

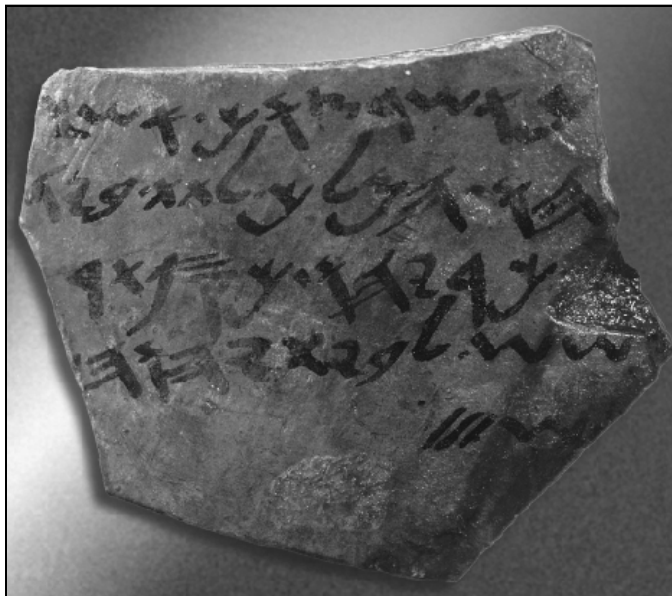
PART III:

WORLD HISTORY

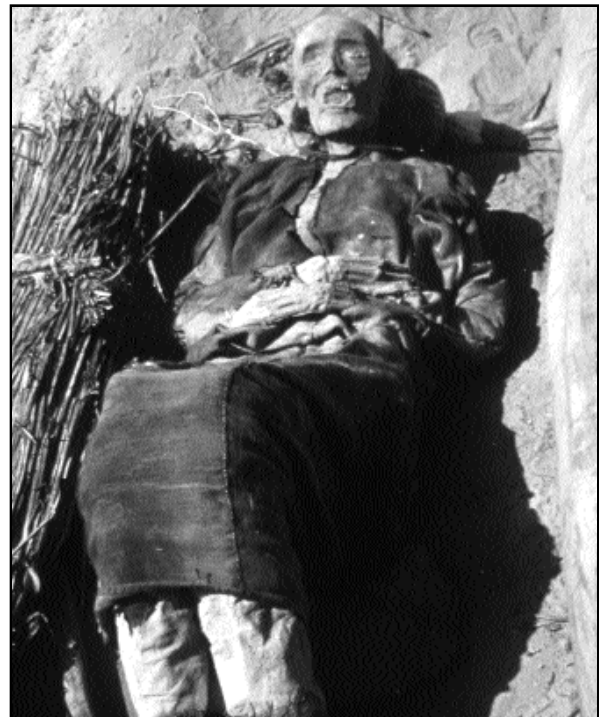
Although the AccuNet/AP Photo Archive focuses on events and personalities of the twentieth century, there are, nonetheless, many photos depicting earlier aspects of world history.

A field search of **archeology** yields photos and captions ranging from the discovery of the so-called "Ice Man" on the Austro-Italian border to materials concerning ancient Egypt and other archeological and anthropological finds. Similarly, many items on ancient Greek and Roman civilizations can be accessed in this way. Photographic images of antiquities, fossils and early human settlements and societies from the earliest humans through ancient civilizations can be found in this one major site. Pictured are two photos, one of a piece of pottery nearly 3000 years old that may contain the first mention, other than in the Bible, of King Solomon's temple. This example of early writing could be the impetus for more research on writing in ancient societies. Comparisons to cuneiform, Runic, Chinese, Hebrew, Arabic and other early European recording systems might be made. Are there any common aspects? Why are they so different?

The second photo is of a mummified woman discovered in the desert of western China in 1985 which calls into question theories of human migrations which had seemed to have taken place about 1000 years ago. Students might want to discuss the different ways that archaeologists date objects discovered in digs and why certain techniques are viewed as more or less accurate than others.



A recently discovered piece of pottery recording a donation to the "House of Yahweh" may contain the oldest mention of the Bible of King Solomon's Temple. It is unclear where the artifact, nearly 3,000 years old, was discovered and how it made its way into the antiquities market and later to a London collector. But extensive testing has convinced several scholars of its authenticity.

