for president three times in 1896, 1908 and 1912 and later represented the state of Tennessee in the famous **Scopes trial** of 1925 in which his opposing counsel was **Clarence Darrow**. The Photo Archive contains images from all these events. Pictured below is Bryan at the Scopes trial in 1925.

The Scopes trial hinged on whether evolution could or should be taught in school in addition to creationism and the literal interpretation of the Bible. Students might want to examine the status of such a question in present day education. There is also the larger scientific/social question of the changing definition of evolution. What effect does that have on what can and should be taught in schools?



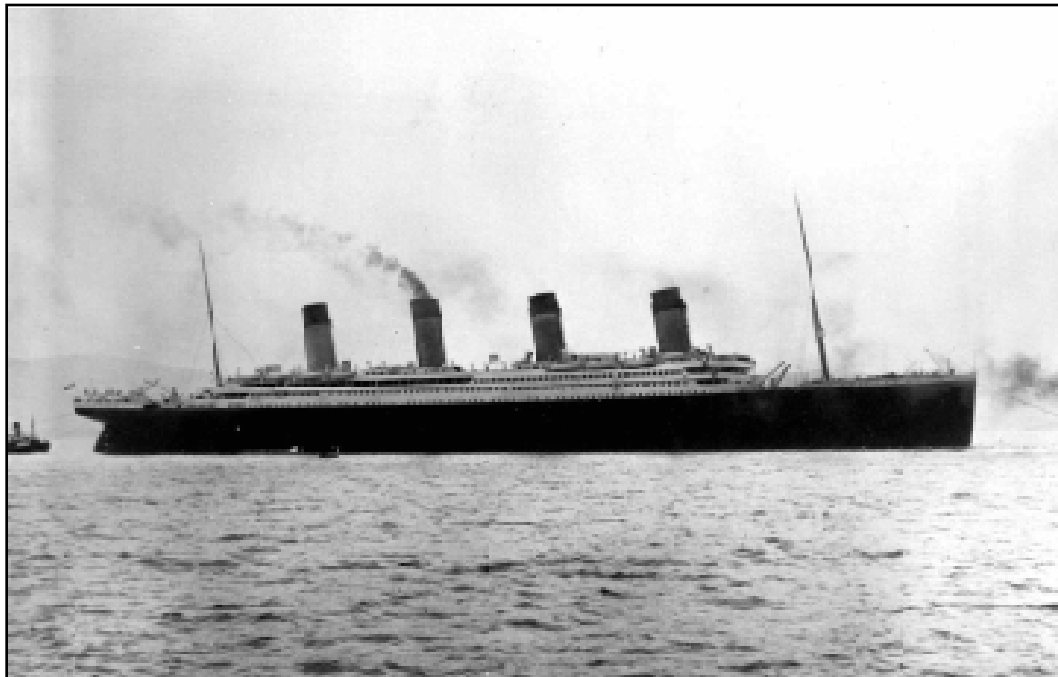
Photo of the interior of court during Scopes Trial in Dayton, Tenn. July 15, 1925. William Jennings Bryan is sitting just behind the microphone, which is being used to broadcast the trial.

During this same period of time there was an increasing interest and development of uniquely American aspects of art, communications, sport and other aspects of popular culture. Addressed in almost every American history textbook is the Harlem Renaissance and the Age of Jazz. The National History Standards for Era 7, Standard 3C note that students should be able to examine the contributions of artists and writers of the Harlem Renaissance and assess their popularity. Arguably the most famous and enduring of these artists was jazz trumpeter **Louis "Satchmo" Armstrong** pictured below with another famous artist, singer **Billie Holiday**. Examining this aspect of American life would also fit with both Standard I (Culture) and III (People, Places and Environments) of the NCSS Standards. The question could be raised as to why a social or cultural movement starts and how it grows? Are there particular conditions that are most conducive to social and cultural change or diversity?



Jazz artists Louis Armstrong and Billie Holiday are seen in a photo from the 1941 film "New Orleans".

The renewed interest in the **Titanic**, generated largely by the film, also might be pursued as teachers and students seek to understand the technological advances that the leviathan represented as well as the economic schisms that were also represented in the ship's clientele. This type of study would fit with most textbooks and the examination of the period just prior to World War I. It would also fit nicely with the National Standards for World History, particularly Standard 5 of Era 7, the Age of Revolution, 1750-1914. Standard 5A connects major developments in science and technology with the growth of industrial economies and society. And the interest in varying economic realities coincides with Standard 13 of the National Content Standards in Economics which addresses market value and its relation to what workers earn. Pictured is the Titanic in 1912. The Titanic represented in microcosm the social classes of the United States and, to a greater extent, that of England. Students can discuss the ability of people to move up or down in various social classes. What factors determine one's class? Is there greater or less flexibility in the determination of class in the U.S. than other countries, e.g. England, France, Russia, India, Japan? Has the definition of "class" changed in the U.S. over the past 100 years?



The Titanic leaves on her maiden voyage headed for disaster and a place in history April 10, 1912.

With the passage of the Nineteenth Amendment in 1920, the right to vote in federal elections was extended to all eligible females in the country. The passage of the Nineteenth Amendment was preceded by many years of effort on the part of **suffragettes** and supporters of women's right to vote. This photograph, taken in 1916, is especially interesting because it shows how two suffragettes raised awareness for the cause via an airplane, a still new technology in 1916. Locating photographs of other early suffragettes might help students to understand better the long struggle for this most basic of civil rights. The notion also corresponds to The National Standards for U.S. History, Era 7, The Emergence of Modern America, and the focus on specific "planks" of Progressivism. Students could determine when women received the right to vote in particular states. What impetus might have made states like Wyoming early proponents of suffrage for women?



