

Woman Suffrage Parade in Washington, D.C.

What happened? Thousands of women from across the country marched on Pennsylvania Avenue in the nation's capital demanding the right to vote. The procession featured floats, bands, and participants with banners and sashes. The event was marred by angry crowds, mostly men, who mocked and harassed the women.

Where did it happen? Washington, D.C.

When did it happen? Monday, March 3, 1913

Who were the key figures? Alice Paul (chairwoman of National American Woman Suffrage Association's Congressional Committee), Rosalie "General Jones" Jones (National American Woman Suffrage Association member) and Inez Milholland (lawyer)

Why was it significant? How did this headline change history? Women activists had been campaigning for a century for voting rights that were not guaranteed to them in the U.S. Constitution. They chose March 3, 1913, for a national event in Washington to coincide with the inauguration of Woodrow Wilson and to protest a political process that excluded women. The resulting mistreatment of participants drew public sympathy and led to a congressional investigation that kept attention on the movement. Although Wilson lacked enthusiasm for the movement at first, and was even picketed by suffragists in 1917, he eventually championed the 19th Amendment.

U.S. Presidential Election of 1860

What happened? In the runup to the election of 1860, the issue of slavery divided the nation and its political parties. Three parties nominated four candidates for president.

Where did it happen? At national party conventions.

When did it happen? 1860

Who were the key figures? Abraham Lincoln (Republican Party), Stephen A. Douglas (Democratic Party), John C. Breckinridge (Democratic Party) and John Bell (Constitutional Union Party)

Why was it significant? How did this headline change history? Divided over the issue of slavery, Northern and Southern Democrats were unable to agree on a presidential candidate, and wound up splitting into two factions, with Northerners nominating Douglas and Southerners nominating Breckinridge. Other politicians hoped to avoid the slavery conflict altogether and formed the Constitutional Union Party. This chaos enabled Republican nominee Lincoln to take the White House despite winning less than half of the popular vote and not a single Southern state. Several states seceded before Lincoln took the oath of office. Less than a year later, Confederates attacked Union troops at Fort Sumter, S.C., and the Civil War began.

The March on Washington

What happened? Officially named "The March on Washington for Jobs and Freedom," this event brought more than 200,000 people from across the nation to Washington, D.C., to protest peacefully for an end to segregation and racial discrimination. Addressing a massive crowd from the steps of the Lincoln Memorial, Martin Luther King Jr. called on all Americans to stand up for freedom and racial equality in his famous "I Have a Dream" speech.

Where did it happen? The National Mall in Washington, D.C.

When did it happen? Wednesday, Aug. 28, 1963

Who were the key figures? Martin Luther King Jr. (president of the Southern Christian Leadership Conference and leader of the national civil rights movement), A. Philip Randolph (president of the Negro American Labor Council, chief organizer of the march), James Farmer (president of the Congress of Racial Equality), John Lewis (president of the Student Nonviolent Coordinating Committee), Roy Wilkins (president of the National Association for the Advancement of Colored People) and Whitney Young (president of the National Urban League)

Why was it significant? How did this headline change history? The march was a dramatic demonstration of national support by blacks and whites for the cause of the civil rights movement. It helped build the necessary momentum to pass the Civil Rights Act of 1964, a law that banned discrimination in restaurants, theaters and other public spaces involved in interstate commerce. King's powerful speech solidified his national reputation as an advocate for equal rights and also made him a target for those who opposed the movement's goals.

The Sept. 11 Terrorist Attacks

What happened? On a Tuesday morning, 19 members of the militant Islamic organization al-Qaida hijacked four commercial airplanes. Two were flown into the World Trade Center's twin towers, which later collapsed. One was flown into the Pentagon, a portion of which was destroyed, and the fourth crashed in rural Pennsylvania. Nearly 3,000 people died in the attacks.

Where did it happen? The World Trade Center in New York City; the Pentagon in Arlington, Va.; and a field near Shanksville, Pa.

When did it happen? Tuesday, Sept. 11, 2001

Who were the key figures? President George W. Bush, al-Qaida leader Osama bin Laden and New York Mayor Rudolph Giuliani

Why was it significant? How did this headline change history? After Sept. 11, the United States began a "war on terror," including a U.S. invasion of Afghanistan, as part of an effort to track down al-Qaida members and reduce the risk of future attacks. Fears of new attacks shook the world's economic markets, led to significant tightening of security at airports and other public places and sparked debate about restrictions on civil liberties. The locations of the attacks heightened the nation's fear; thousands of people had witnessed the traumatic events firsthand, and millions more watched events unfold live on television. People across America organized blood drives and community vigils to show support for the victims and their families.

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From the Front Page to the History Books: Understanding Journalism as the First Draft of History

Introduction and Objective: Journalism is often referred to as the first rough draft of history. In this activity, students will analyze the similarities and differences between news coverage and historical accounts of the major events featured on this poster to understand the role/importance of journalists' first reports of breaking news and how the initial information available about a news event evolves over time to become part of the historical record.

