

Idea Book

FOR EDUCATORS®

A&E®
Born This Way

Modern Money

Lifetime®
**National Women's
Soccer League**

History Faceoff

**America:
Promised Land**

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Idea Book

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Seven young adults with Down syndrome defy society's expectations.



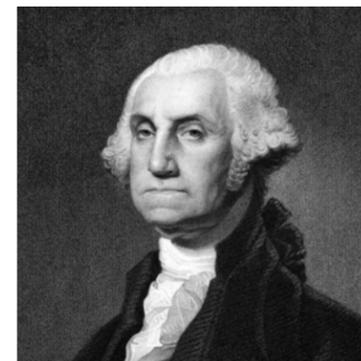
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The REVOLUTION AFFECTED VERY DIFFERENT GROUPS OF PEOPLE

NOW, IT CAN IMPACT YOURS.

The American Revolution involved redcoats and loyalists. Patriots and Quakers. African Americans and Native Americans. Even a German Baroness. And at the new Museum of the American Revolution, we tell all their stories in a very personal way. Journey from the stirrings of discontent to the creation of a new nation alongside a trained Museum educator. Be among the first to experience the new centerpiece of Philadelphia's historic district.

YOU DON'T KNOW THE HALF OF IT.

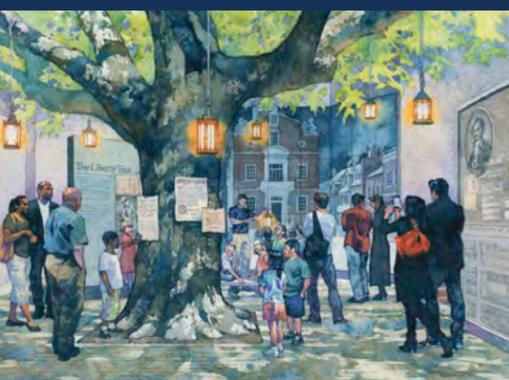


MUSEUM OF THE AMERICAN REVOLUTION

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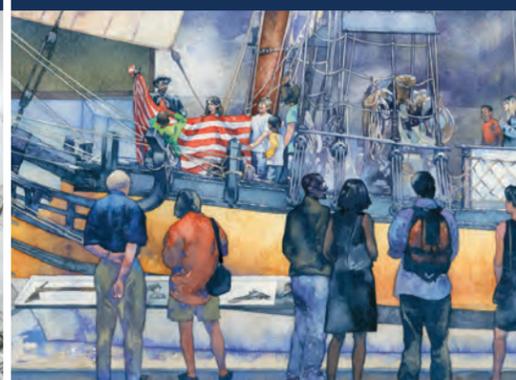
Consider arguments for and against independence beneath a full-scale replica of Boston's Liberty Tree.



See the original tent where George Washington slept and worked while on the battlefield.



Climb aboard a privateer ship and learn about how the war was fought on both land and sea.



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MONEY: STOCKSY; GEORGE WASHINGTON: THINKSTOCK; BUG: CHIP CLARK / SMITHSONIAN INSTITUTION

Education
Guide

Born

This

Way



**“I don’t want
the whole society
to limit me.”**

— Megan, *Born This Way*™

Ⓔ

To the Educator

Born This Way, the Emmy Award-winning series on A&E®, would be a great fit for a range of classes including social studies, media and current events. It would be useful to show or discuss during after-school programs and events. This series offers an excellent opportunity for students and general audiences to discuss and explore the lives of those with intellectual and developmental disabilities. *Born This Way* is appropriate for upper middle school, high school and college students.

Pre-Viewing Activities

1

Watch the *Born This Way* trailer in preparation for watching the series.

2

Ask students to read the language guide on the next page. This will help explain Down syndrome as well as set a framework for understanding the experiences of the cast of *Born This Way* and others with developmental disabilities.

3

Discuss the ways descriptions can affect people. Why is it important to use language carefully when talking to anyone? Why is it important to use language carefully when talking to people with differing abilities, like those with Down syndrome?



BORN THIS WAY – EDUCATION VERSION

You can purchase the classroom edition of *Born This Way* on Amazon.com.

 THE NDSS
PREFERRED
LANGUAGE
GUIDE
Download
here for print
and distribution.
ndss.org



“These tips will help provide appropriate language choices when talking about people with Down syndrome.” - THE NATIONAL DOWN SYNDROME SOCIETY (NDSS)

People with Down syndrome should always be referred to as people first.

Avoid using “a Down syndrome child”; instead, say “a child with Down syndrome.” Also avoid “Down’s child” and describing the condition as “Down’s,” as in, “He has Down’s.”