To call attention to the struggle for votes for women, these suffragettes are taking off from Midland Beach, in Staten Island, New York, on December 2, 1916, to distribute literature to the people of the island. The women in the plane are identified as Mrs. John Blair, chairman of the publicity committee of Woman's Suffrage in New York, and Mrs. Richberg Hornsby of Chicago.

The power of the presidency to address changing economic conditions was defined in the administration of **President Franklin Roosevelt**. Never before had the office of the president so actively involved itself in the economic life of the nation. Taken in 1934, this is a picture of President Roosevelt signing a bill to improve conditions throughout the country. What is especially interesting in this picture is the inclusion of Federal Bureau of Investigation Chief **J. Edgar Hoover** who served in that post until 1972. Given recent allegations about Hoover, an examination of the Photo Archive reveals a pattern of carefully choreographed pictures intended to further the vital image of both the FBI and Hoover. Teachers might discuss the nature of government surveillance. What is appropriate in a democracy? When does national safety take precedence over individual rights? Who should decide such a question - Congress, the courts, voters, the president or the agencies doing the surveillance?



Franklin D. Roosevelt signing one of the many bills which he hopes will improve conditions throughout the country. Standing left to right: Attorney General Homer Cummings; J. Edgar Hoover, director of the Department of Justice Federal Bureau of Investigation; Senator Henry F. Ashurst; and Assistant Attorney General Joseph B. Keenan. The occasion was the signing of a federal law, May 18, 1934, providing federal penalties for offenses which before had been curbed only by state law. This bill gave J. Edgar Hoover and his Federal Bureau of Investigation immense power.

The **Works Progress Administration** (WPA) was one of the more active federal bureaucracies established by FDR to address unemployment during the Depression. This photo shows that muscle and large numbers of workers managed to do the work of machinery in this flood control project. The WPA built parks, roads and seemingly countless other buildings around the nation. It would be interesting for students to extend the study of such economic "pump priming" to today. Included in such examination could be President Johnson's War on Poverty and President Clinton's AmeriCorps program, among others.



Works Progress Administration (WPA) men work on an Arkansas River flood control project May 17, 1939.

One of the most recognized symbols of international harmony is the Olympic rings. The modern Olympics were begun in 1896 and continued until interrupted by World War I. They then resumed until war engulfed Europe in 1939. In 1936, when they were held in Berlin, the games were intended by the Germans to be emblematic of their Aryan superiority but, instead, became more widely known as the Olympics of **Jesse Owens**. The Photo Archive has more than two dozen photographs of Owens in the 1930s. The 1936 Olympic Games were only the first to be clearly politicized. The Photo Archive as well as other sources might be used to examine some of the ways that later Olympic Games were used to make political statements. These might include the Black Power salute of the 1968 Games in Mexico City, the Black September Massacre of Israeli athletes at the Munich Games in 1972, the 1980 Boycott of the Moscow Games by Western nations, and the 1984 retaliatory boycott of the Los Angeles Games by Eastern Bloc nations.

Another idea might be to examine the exclusion of African-Americans from major professional sports teams for the first half of the century. What, if anything, did the integration of professional basketball, baseball and football have to do with the American civil rights movement?



Olympic broad jump medalists salute during the medals ceremony Aug. 11, 1936 at the Summer Olympics in Berlin. From left on podium are: bronze medalist Jajima of Japan, gold medalist Jesse Owens of the United States and silver medalist Lutz Long of Germany Long and German Olympic officials give the Nazi salute, while Owens gives a traditional salute. Owens dominated the 1936 games with four gold medals, refuting Nazi claims of white racial superiority; he and Long reportedly became lifelong friends.

Attending the 1936 Olympic Games was the leader of Germany, **Adolf Hitler**. The Photo Archive has more than two dozen pictures of Hitler in various situations. He is pictured with Eva Braun, his mistress, Herman Goering and Joseph Goebbels, at the Olympics and at large rallies, among other things. Era 8 of the National Standards for U.S. History and the National Standards for World History both focus, in Standards 3 and 4 respectively, on World War II and the role of Hitler, pictured here speaking at a **volkswagen** factory with one of the first of those cars produced in the foreground. The word "volkswagen" means the "people's car" in German. The volkswagen "beetle" is regarded affectionately by many people today. Would it change their perception of the car if they know that the majority of the first volkswagens were produced by slave laborers in the late 1930s and throughout World War II?



German Nazi leader Adolf Hitler speaks at the opening ceremony of the Volkswagen car factory in Fallersleben, Lower Saxony May 26, 1938. Hitler masterminded the Volkswagen Beetle - the affordable "people's car."

One of the most startling photos in the Photo Archive, this picture hauntingly reveals the lynching of a victim in 1936. Pictures like this were, for much of the nation, the only means by which people learned about the practice of lynching. Data on lynchings of African-Americans, as well as other minorities, can be researched by students. Can such actions ever be justified? How or why would such deeds go unpunished?