Grade Level: Middle to High **Time:** 45 to 60 minutes plus discussion

Warm-Up Discussion Prompts:

- Journalism is often referred to as the first rough draft of history. What do you think this means?
- Where do reporters get the information they use to report? Where do historians get the information they use to chronicle/analyze/explain the events of the past?

Poster Activity Procedure:

- Hand out copies of the activity sheet below, and tell students they are going to explore a primary source to determine if they think journalism should be considered the first draft of history and why. Students may work individually or in small groups.
- Give students 15 to 20 minutes to look at one of the front pages from this poster and fill in the left column of the chart with the key facts about their historical event that they can find on their front page and the questions that are not answered.
- Give students access to the library/Internet and allow them 15 to 20 minutes to find information to fill in the right column of the chart with key facts about their event from a historical source and any answers they can find for the questions they posed in the left column. Steer students toward encyclopedia-like sources that offer a concise summary of the event.
- Ask students to follow step 3 on the activity sheet, underlining facts that are the same and circling those that do not match up, then underlining the questions for which they found answers and circling those for which they did not.
- Give students 15 to 20 minutes to respond to the three questions at the bottom of the activity sheet, analyzing their chart findings.
- Use the post-activity discussion prompts to begin a class discussion about news versus history and what they discovered during the activity.

Post-Activity Discussion Prompts:

- Which facts did you find were the same in both sources? Which were only found in one or the other? Why do you think this was the case?
- Which of the questions you wrote after reading the news source are still unanswered? Why do you think that is?
- What is the role of a reporter? What is the role of a historian? Compare and contrast.
- How much time must pass before news becomes history?

Extension Activities:

- Choose a contemporary news story. You may want to choose from the headlines you find by looking through the Newseum's online Today's Front Pages exhibit (newseum.org/todaysfrontpages). Fill in the left side of the chart using a source about this story. Then imagine you're living 50 years in the future and can read a historical account of this same event. Create a list of key facts that you think would appear in that account. Then underline the questions you think you'd be able to find answers to 50 years from now, and circle the ones you think you would not. Write a paragraph explaining the decisions you made filling in the right side of the chart.
- The First Amendment protects freedom of the press. Why is a free press important in our society? Research freedom of the press and write a short essay about the role of the press and how our understanding of history might be different if there were no freedom of press.

Name _____ Class _____ Date _____

From the Front Page to the History Books

1. Fill out the left column of the chart below using one of the historic front pages on the **ED**Collections poster.

NEWS Front page event: _____	HISTORY Name of your source: _____
Key facts about the event:	Key facts about the event:
What information is this news coverage missing? What questions do you have about what happened?	Answers to your questions:

2. Find an account of this event in a history book or encyclopedia, or on a reliable history website. Using the information you find, fill out the right column of the chart above.

3. Underline the key facts that appear in both sources. Circle the key facts that do not. Underline the questions for which you were able to find answers. Circle the ones for which you were not.

4. On another sheet of paper, respond to these questions: A) Why do you think some key facts appear in both sources and others do not? B) Did you find answers to all of your questions? Explain why you think you did or did not. C) Do you think your front page story could be considered a first draft of history? Explain your answer.

Front-Page Time Capsule: Using Primary Sources to Build Media Literacy

Introduction and Objective: Media literacy — the ability to analyze and think critically about sources of information — is an essential skill for all students. In this activity, students use the front pages on this poster to explore how a primary source can be like a time capsule, revealing details about life at another point in history. They will learn how the skills that are required to analyze and understand a historic primary source can also help to analyze and understand contemporary media.

Grade Level: Middle to High

Time: 45 to 50 minutes plus discussion

Warm-Up Discussion Prompts:

- Where do you get news about what’s happening in the world? How do you know if your news source is reliable/trustworthy?
- Where do you get information about things that happened in the past? How do you know if your historical source is reliable/trustworthy?

Poster Activity Procedure:

- Hand out copies of the activity sheet below, and tell students that they are going to practice extracting as much information as possible from a primary source in order to better understand the time period from which it comes.
- Tell students they are going to use tools called the “information consumer’s questions” to “excavate” (dig up) as much information as possible and evaluate their source. Go over the six consumer’s questions with your students. See the activity sheet below for prompts explaining what each question means.
- Hand out copies of the activity sheet below. Give students 30 to 45 minutes to use one of the front pages from this poster to fill out their sheet. Students may work individually or in small groups. Encourage students to look closely for as many details as possible.
- Ask individual students/groups to present their primary source to the class. Have students go over their answers to the consumer questions, then describe what their time period was like based on that source.
- Use the post-activity discussion prompts to begin a class discussion about how and why it is important to closely analyze primary sources and how these skills connect to the barrage of information they face every day online, in print and on television.

Post-Activity Discussion Prompts:

- Using the information you’ve gathered, compare and contrast what life was like at the time of each of these historic front pages.
- How useful are these front pages as primary sources? What are their limitations? What other sources would you consult to be sure you are getting the whole picture of what happened in these events? (Focus on answers to “What is this missing?” and “Where do I go from here?” consumer questions.)
- How do the skills/questions you used to analyze your historic front page apply to contemporary sources of information? In other words, how could you use the consumer questions in your daily life?