Down syndrome is a condition or a syndrome, not a disease.

People “have” Down syndrome, they do not “suffer from” it and are not “afflicted by” it.

“Typically developing” or “typical” is preferred over “normal.”

“Intellectual disability” or “cognitive disability” has replaced “mental retardation” as appropriate terms.

NDSS strongly condemns the use of the word “retarded” in any derogatory context. Using this word is hurtful and suggests that people with disabilities are not competent.

Down vs. Down’s

NDSS uses the preferred “Down syndrome,” rather than “Down’s syndrome.” The apostrophe s connotes ownership or possession.

Down syndrome is named for the English physician John Langdon Down, who characterized the condition, but did not have it.

While Down syndrome is listed in many dictionaries with both popular spellings (with or without an apostrophe s), the preferred usage in the United States is Down syndrome. The *AP Stylebook* recommends using Down syndrome, as well.

Discussion Questions

1

Each of the young adults in *Born This Way™* has goals and aspirations. What are some of their aspirations? How are they working to achieve them?

2

Megan states that she does not want limits placed upon her because she has Down syndrome. What are some of the actions she’s taking to defy limits and exceed expectations?

3

In this series, we also hear a lot from the parents who talk about the joy their children bring to their lives. What are some of the notable comments shared by the parents?

4

Many people with Down syndrome want to live as independently as possible. Based on the series, what are some ways people with Down syndrome can be in control of their own lives?

5

What are some of the career goals of the cast members in *Born This Way*? In what ways can society support those with Down syndrome and other disabilities in their career paths?

6

What role do friendships play in the lives of those in *Born This Way*? Why are friendships so important in people’s lives?

7

How do you think this series might change perceptions about people with Down syndrome? How did it change your own views?

8

In what ways has society become more inclusive of people with disabilities? In what areas could there be improvement?

9

What can you do now in your school and community to be more inclusive?

10

What surprised you the most about this series?

11

What are some of the challenges faced by the cast members in *Born This Way*? How are their challenges unique, and how are they similar to the challenges many young people face?

12

What do you feel is the most important takeaway from this series? What impact do you hope this series has on our society? What can you do to help?



ELENA

With a flair for the dramatic, this young woman embraces life. She loves to cook, dance and write poetry and takes great pride in her independence.



STEVEN

Working as a dishwasher at Angel Stadium and in customer service at a grocery store, Steven is a huge movie buff who knows the title and year of every Oscar-winning film.



RACHEL

Rachel's the maid of honor at her brother's upcoming wedding. Though she'd love to get married herself, she has to find the right guy. She works in the mailroom of an insurance company.



CRISTINA

This loving and compassionate young adult works in a middle school. In her free time she loves talking on the phone with Angel, her boyfriend of four years and the man she plans to marry.

Meet the Cast



SEAN

An excellent golfer and avid sportsman, Sean is a self-professed ladies' man who is not shy about introducing himself to every eligible woman he meets.

of Born This Way™



JOHN

From a very young age, John made it clear to his parents that he craved the spotlight. A born entertainer, John is committed to his music and is pursuing a career in rap.



MEGAN

Megan has created Megology, a clothing brand, while pursuing her dream of becoming a film producer. She's also committed to spreading the word that society shouldn't limit adults with disabilities.

Did You Know?

According to the U.S. Census, nearly one in five Americans have a disability. Currently 70 percent of working-age people with disabilities are not working — even though most of them want jobs and independence. The numbers are even worse for people with Down syndrome. Many studies have shown that people with disabilities, including those with Down syndrome, can work successfully and live relatively independently. *Born This Way™* highlights the career hopes and dreams of seven young adults with Down syndrome.

The Institute for Corporate Productivity has created a research report about the capabilities of those with intellectual and developmental disabilities. Visit cec-como.org to download the report.



Spotlight on Best Buddies®

A&E® is pleased to join with Best Buddies® to share information about their organization.

Best Buddies® is a nonprofit 501(c)(3) organization dedicated to establishing a global volunteer movement that creates opportunities for one-to-one friendships, integrated employment and leadership development for people

with intellectual and developmental disabilities. Two cast members, Rachel and Sean, have been involved in Best Buddies® friendship programs which partner peers — with and without intellectual and developmental disabilities — in one-on-one friendships.