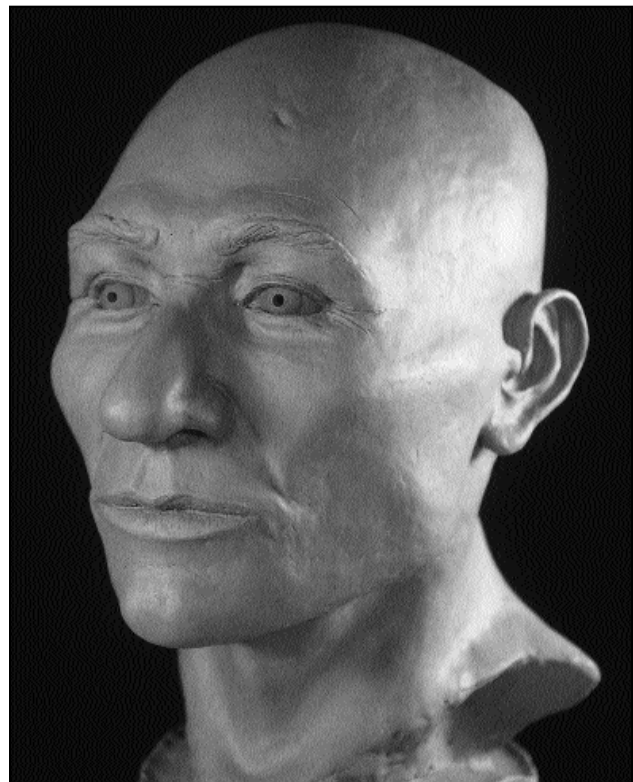


A mummified woman, aged about 58 years, c. 1000B.C., who was excavated in the Chinese village of Zaghunluq of Charchan county, China, in September, 1985, is pictured in this undated handout photo. For up to 4,000 years, the salty sand of the Taklimakan Desert in China held a secret - unusually well preserved mummies still wearing the colorful robes, boots, stockings and hats the people took to their graves.

Also contained in this **archaeology** site are numerous photographs relating to ancient native American civilizations such as the "**Kennewick Man**" and cave paintings dating back some 5,000 years. While there are many photos concerning other American Indian civilizations, a number of them can be more readily accessed via a specific field search identifier: thus, the identifier, Anasazi, reveals not only archeological information and pictures of the cliff dwellings, ruins and other artifacts, but also has pictures of digs exploring the "Anasazi World" and others that would go far in any classroom discussion that raised such questions as who has the right to disturb such cultural evidence, the issue of illegal pothunting and current tribal rights to the ruins. Pictured is a clay model of the head of the Kennewick man. The controversy over this human discovery has pitted scientists against Native Americans of the Northwest region with the National Park Service acting as "referee". A discussion on the topic of the interests of science versus the cultural beliefs of native peoples could be very fruitful. The application of Kennewick Man and his seemingly non-Native American features to this discussion may raise new points of view to consider.