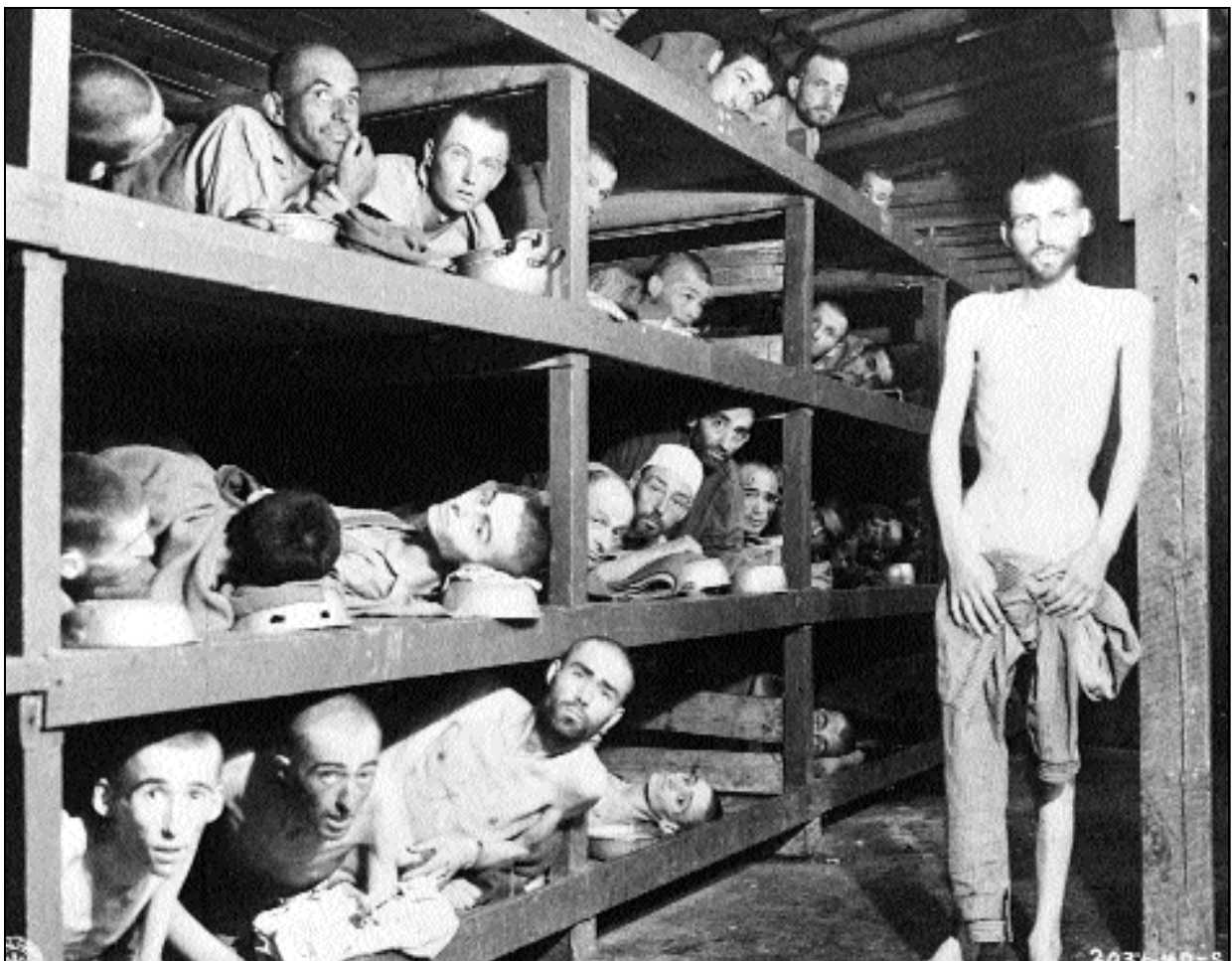
Saved earlier from a mob by national guardsmen and a judge, Lint Shaw, a 45 year old Negro, was taken from jail in Royston, Georgia, April 28, 1936, and lynched a short time before he was to have gone on trial for attacking a white girl.

The Holocaust and Hitler's other acts of **anti-Semitism** are certainly subjects for study in American or world history. Anti-Semitism has existed for hundreds of years in various places around the world. The Photo Archive pictures indicate just how widespread such acts and threats of anti-Semitism are. The collection contains photos from Poland, Hungary, Germany, Argentina, Switzerland and Russia, as well as Brooklyn and Georgia in the United States. The photos are both historical and contemporary. Pictured is Austria in 1938, where books by Jewish authors are being burned. The history of anti-Semitism extends back more than 2000 years. Why have Jews often been victimized? What is the responsibility of more powerful nations when ethnic minorities are terrorized in another country? NCSS Standards I (Culture) and III (People, places and environments) and VI (Power, Authority and Governance) all would be applicable in this study.



These youngsters, members of the Hitler Youth, are shown burning books condemned as Jewish-Marxist. This book burning took place in Salzburg, Austria, on April 30, 1938.

Hitler's maniacal obsession with the destruction of Jews and other "inferior" peoples resulted in his "final solution," the **Holocaust**. The Holocaust Museums in Washington, Israel and the one to be built in Germany continue to keep the topic from being forgotten. All textbooks have some coverage of it, and the National Standards for U.S. History, Era 8, Standard 3B notes that students should be able to "analyze Hitler's 'final solution' and the Allies' responses to the Holocaust and war crimes." Pictured is one of the shocking Holocaust photos in the collection. Students may have heard of the extermination camps of the Nazis, but here is gruesome evidence of their horror. How can humans treat other humans in such a manner? Is there any way to justify the excessive torture and murder that was perpetrated in these camps, scores of which were established throughout Germany, Poland and Austria by the Germans? Is it still possible for such terrible acts to take place in the world?



These are slave laborers in the Buchenwald concentration camp near Jena, East Germany. Many had died from malnutrition when U.S. troops of the 80th Division entered the camp April 16, 1946. Man at far right of center bunk is Elie Wiesel.

In the hysteria surrounding the start of World War II, thousands of resident Japanese and Americans of Japanese ancestry were required by law (Executive Order 9066) to move to federal **internment** camps for their protection and that of the public. The issue was pushed by California Attorney General (and later U.S. Supreme Court Chief Justice) Earl Warren. In 1943 the Supreme Court upheld the findings of a lower court, and the incarceration received the approval of the highest court. In later congressional actions, the U.S. government agreed to pay reparations for seizure of property without due process and for the internment of citizens in World War II, but this was not done until 1969 and 1990, respectively. Pictured is the internment camp at Gila River, Arizona. Could such governmental actions against an ethnic group ever recur? How can that be prevented?