Founded in 1989 by Anthony K. Shriver, Best Buddies® is a vibrant organization that has grown from one original chapter to more than 1,900 chapters worldwide. Today, Best Buddies® eight formal programs — Middle Schools, High Schools, Colleges, Citizens, e-Buddies®, Jobs, Ambassadors and Promoters — engage participants in each of the 50 states and in over 50 countries, positively affecting the lives of more than 900,000 people with and without disabilities around the world. In many cases, as a result of their involvement with Best Buddies®, people with intellectual and developmental disabilities secure rewarding jobs, live on their own, become inspirational leaders and make lifelong friendships.

For more information, please visit bestbuddies.org, and follow them on Facebook and Twitter.



Recommended Reading

FOR CHILDREN

In My World: Down Syndrome (AuthorHouse, 2013) by Gabriella Llano and Tiziana Vazquez. With the support of her family, a girl with Down syndrome lives her life and learns to accept herself. Elementary-school age.

My Brother Charlie (Scholastic Press, 2010) by Holly Robinson Peete and Ryan Elizabeth Peete. Story told from the point of view of the twin sister of a boy on the autism spectrum. Grades K–2.

My Friend Isabelle (Woodbine House, 2003) by Eliza Woloson. The story of a friendship when one of the friends has Down syndrome. Grades K–2.

My Sister, Alicia May (Pleasant St. Press, 2009) by Nancy Tupper Ling. What it's like to grow up with a sister with Down syndrome. Grades 1–3.

Popping Wheelies Coloring Book, Volume 1 (Popping Wheelies LLC, 2014) by Susan K. Nuenke. Coloring book featuring drawings of kids with disabilities. Elementary-school age.

Sophie's Tales: Overcoming Obstacles (Sophie's Tales, 2012) by Melanie Patco. A dog with a cochlear implant meets Champ, another dog who wears glasses, and they talk about disability. Ages 3 to 10.

Taking Down Syndrome to School (Special Kids in School) (JayJo Books, 2002) by Jenna Glatzer. Picture book about what it is like to have Down syndrome in school. Elementary-school age.

We'll Paint the Octopus Red (Woodbine House, 1998) by Stephanie Stuve-Bodeen. A six-year-old girl learns how to be a good big sister to a baby brother with Down syndrome. Grades K–3.

Wonder (Knopf Books for Young Readers, 2012) by R.J. Palacio. A story about a boy born with facial defects. Ages 8 to 12.

FOR ADULTS

Enabling Acts: The Hidden Story of How the Americans with Disabilities Act Gave the Largest US Minority Its Rights (Beacon Press, 2015) by Lennard J. Davis. A gripping and nuanced telling of the behind-the-scenes efforts to pass the Americans with Disabilities Act.

Far from the Tree: Parents, Children and the Search for Identity (Scribner, 2012) by Andrew Solomon. A deeply touching look at how parents and children can learn to accept and embrace differences. The people featured demonstrate how lives with extreme challenges also have extreme value.

No Pity: People with Disabilities Forging a New Civil Rights Movement (Broadway Books, 1994) by Joseph P. Shapiro. A historical, in-depth look at people with disabilities as well as the advocacy efforts that led to the passage of the Americans with Disabilities Act.



EXPLORE
Visit the *Born This Way™* website to follow this series.

BORN THIS WAY – EDUCATION VERSION
You can purchase the classroom edition of *Born This Way* on Amazon.com.

BEST BUDDIES®
bestbuddies.org/

SPECIAL OLYMPICS
specialolympics.org/

GLOBAL DOWN SYNDROME FOUNDATION
globaldownsyndrome.org/

RESPECTABILITY USA
RespectAbility's website offers lesson plans and classroom explorations related to disability. respectabilityusa.com/

DOWN SYNDROME DIAGNOSIS NETWORK
dsdiagnosisnetwork.org

RESOURCES FOR FAMILIES EXPECTING OR RAISING A CHILD WITH DOWN SYNDROME
The Human Development Institute at the University of Kentucky offers excellent publications for families who are expecting or raising a child with Down Syndrome. Visit lettercase.hdi.uky.edu to explore and learn how you can order these publications.