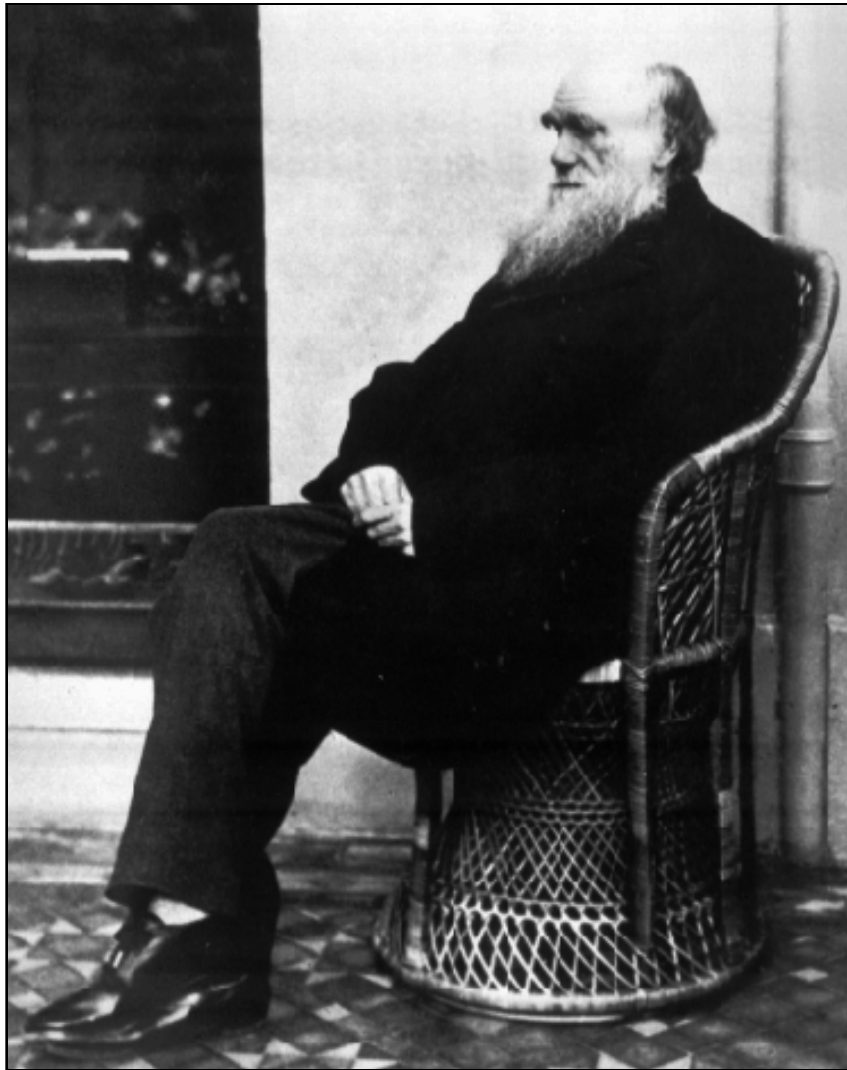


A plastic casting of a controversial 9,200-year old skull from the bones known as Kennewick Man is shown on July 24, 1997, in Richland, Wash. Followers of an ancient pagan religion tied to the Norse god, Thor, are the latest to get access to the bones. The followers join several Northwest Indian tribes as the only groups allowed to perform religious ceremonies since the bones were discovered a year ago along the banks of the Columbia River in Kennewick, Wash.



A clay model of the head of Kennewick Man, based on a 9,200-year-old skull found in July 1996 in a park along the Columbia River in south-central Washington, is shown at Columbia Basin College, in Richland, Wash. The likeness, made by sculptor, Tom McClelland, and anthropologist, Jim Chatters, resembles Patrick Stewart, the actor who played Capt. Jean-Luc Picard in television's "Star Trek: The Next Generation."

As the century progresses, certain photographic records become far more common. A search for **Charles Darwin** turns up several vintage portraits of the man as well as a number of later ones that are concerned with the controversy surrounding his scholarship. In the photo below, Darwin is shown in 1875 at age 66. In the last ten years, there have been new theories offered about the pace of evolution. Rather than occurring at a relatively constant rate, some scientists now feel that there are periods of greater rapidity where significant changes in a species may have occurred within far fewer generations than previously believed. Students might research this controversy and present some of the varying points of view.



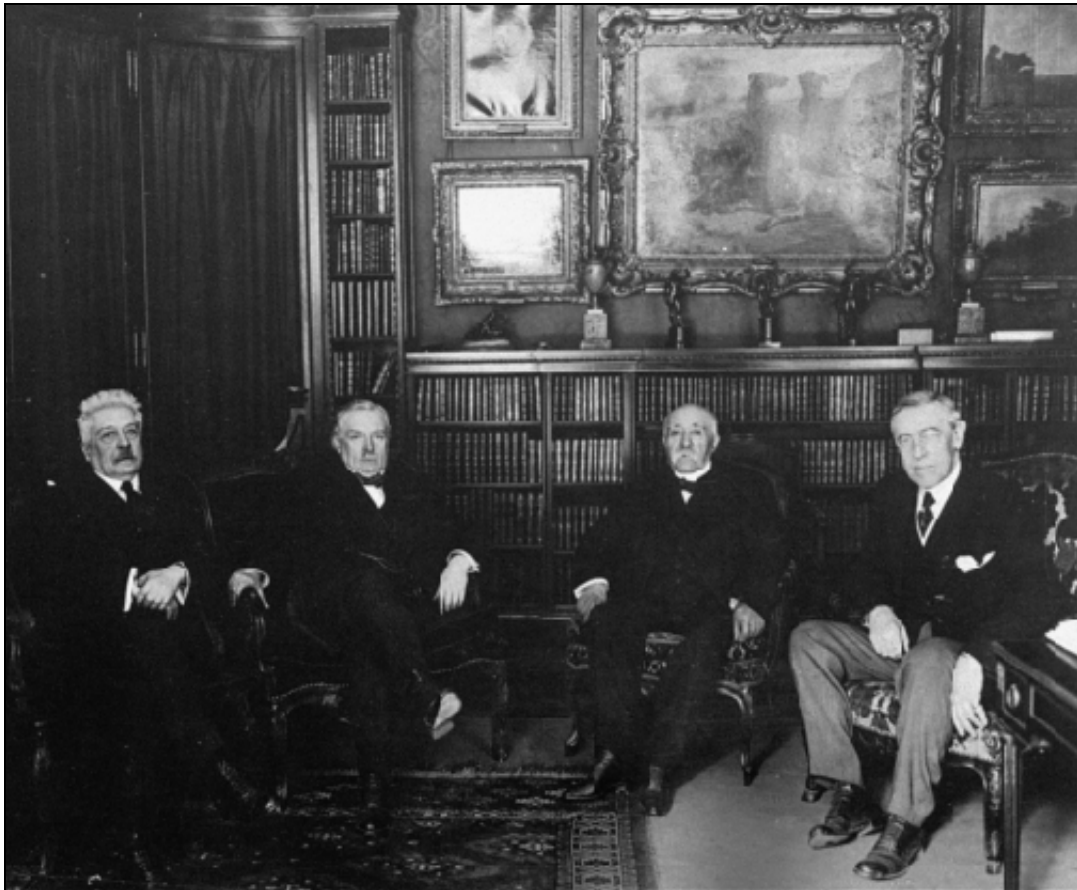
This photo shows Charles Darwin in 1875.