This is a general view of the Gila River, Canal, Japanese internment camp north of Phoenix, Ariz. in this photo made in 1942. More than a dozen internment camps were hastily erected during the war to isolate people of Japanese ancestry.

Many photos from World War II can be found under that caption title, but they can also be found under the names of battles or prominent officers. **Iwo Jima**, the battle that included the famous flag-raising on the island battlefield by the Marines, is pictured in a number of photographs. Besides the famous photo which served as the inspiration for the Marine Corps Memorial in Arlington, Virginia, there are other excellent depictions. Shown below are Japanese prisoners surrendering on the island of Iwo Jima following the battle there. A question that could be raised for discussion regards the limits of loyalty to a cause. To what extent should loyalty to a cause take precedence over family, personal welfare or other external pressures? A number of Japanese soldiers remained on remote Pacific islands for more than ten years after World War II because they were unaware of the end of the war and believed that they should remain at their assigned posts. Why would someone have such blind, seemingly irrational loyalty?



*With his hands in the air, the first of 20 Japanese emerges from an Iwo Jima cave on April 5, 1945.
The group had been hiding for several days.*

One of the most famous allied officers of World War II and of the subsequent Korean War was General **Douglas MacArthur**. He is often seen in photos aboard the USS Missouri signing the treaty that brought the war with Japan to a close. Photos of this event as well as many other significant events in MacArthur's and our nation's history are included in the Photo Archive. Pictured is General MacArthur inspecting black troops at Kimpo Airfield in Korea. Standard 2 of the National U.S. History Standards addresses, "How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics." Until President Truman's edict banning such practices during the Korean conflict, units of the American armed forces had been segregated by race. This may be an entree for discussing both the logic of segregating troops by race as well as by gender in training and service. Another project or discussion might be to gather information on African-American units in previous conflicts from the American Revolution through World War II.



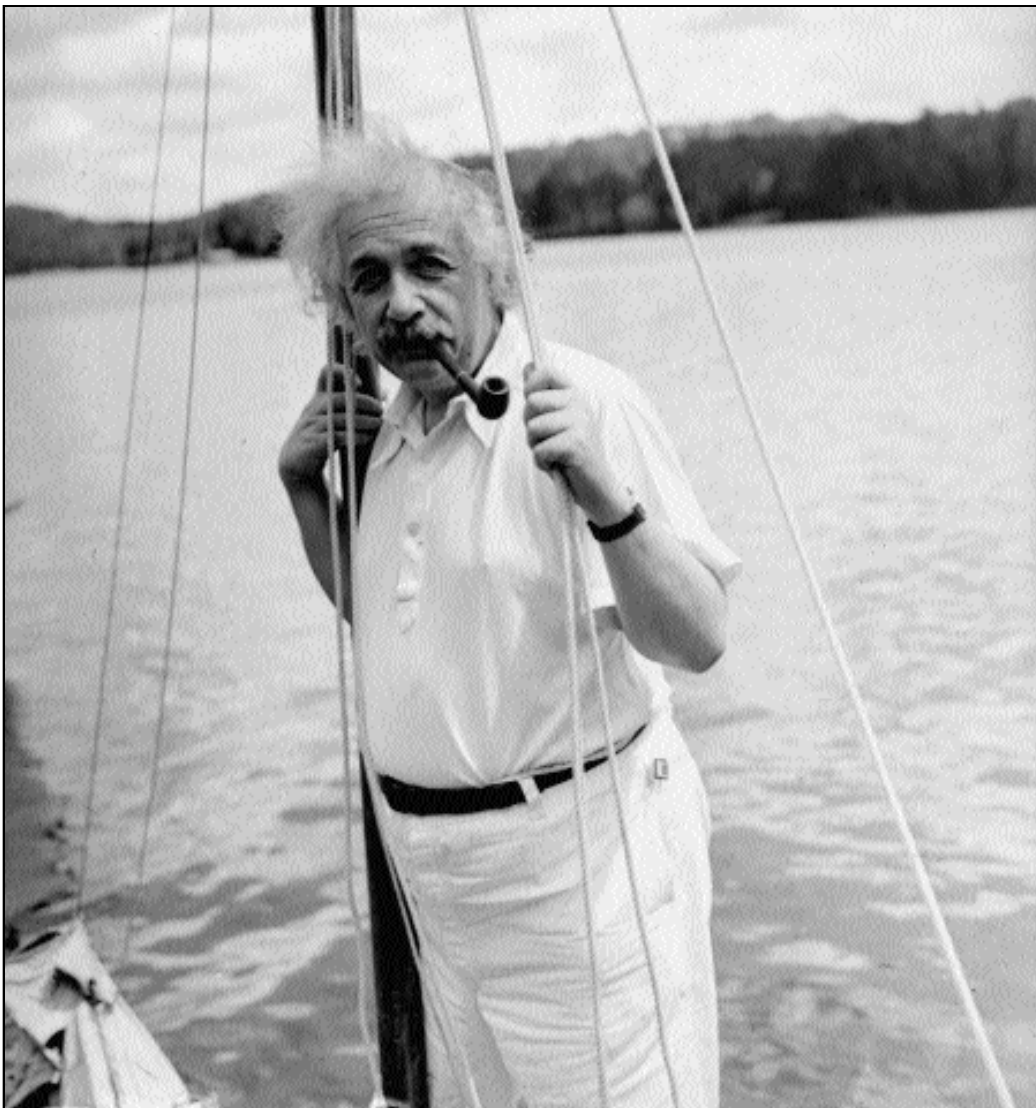
Gen. Douglas MacArthur views black troops on Kimpo Airfield, Korea, February 13, 1951.