 #BornThisWay

 [facebook.com/AETV](https://www.facebook.com/AETV)

 @AETV

 [youtube.com/watch?v=v7zIJAPFgOM&feature=youtu.be](https://www.youtube.com/watch?v=v7zIJAPFgOM&feature=youtu.be)

A M E R I C A : P R O M I S E D L A N D

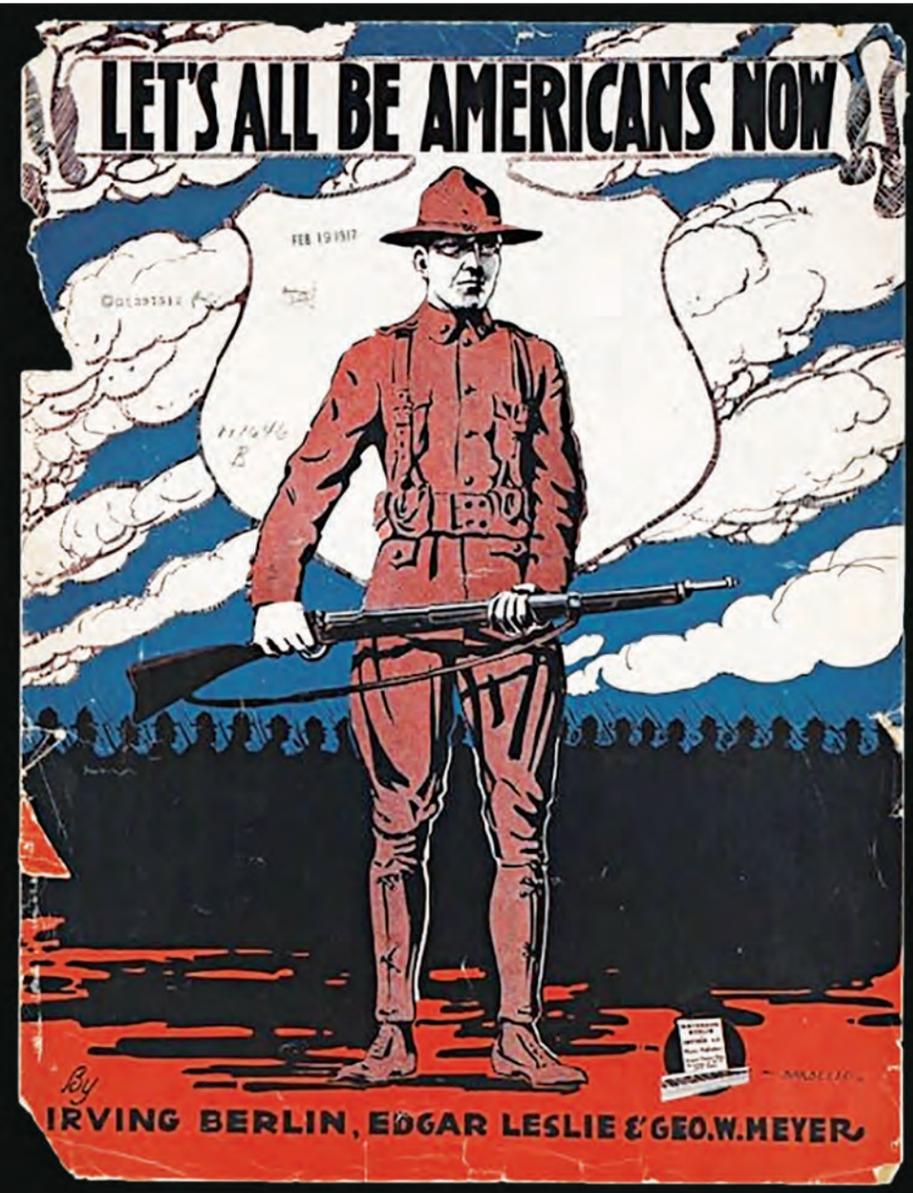
"Migration is a kind of gamble. But also, a kind of second chance — the ability to move to a different society, in a different part of the world and start over again."

In the history of mankind, no society has received more immigrants than the United States. *America: Promised Land* tells the epic story of the peopling of America. From the Dutch fur traders who shaped the New World to the post-World War II immigrants who helped forge modern America, this special presentation charts over 20 massive migrations. Students will learn about how, why and when waves of immigrants arrived in America as they fled famines, pogroms and climate events. This four-hour special also explores how enslaved Africans, forced through the Middle Passage, endured the brutality of slavery and ultimately reshaped the United States.

Anchored by interviews with descendants of ancestors whose stories are featured throughout the event series and with geographical imagery, *America: Promised Land* uncovers the great forces that set mankind in motion. This series chronicles major events including the California Gold Rush, the role of German immigrants in the Union Army during the Civil War, the Great Migration of African Americans to the North and West and the building of the Transcontinental Railroad. Together, these stories will give students new insights into American history and help them think in new ways about our nation's past.

E To the Educator

America: Promised Land would be useful for history, American culture, social studies, geography, journalism and ethnic studies courses. It is recommended for 6th grade students and above. It connects with many state standards and curriculum benchmarks in history and social studies. Families are encouraged to watch this series together and discuss its meaning and relevance in relation to their own family histories.