One of the richest sites is that dealing with the Romanovs, and that is because of the relatively recent discovery of the last of that dynasty's remains and the controversy surrounding their identification and burial. A field search using the identifier **Nicholas II** results in much contemporary information on the identification of the remains, the issue of the internment and the emotional outpouring and fascination with the last monarch in Russia. Depicted below is the tsar with the imperial family in an undated photo, probably from about 1915. The United States, of course, has never had an official royal family, but students might discuss how royal families function in some other countries. Even countries with a weak monarchy often view their royal families as important to the country and its culture. Why might that be? Historically, in what different ways have royals gained and held power and influence in their countries and internationally?



Czar Nicholas II, seated second from left, Czarina Alexandra, center rear, and their family are shown in this undated file photo. In a sign that the remains of Nicholas, Russia's last czar, may soon be laid to rest, President Boris Yeltsin said Friday, Sept. 8, 1995, that Nicholas II and his family should be buried in St. Petersburg with other Romanov rulers.

Although a search under the heading of “First World War” or “World War I” yields very little contemporary material, searching by a particular battle can turn up a few items -- such as the search for **Ypres** -- which turns up a photograph of Allied troops huddling in a trench, or **Chaumont**, which results in several photos. Likewise, **American Expeditionary Force** results in a photo of **Woodrow Wilson** and American soldiers being mobilized. Searches for the “Big Four” wartime leaders have turned up relevant contemporary photographs of each of the leaders. They are shown here in a photo from the **Versailles Peace Conference** in 1919. It might be worth discussing how certain countries get to be considered “big”. Today we have the G-7 group that recently became the G-8 group with the addition of Russia. These are considered the major economic powers in the world, yet only Japan is from East Asia. Is there more than gross domestic product involved in this determination? What about the Security Council of the United Nations- why are certain countries permanent members, and how is the remainder of the council filled out? Students could examine how certain powers have grown or shrunk in influence over the centuries and why that might be.