Winston Churchill, the prime minister of Great Britain during World War II, is another almost larger-than-life figure whom students have probably seen, but the Photo Archive has more than three dozen great photos of Churchill with some of the most renowned leaders of the era, including Stalin, Roosevelt and Eisenhower. Both American and world history books offer discussions of Churchill. The Photo Archive allows students and teachers to see his contacts and influences. A discussion might ensue regarding the careers of well known contemporary leaders as well as those in previous eras. What are various ways that leaders are selected in different countries and time periods? How do leaders maintain a strong power base? Churchill and his contemporaries would be good subjects for such a discussion.



Prime Minister Winston Churchill, left, smokes a cigar with President Franklin D. Roosevelt, center, and Russian Marshal Joseph Stalin, while conferring in the Livadia Palace gardens, in Yalta, February 12, 1945.

Standard 3C of the National Standards for U.S. History notes that "the student understands the effects of World War II at home," and one specific suggestion is that high school students "evaluate the war's impact on science, medicine and technology, especially in nuclear physics, weaponry, synthetic fibers and television." No scientist represents this advanced work in physics and space better than **Albert Einstein**. Certainly students know his name even if it's only as a metaphor for a genius. The Photo Archive brings this genius to life with dozens of pictures of Einstein at work and play, alone and with others. Pictured is Einstein sailing. Einstein was one of many scientists and artists who fled Europe to escape fascism or Nazism. Students might find out about other such emigrants, then discuss this "brain drain" and the effects that it had on American science and culture.



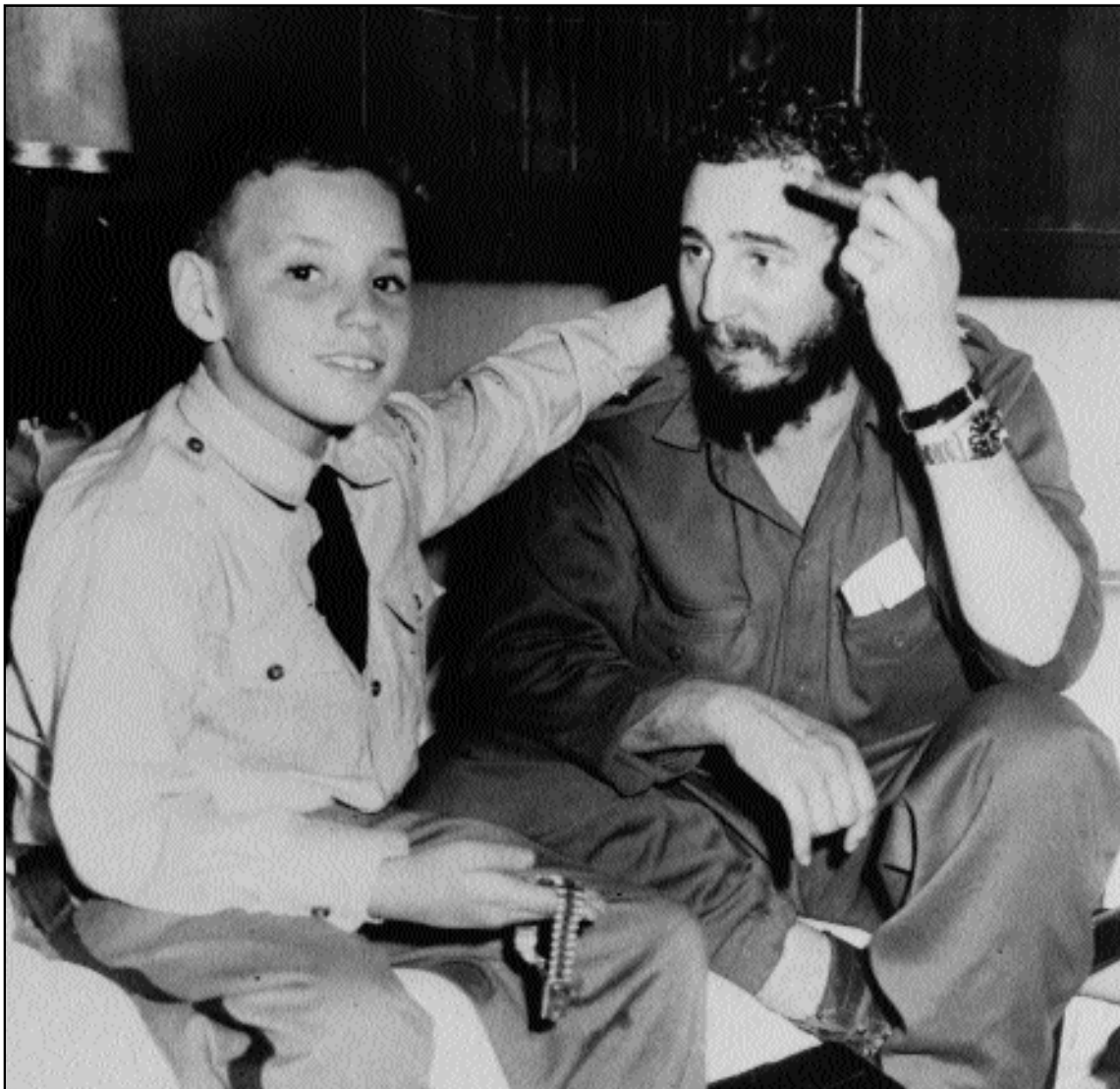
Professor Albert Einstein began an Adirondacks vacation, July 3, 1936, with a nine-hour sailing lark that really wound up as a towing operation with a reporter's speed boat on the pulling end. The famous mathematician is shown leaning against the mast of his boat at Saranac Lake, New York.