Extension Activities:

- Use the consumer’s questions to analyze a contemporary source of information (website, magazine article, public service announcement, advertisement, etc.). After answering the questions, write a paragraph analyzing whether this is a reliable source of information or not.
- Do research following up on your “What is this missing?” and “Where do I go from here?” responses from your historic front page. Write three paragraphs: one summarizing the information that you find, one that compares and contrasts your new sources of information to your primary source, and a third explaining which source you think is most useful and why.
- Freedom of the press, guaranteed by the First Amendment, protects even the right to publish inaccurate/unreliable information, but there are some limits. Research how far freedom of the press goes and what it does not protect (newseuminstitute.org is a good place to start). Write a short report on your findings.

Name _____ Class _____ Date _____

Front-Page Time Capsule

1. Answer the consumer's questions for one of the historic front pages on the EDCollections poster:

Who made this? (Who are the reporters? What is the name of the newspaper?)

How was this made? (How were these facts gathered? Are there any photographs/charts/maps/other special features?)

Why was this made? (Who is the audience? Why did this newspaper report on this story?)

When was this made? (What is the date of the newspaper? Are any specific times cited?)

What is this missing? (What questions do you have after reading this news report? What perspectives are not represented?)

Where do I go from here? (Where could you find more information on this topic?)

2. Using the information you gathered above and further analysis of your front page, describe the time period of this front page:

Current Events (What is going on in the world at this time? Consider the lead story and any additional stories that are covered on your page.):

Technology (What forms of communicating information existed at this time? What other clues can you find about the technologies available?):

People (Who seems to be important? Describe these individuals.):

Before and After: Analyzing Turning Points in History

Introduction and Objective: Major historic events inevitably bring about changes in society, from politics to daily routines. In this activity, students use the front pages on this poster to hypothesize about the impact of these four events, using primary sources to gain an understanding of how history's turning points play out, then explore their continuing impact using the Newseum's online Today's Front Pages exhibit.

Grade Level: Middle to High

Time: 30 to 60 minutes plus discussion

Warm-Up Discussion Prompt:

- Think about a major event in your life (moving, starting at a new school, the arrival of a sibling, etc.). How was your life different before and after this event?

Poster Activity Procedure:

- Tell students they are going to use primary sources to gather evidence about how major historic events changed society. Using the information they can find in front-page news stories, they are going to hypothesize (make their best guess) how major events changed the lives of the people who lived through them. They should consider big changes and small changes. For example, the 9/11 attacks prompted the U.S.-led war in Afghanistan (big change), and it also led to "God Bless America" being played at ballparks (smaller change).
- Hand out the activity sheet below. To reduce the time required for this activity, you may assign one or two events (rather than all four) to each student. Using the front pages on this poster, give students 20 to 40 minutes to work individually or in small groups to make their hypotheses about the changes these events set in motion (left column of chart) and give their evidence/reason for each (right column of chart).
- If students are focusing on one or two events, have them confer with students who focused on the other events to fill in the rest of their chart.
- Give students 10 to 20 minutes to respond to the prompt in step 2, evaluating how these events continue to affect our lives today.
- As a class, use the Newseum's online Today's Front Pages exhibit (newseum.org/todaysfrontpages) to look at front pages from across the nation and around the world. Look for headlines that show the lasting impact of these events. (Possible ideas: response to current economic challenges, the war on terror, continuing civil rights battles, etc.)
- Use the post-activity discussion prompts to begin a class discussion about the changes major events can set in motion, changing the course of history in big and small ways.

Post-Activity Discussion Prompts:

- What were some of the big changes you found evidence to support? What were some of the smaller changes?
- What type of evidence/reasons did you use to make your hypotheses about changes?
- Sort the changes you hypothesized into categories. Possible categories: predictable versus unpredictable; positive versus negative; political versus personal, etc.
- Which event do you think had the biggest impact, resulting in the most significant changes? Why?

Extension Activities:

- Choose one of the events covered on the **ED**Collections poster. Write a journal entry from the perspective of someone living shortly before this event occurred, then a second entry from after. At the top of your entry, give a description of who "you" (the person writing this journal entry) are. Use the second journal entry to describe some of the changes that have happened in your life since your chosen big event.
- Complete a chart listing changes and their reasons for a contemporary news story that has affected your life. Choose one news source to make your chart. As you did on the activity sheet, list the changes you believe this event has caused on the left and the reason for the change on the right. List at least four changes and reasons.
- One area of life often affected by major historic events is the use/extent of First Amendment freedoms. Choose one of these events and research how it affected the role/use of the First Amendment.

Name _____ Class _____ Date _____

Before and After

1. Use the front pages on the **ED**Collections poster to fill out this chart:

	CHANGE (If you lived at this time, how would this event have changed your life?)	REASON (Why do you think this change would occur? Look for evidence on the front pages.)
Woman Suffrage Parade	1.	
	2.	
1860 Election	1.	
	2.	
The March on Washington	1.	
	2.	
The Sept. 11 Terrorist Attacks	1.	
	2.	

2. On another piece of paper, respond to this question: How do these events continue to affect our lives today? (Give at least one example for each event.)