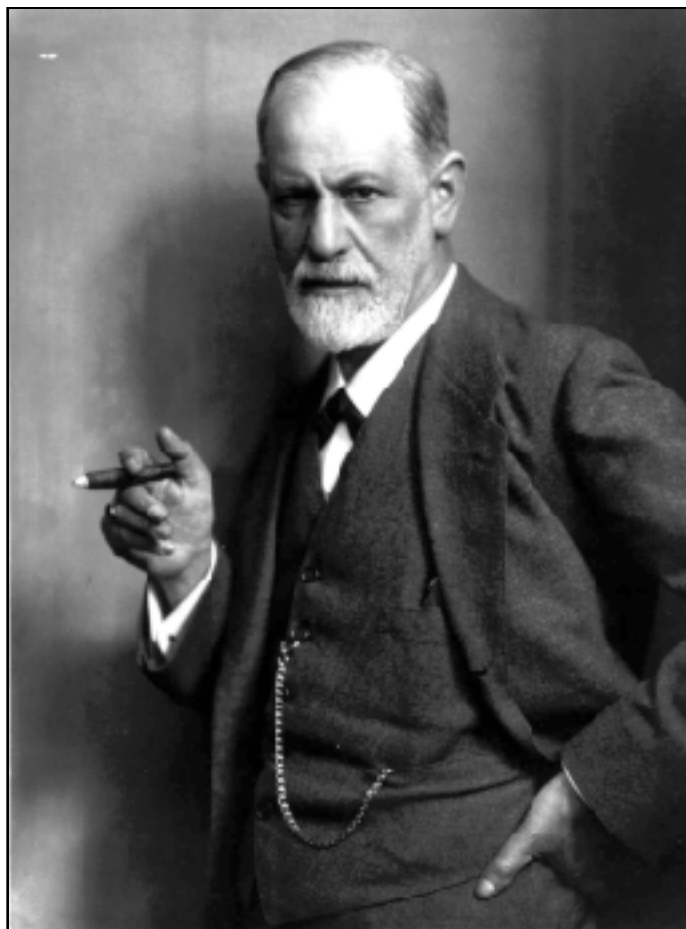
*Seated together in Paris, 1919, are the Big Four leaders of the Allies trying to set up the Peace Treaty of World War I.
Left to right: Vittorio Orlando, Italy; Lloyd George of Great Britain; Georges Clemenceau of France;
and President Woodrow Wilson of the United States.*

Other issues of great relevance during the inter-war period, such as early nationalistic movements, the right for women to vote and the effects of the Great Depression all offer rich areas for research in this archive. By conducting a search by specific name, a number of photographs of nationalist leaders such as **Mohandas Gandhi**, **T. E. Lawrence** (Lawrence of Arabia), **Kemal Ataturk**, **Mao Tse-tung** and **Chaing Kai-shek** can be located. One should be aware of changes in the western transliterations and spellings of foreign names: while the search for Mao Tse-tung will yield many photos prior to about 1976, the contemporary transliteration, "Mao Tzedong" will yield more current photographs. Here Mao is pictured in 1959 with future Chinese leader, Deng Xiaoping. In examining leaders in world history, students might consider how military experience or their role in a country's revolution might affect the way those leaders are viewed by later generations. Mao would be an excellent example for students to see how the perception of a leader may change over periods of time.



China's senior leader Deng Xiaoping, right, and the late Chairman Mao Tse-tung look over papers in this file photo dated 1959.

The twentieth century has produced controversial and admired artists like **Pablo Picasso** and **Salvador Dali** whose artistic and personal images can be viewed in the Photo Archive. In addition, news reports concerning such authors as **T. S. Eliot** and **Ernest Hemingway**; photographic portraits of **Sigmund Freud** and **Albert Einstein** are to be found. Some of these images become valuable and the recording of history is viewed as art. Here is a portrait of Freud that was made and signed by Freud in 1921. At least two avenues for student discussion might be pursued. One is the theories of Freud and the recent erosion of much of that thinking among psychologists and other scientists. Another avenue might be a larger discussion on how value is determined for so-called *objets d'art*. What constitutes art and who assigns its value? Is it strictly market driven? Can a market be created?



This photograph of the father of psychoanalysis, Sigmund Freud, is one of 285 signed photographic portraits being offered at Christie's East auction house in New York on April 17. This one was signed by the great man himself. Prof. Sigm. Freud, it says in his spindly hand. With kind regards 1921. The \$4,000-\$6,000 expected price may not be all that bad when you realize that this is probably the only remaining print from the original negative of the portrait made by Freud's nephew, Max Halberstadt.

The years of the Second World War provide rich materials with which to enhance the students' historical experience. The development of fascism in Italy and the rise of Nazism in Germany through the 1920s and 1930s resulted in rich archival collections that again can be most easily tapped either by specific name or incident (**Hitler**, **Mussolini**, **Kristallnacht**, etc.). Depicted is a gruesome photo of Mussolini after being executed by Italian partisans in April 1945. *Sic semper tyrannis* This is a Latin expression meaning, "Thus always to tyrants." Have students ever heard this before? To what does it refer? Do they think that the expression is true? Are there still tyrants in our world today? What can be done about them and by whom?



The bodies, left to right, of Achille Starace, former secretary of the Fascist Party, Benito Mussolini and his mistress, Clara Petacci, hang from the filling station front by their heels in Milan, Italy, April 29, 1945, after they were executed near the city by Italian partisans.