The space race began in October of 1957 with the Soviet Union's successful launch of the satellite **Sputnik**. This photograph shows the original satellite that ushered in an era of unprecedented scientific discovery and research. The Photo Archive is a rich source of material including American astronauts in the Mercury, Gemini, Apollo, Space Lab and Space Shuttle programs. The examination of Sputnik corresponds to Era 9, Standard 1, regarding the economic and social transformation of postwar United States, of the National Standards for U. S. History. What should be the American mission or role in space today? Should space exploration be shared by all nations or only those technologically capable of actually sending rockets into space?



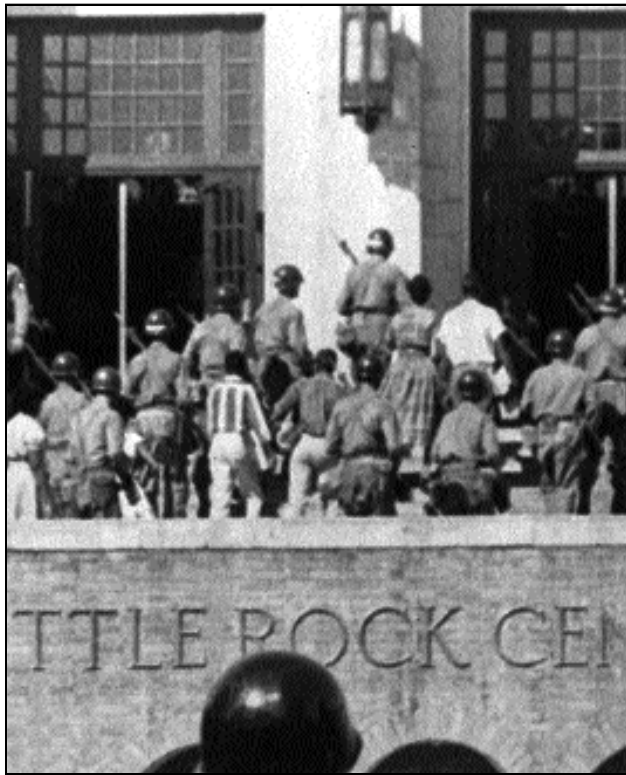
A view of Laika, Nov. 5, 1957, the female dog the Russians say is riding in outer space as a passenger aboard Sputnik II. The Russians say the name is also the breed of a dog native to the far North and is related to the larger husky and similar to the spitz or pomeranian. The laikas are known for their endurance.

In 1959 **Fidel Castro**, the new leader of Cuba, proclaimed Cuba a communist state, the first in the western hemisphere and only 90 miles from American shores. Before that announcement, he had been viewed in a generally heroic manner by many Americans, including Edward R. Murrow, the famous news correspondent. In this photo, Castro is shown with his son in their apartment in Havana shortly before Murrow interviewed them for his highly rated show, *Person to Person*. Students might investigate how the media and the U.S. government described Castro before he announced he would make Cuba a communist nation and after that announcement. A discussion might also develop concerning what, if anything, the United States could have or should have done about the establishment of a communist state so close to American shores. What factors might have made the U.S. feel it must respond to this perceived threat?

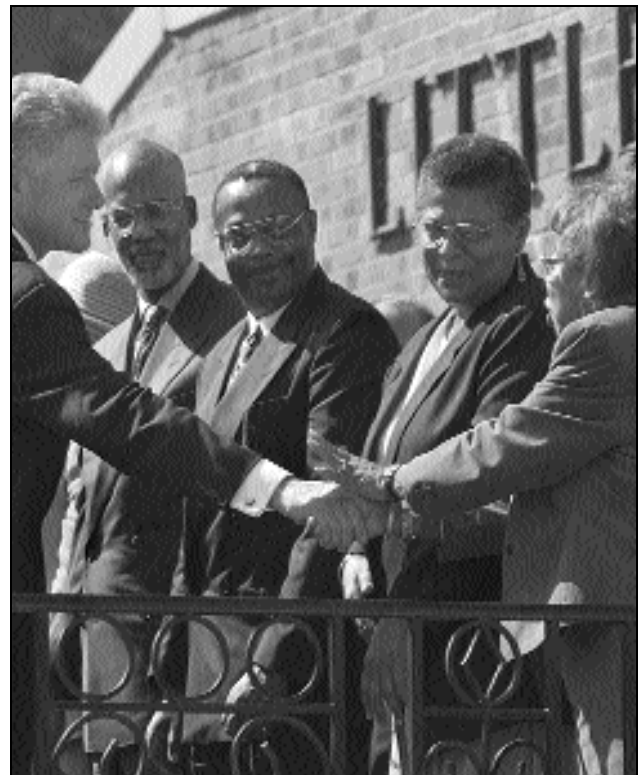


Cuban rebel leader Fidel Castro and his son, Fidel Jr., will be "at home" in their apartment in the Hilton Hotel in Havana, Cuba Friday, February 6, 1959, when Edward R. Murrow calls on them Person to Person.

The **Civil Rights movement** is often traced from the **Brown v. Board of Education** decision of May, 1954. In 1957 most schools in the South had not been integrated. One of the watershed events of that period was the integration of **Central High School**, the premier high school in Little Rock, Arkansas. In the first of these photos, the nine black youngsters are accompanied into the school by soldiers of the 101st Airborne Division. In the second photo, the same nine youngsters are joined on those same school steps by President Clinton, 40 years later. Central High School was integrated only through the intercession of President Eisenhower, who sent federal troops to protect each of the youngsters. Students should be encouraged to discuss how they might feel in such a situation and how they might act or react.

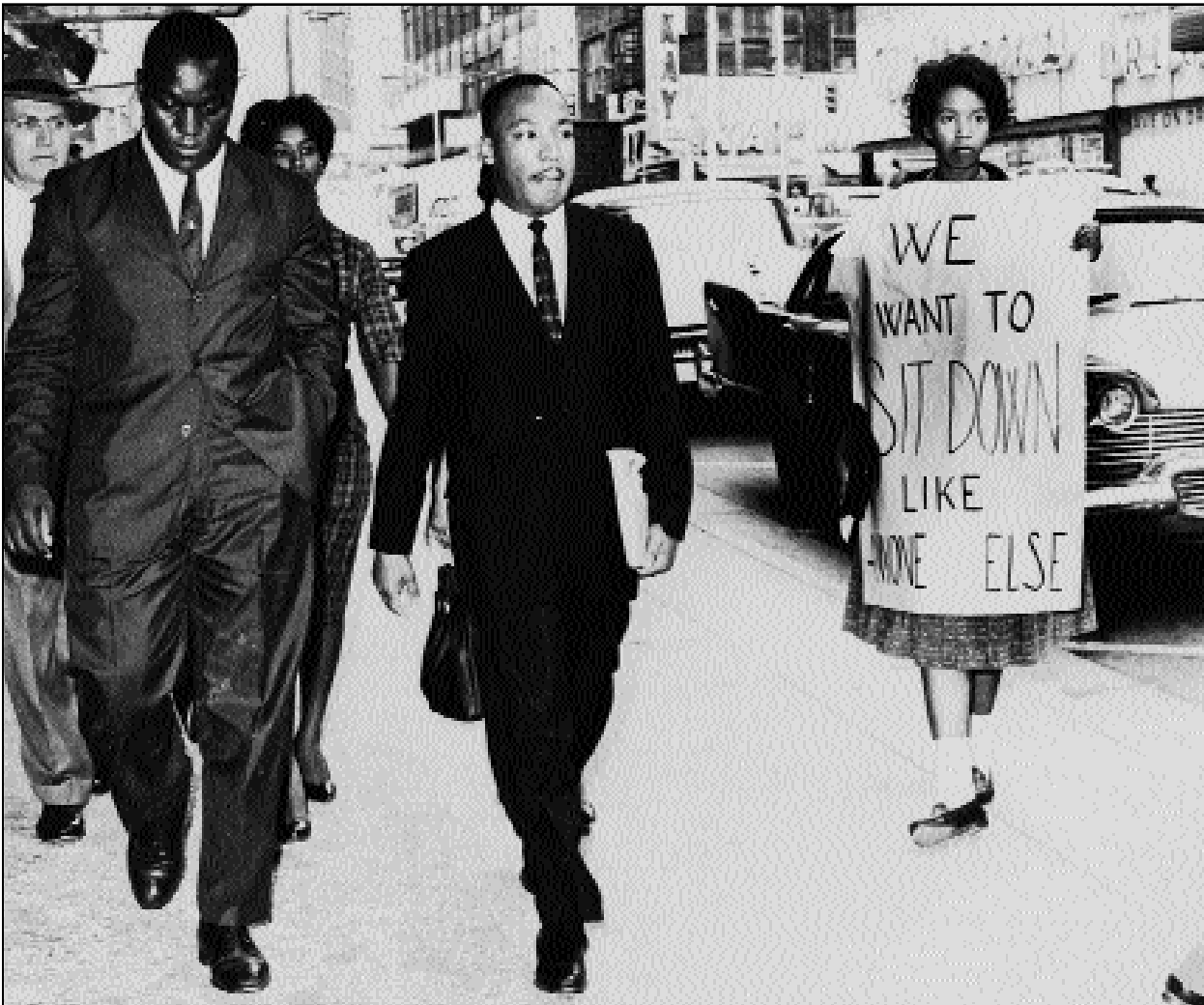


Troops escort nine black students into Central High School in Little Rock, Ark. September 25, 1957.



President Bill Clinton greets Thelma Mothershed Wair along with other members of "The Little Rock Nine" during ceremonies celebrating the 40th anniversary of the integration of Central High in Little Rock, Ark., Thursday, Sept. 25, 1997. All of the nine black students who entered the all-white Central High School under armed escort in 1957 attended the ceremonies. Also pictured from left, Terrence J. Roberts, Jefferson Thomas and Minnijean Brown Trickey.

From the late 1950s through the 1960s the civil rights movement strove for equal rights for all. Beginning with the Montgomery, Alabama bus boycott, the movement was largely led by Dr. **Martin Luther King, Jr.** His willingness to lead by non-violent protest gained him respect, followers and a Nobel Peace Prize. Here he is pictured being arrested in 1960 for protesting the “whites only” policy at an Atlanta lunch counter. The complexities of the civil rights movement were literally more than black and white. The Southern states claimed that the federal decision in *Brown v. Board* violated their state laws. Which should have precedence in such cases and why?



Dr. Martin Luther King, Jr., center, under arrest by Atlanta Police Capt. R.E. Little, left rear, passes through a picket line in front of a downtown Atlanta department store Oct. 19, 1960. With King is another demonstrator, Lonnie King, and an unidentified woman. King was among 48 people arrested following demonstrations protesting lunch counter segregation at several department and variety stores.

In the 1960s, a musical phenomenon known as the **Beatles** swept the American continent. This British rock group led the so-called British musical invasion. The Beatles became stars of television, films and records, and their music became the most listened to and purchased in history. The archive contains dozens of photos of the photogenic quartet. Here they are shown clowning with heavyweight boxing champion, Cassius Clay, later known as **Muhammad Ali**. This shot is unusual in that it shows two cultural icons from sport and from entertainment. Students might discuss iconography and how a person becomes "bigger than life." What is the media's role in this process - are they reflectors or creators of icons?