The simple field search entry, **Nazis**, will result in several dozen photographs, including some from the 1930s and wartime as well as many depicting contemporary issues such as the growth of right wing extremism and the neo-Nazi movement in Europe and America, retrospective looks at the **Holocaust** and war crimes and the dispute over Jewish bank accounts still being held by banks in Switzerland.

Such spatially diverse topics support the view that history and historical events are not sterile; in many respects, historical events continue to have a significant impact on today's world. The topic of the Holocaust and, on a more personal level, the experiences of one young Jewish girl in The Netherlands, **Anne Frank**, yield haunting contemporary and thought-provoking current photographs. A more narrow search can be conducted by concentration camp name alone such as **Buchenwald**, **Dachau**, **Auschwitz** or **Bergen-Belsen**. A consideration of these sites as a whole would be useful in prompting a discussion on why we should remember and mark such terrifying events and whether or not something like Nazism or the Holocaust could ever happen again. Pictured here are prisoners at the Bergen-Belsen camp shortly after allied liberation in April of 1945. How can people rebuild their lives after such a nightmarish experience? What kind of punishment is appropriate for the captors, and how many people can be held responsible? The word "holocaust" actually means "a thorough destruction, usually by fire." Is this an accurate description of what happened to the Jewish people during World War II?



A survivor of the Bergen-Belson concentration camp in Nazi Germany appears a living skeleton as he delouses his clothes at the camp in April 1945 soon after it was liberated by Allied troops. A small group of Americans who survived the Holocaust camps are seeking financial compensation from the current German government.

A visit to the site called **Rosie the Riveter** brings up a vintage wartime poster entitled "We Can Do It!" Rosie the Riveter -- dressed in overalls and performing a man's job -- was introduced as a symbol of patriotic womanhood in the 1940s in an effort to recruit women into the wartime work force. This site, as well as others of those dealing with women in the wartime work force, would be a valuable asset in bringing alive the study of the war years. It also has relevance to today's society and would provide an interesting starting point for a discussion concerning women in the workforce, the glass ceiling and whether women are capable of doing a man's job. Shown here is a mid-1940s photo of the real Rosie, Rose Will Monroe, a riveter at an aircraft assembly plant in Michigan.



"Rosie the Riveter" dressed in overalls and bandanna was introduced as a symbol of patriotic womanhood in the 1940s.



Rose Will Monroe, shown in this mid-1940s taken in Louisville. Monroe, who played "Rosie the Riveter," the nation's poster girl for women joining the work force during World War II, died Saturday, May 31, 1997. She was 77. Monroe was working as a riveter building B-29 and B-24 military airplanes at the Willow Run Aircraft Factory in Ypsilanti, Mich., when she was asked to star in a promotional film about the war effort.

Particular battles and victories were also noted in the press and accompanied by photographs that can aid in classroom instruction on the costs of the second world war. The Japanese attack on the American Pacific fleet at **Pearl Harbor**, Hawaii left, U.S. far eastern forces crippled in a way never anticipated. "Pearl Harbor" yields several sharp photos of the destruction suffered. Depicted is a sequence of three photos of the bombing of the *USS Arizona* and the *USS Shaw* on the morning of December 7, 1941. The use of the sequence adds even more power to the image of devastation. The "rules of war" might be discussed at this time. Why are there international agreements in the conduct of warfare? Why should a nation follow them?



Smoke billows from the USS Arizona after the Japanese attack on Pearl Harbor on December 7, 1941. The attack triggered the U.S. entry into World War II.



The infamous attack on Pearl Harboe on December 7, 1941. The USS Arizona is pictured in flames after the Japanese attack.



Fantastic patterns of flame and smoke are seen at the moment the magazine exploded on the destroyer USS Shaw during the attack on Pearl Harbor in this Dec. 7, 1941 photo.

Other battle-related searches that turn up relevant and useful classroom materials can be found by conducting a field search on specific battles. The **Battle of Britain**, **Stalingrad**, **Okinawa**, to name a few, turn up both contemporary photographs of the military equipment used, the actual World War II assaults and engagements as well as memorials marking the anniversary of the victory and, in the case of Okinawa, recent issues related to the presence of U.S. military bases. Shown is a contemporary Victory Day celebration in Volgograd (formerly Stalingrad) in 1996. A discussion of patriotism, nationalism and fascism might be appropriate at this point. How are veterans honored here and in other countries? Why is this done? What other things are done to aid veterans following their service and their return to civilian society? What more (or less) should be done?



A Russian woman, a World War II veteran, waves flowers, in front of a portrait of former Soviet dictator Josef Stalin, as she sings a patriotic song while marching in a column of hard-liners to celebrate Victory Day in Moscow, Thursday, May 9, 1996. Communist backers drew thousands of people to their own anti-government march a few blocks from the Kremlin.

The end of the war brought into focus as many issues as it resolved. The use of atomic weaponry, war crimes trials, nascent nationalism in places like the Middle East and the Balkans, and, of course, the cold war were all products of the conflict of the century. In bringing the origins of these very relevant issues to the forefront in a lecture on the immediate post-war period, teachers could use Photo Archive sites such as **Enola Gay**, **Hiroshima**, **Emperor Hirohito**, **Joseph Stalin**, **V-E Day** and **V-J Day**. Shown is a photograph of Times Square in New York City on VE Day, May 8, 1945. Students might want to investigate what kinds of celebrations were held in their towns or regions at the end of World War II. Interviewing veterans from the war or those who were present at such celebrations will add more humanity to the students' understandings.



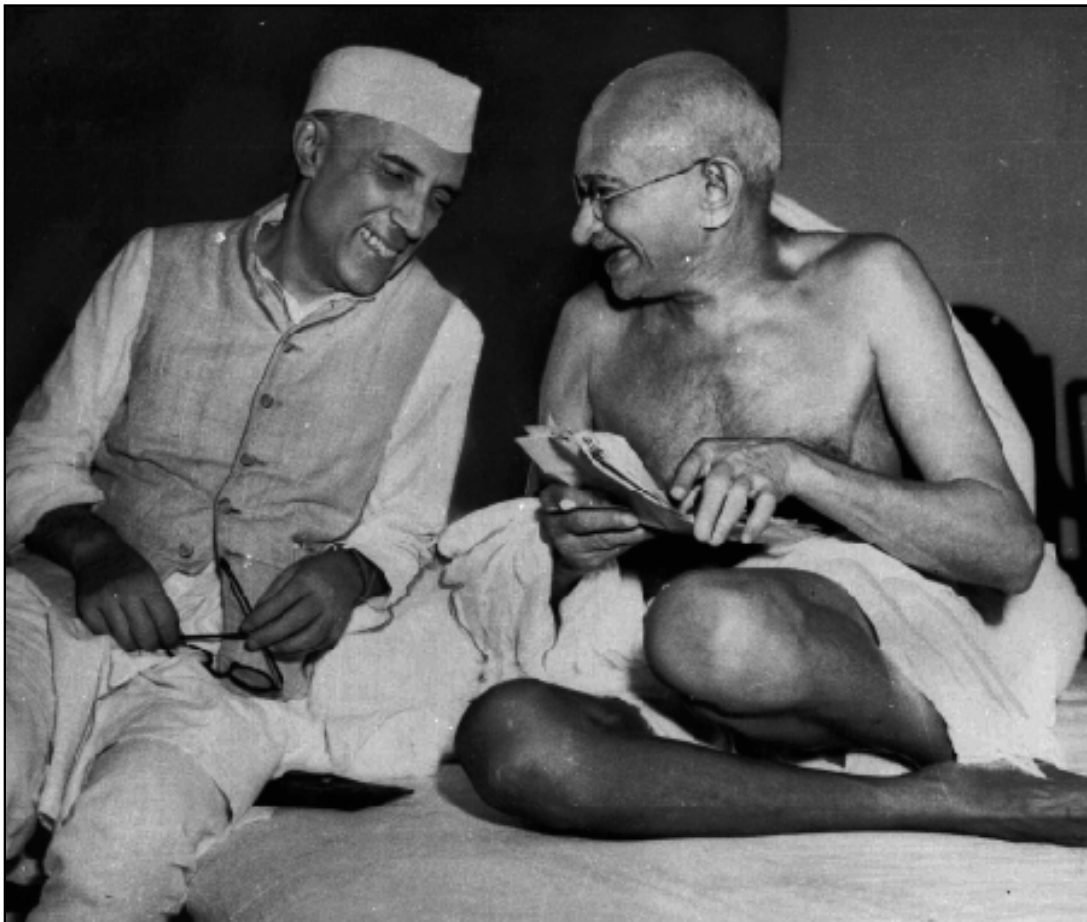
People crowd Times Square at 42nd Street in New York City on May 8, 1945, as the V-E Day celebration continues into the night. The dimout and the brownout of the "Gay White Way" have been replaced once more by the bright lights of victory.