Cassius Clay, who will fight heavyweight champ Sonny Liston in Miami Beach, Florida February 25, clowns a bit with the Beatles at his training camp Tuesday, February 18, 1964. The Beatles are, from left: Ringo Starr, John Lennon, George Harrison and Paul McCartney.

Watergate riveted the attention of the nation during the 1970s. While in the 1990s accusations of presidential wrongdoing are almost routine, an aggressive press and a reluctant executive branch had not before met in direct conflict on such a national stage as occurred in Watergate. The photographs from the **Watergate** era allow a view of locations of events and the players involved and this study is encouraged by the National Standards for U.S. History, Era 10, Standard 1 which focuses on recent developments in foreign and domestic politics. Pictured is the Senate Watergate Committee in hearings of August 3, 1973. Since the Watergate hearings, there have been innumerable special committees of the congress and special prosecutors' offices created. Kenneth Starr is only the most recent and best known. What need is there for such offices, and what limitations should such roles have? Who should make or interpret that determination? There are often time and funding limits placed on the special prosecutor. Do students agree with those limitations?



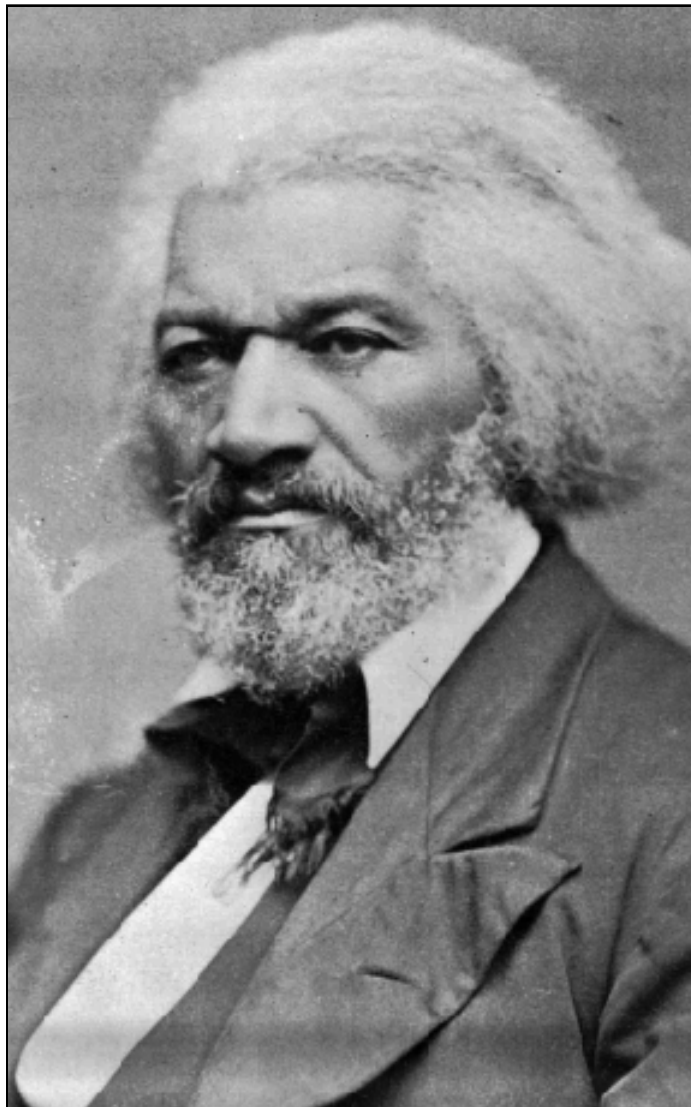
This is a general view of the Senate Watergate Committee hearings on August 3, 1973. From left are: Sen. Lowell P. Weicker, Jr.; Sen. Edward J. Gurney, Fred Thompson, Sen. Howard H. Baker, Jr.; Rufus Edmisten, Sen. Sam Ervin; Sam Dash, Sen. Joseph M. Montoya, Sen. Daniel K. Inouye was absent. Testifying is Lt. Gen. Vernon Walters.

Freedom of expression is one of the United States' most cherished and practiced rights. This is a photo of Vice President **Nelson Rockefeller** responding to hecklers in 1976. The gesture Rockefeller made was ruled by a court to be a constitutionally-protected expression. The archives contain photos of numerous groups, from those involved in the abortion battle to Vietnam War protesters, expressing their constitutionally-protected freedom of expression.



Vice President Nelson Rockefeller gestures to a group of student demonstrators, who were making a similar gesture Sept. 16, 1976, during Rockefeller's appearance in Binghamton N.Y. In background, is Robert Dole, GOP vice-presidential nominee.

Another topic of world concern, but one that has monumental significance in American history is slavery. The making of the film, *Amistad*, by Stephen Spielberg, as well as the enduring question of race in this country, makes other views of slavery timely and interesting. Clearly, all American history textbooks address the topic, and both the NCSS and the National History Standards have a specific dedication to the study of slavery. The keyword, **slavery**, produces photos from Sudan, Japan and the Philippines as well as photos of modern Amistad pictures, an Amistad mural from 1939 and photos of the famous black abolitionist and former slave, **Frederick Douglass**. He is pictured in the late 1840s or early 1850s. A teacher might consider having students examine the concept of slavery historically and geographically. Who enslaves whom? On what basis were people enslaved, e.g. war prisoners, certain ethnic groups or debtors? The picture of Douglass is a daguerreotype which was an early photograph produced on a silver or a silver-covered copper plate. Students might want to compare this process with that used today in terms of time, money and ease of development.



This is a photo of a daguerreotype of Frederick Douglass. The daguerreotype is from the early 1850s.