Following World War II, a series of trials was held wherein Nazi leaders were accused of "crimes against humanity." The **Nuremberg** trials would be relevant for a class discussion of war crimes, and it would be suitable to bring up current issues such as war-crimes trials that have resulted from the recent war in Bosnia. Shown is a photo taken at the war crimes tribunal that ran more than a year. This photo taken in November 1945 shows a number of the Nazi defendants. Are there actions so heinous that all humanity should abhor them? Can one distinguish between murder e.g. and tortuous murder? Does our law make such distinctions? Why were these war tribunals held, and were the goals accomplished?



Shown on November 15, 1945 in the dock at the courtroom at Nuremberg during the early months of the year-long trial of the Nazi war criminals, are, from left to right: Herman Goering, Rudolf Hess, Joachim von Ribbentrop, Wilhelm Keitel and Alfred Rosenberg.

The issue of resurgent and nascent **nationalism** is also a direct product of the Second World War. The Chinese civil war and ultimate victory of the Communist forces led by **Mao Tse-tung**, the emergence of **Israel** as an independent state and the regional friction that arose as a result of that event, Indian independence and the rise of such nationalist leaders as **Gandhi** or **Nehru** can all be used to explain the roots of conflict and friction today. Given that several nations just recently passed or will soon face their 50th year anniversary of independence and statehood, a visit to these sites would help to visualize the passions of nationalism that still run very deep. Shown here is a photo of Gandhi and Nehru taken at the All-India Congress in July 1946, shortly before independence. Students may be surprised at the clothing worn (or not worn). Why did Gandhi dress in such spare outfits? In discussing the creation of so many new nations in the period after World War II, attention should be paid to how colonialism created the boundaries of many of these new nations, often in direct conflict with historically agreed upon borders by the occupants themselves. What have been the consequences of these borders on these new nations and the regions in which they lie?



A bespectacled Mohandas Gandhi, the Mahatma, who eventually led India to its independence, laughs with the man who was to be the nation's first prime minister, Jawaharlal Nehru at the All-India Congress committee meeting in Bombay, India, on July 6, 1946.

The period after World War II can be examined as the **Cold War** era, and the **Berlin Wall** was the best known symbol of that period. Examining these sites could place the Cold War into a wider context of US-Soviet Relations in the 1960s and the imminent threat of war. Moreover, the sites provide modern photographs; one can find a veritable history of the Wall's construction, its political ramifications, its removal and the reunification of East and West Germany. A project tracing the history of the Wall and its demise could easily be assembled from this site alone. Depicted below is a photo of one section of the Berlin Wall that was really two high walls topped by concertina wire with a hundred yards of "no man's land" in between. Nevertheless, scores of people escaped from East Berlin and even more died trying in the nearly 30 years that the wall stood. Today the Wall is almost entirely gone. What would be an appropriate way to memorialize those who lost their lives fleeing to freedom? Walls are often built to protect cities or countries from intellectual as well as physical invaders. Students might research such walls in history such as the Great Wall of China, Hadrian's Wall in England, the walls of Troy, among others.



Berliners sing and dance on top of the wall to celebrate the opening of East-West German borders Friday afternoon November 10, 1989. Thousands of East German citizens moved into the West after East German authorities opened all border crossing points to the West.

No event galvanized the American populace in the past 30 years as did the **Vietnam War**. It can be seen in scores of sites and some individual battles such as Khe San or Hue. The most infamous event of the war, the 1968 massacres at My Lai, can be examined with photos from the village in Vietnam and the court martial trial of Lt. William Calley in the United States. Why did the Vietnam War divide the United States so dramatically when many previous wars had united the country? What was the American mission in Vietnam, and was it realized? Allegations about American conduct in Vietnam continue to surface, and remains of American servicemen there are still being recovered. Students might consider organizing a panel of former Vietnam vets and/or those who opposed the Vietnam conflict and have that presentation made in the school, possibly at an evening session so interested parents or community members might attend.



U.S. Marines, supplemented by a tank, take cover behind a tree near the southern bridgehead on the Perfume River, in Hue, Vietnam, Feb. 4, 1968 as they fight well-armed North Vietnamese troops for the fifth straight day. The communists continued to hold on to the major portion of the city.