PRE-VIEWING QUESTIONS

- | | | |
|--|--|--|
| <p>1</p> <p>What does it mean to refer to America as a “promised land”? Students can explore this question before they watch, and then write an essay about this concept after they watch. In what cases was America a promised land and in what cases was it quite the opposite?</p> | <p>2</p> <p>What does the word “immigration” mean? Why have so many people chosen to immigrate to the United States? When were people forced to come to the U.S.? (It is important to make a distinction between immigration and the forced movement of enslaved people.)</p> | <p>3</p> <p>What are “push/pull factors”? Students can review an outline describing push and pull factors here: bbc.co.uk/schools/gcsebitesize/geography/migration/migration_trends_rev2.shtml.</p> |
|--|--|--|

Terms to Define

Define the terms below individually or in small groups to explore the themes and topics explored in *America: Promised Land*.

Abolitionism

Cold War

Epidemic

Fugitive

Immigrant

Industrialization

Ingenuity

Innovation

Migrant

Nativism

Nomadic

Persecution

Pogrom

Tenement

Vaquero

LIBRARY OF CONGRESS, PRINTS AND PHOTOGRAPHS DIVISION

Discussion Questions

EPISODE 1

1

One series commentator says, “Immigration hasn’t just transformed America, immigration is America.” What do you think this statement means? Do you agree with this idea?

2

Why were the majority of immigrants to the early American colonies young men?

3

Immigrants to the early colonies encountered Native American groups as they settled the New World. What were areas of conflict and cooperation between Europeans and indigenous people?

4

Why did the Quakers leave England? What were some of the ideas and beliefs they brought with them to the New World?

5

By the 1840s, half the world was technically owned by very few people. Why do you think some individuals were able to amass so much wealth while others remained poor?

6

What obstacles did Lucinda Brown face on her journey to Oregon? What do you think she hoped to achieve by moving West?

7

What did enslaved people like John Andrew Jackson risk by trying to escape to freedom? How did Jackson influence American history?

8

At the time of the Civil War, there were four million enslaved African Americans. What were some of the ways they struggled to find freedom despite the brutality of slavery?

9

How do you think the ability to send mail across the Atlantic Ocean helped accelerate immigration from Ireland and other European countries to the U.S.?

10

How did the Gold Rush stimulate the transportation industry?

11

Chinese railroad workers were shut out of many of the official photos of the completion of the trans-Continental railroad. Why is this kind of erasure significant?

12

Can you think of other examples of immigrants or ethnic groups being shut out of official histories or stories?

Discussion Questions

EPISODE 2

1

Many immigrant groups have brought special skills with them to the U.S. What special skill or area of expertise did the Mennonites bring? Can you think of examples of special skills brought by other immigrant groups?

2

Why was the steam engine such an important innovation in the logging industry? What role did Scandinavians play in helping this industry thrive?

3

How can elected officials from diverse immigrant backgrounds like Patrick MacGuire in 1880s Boston help the ethnic groups they represent? Why is it meaningful to have elected leaders from diverse backgrounds?

4

Who was Irving Berlin, and what was his contribution to American history and culture?

5

Why do you think it was so important to Chinese Americans to rebuild Chinatown after the 1906 San Francisco earthquake?

6

What hardships did Polish steelworkers face in Chicago? Why do you think they continued to pursue jobs in the steel industry despite the hardships?

7

What does it mean to call Chicago the "Silicon Valley of the 19th century"?

8

What role did railroads play in the Great Migration of African Americans from the South to the North? Why did so many African Americans flee the South?

9

Why was the 1938 boxing match between Joe Louis and Max Schmeling so important?

10

What was the Bracero program, and why was it initiated during World War II?

11

What was Operation Pedro Pan? What do you think the experience was like for Cuban children who were part of this program? What do you think it was like when Mel Martinez was reunited with his parents?

12

What role has U.S. foreign policy or intervention in other countries played in immigration? For example, why did so many Vietnamese immigrants seek new lives in the U.S.?

Viewing Chart

Ask students to answer the questions while they are watching an episode of this series. The information they fill in will be helpful for the discussion questions and activities that follow.

What was the subject of this episode?

What are a few things you knew about the topic before you watched the episode?

What are a few of the facts in this episode you found most interesting?

What information in this episode was most surprising to you?

What additional questions do you have about this topic?

What were some of the main topics covered in this episode?

What are a few of the facts or stories in this episode you found most interesting?

What information in this episode was most surprising to you?

What additional questions do you have about this topic?



The Statue of Liberty was one of the first sights many immigrants saw upon entering New York Harbor. The poem was inspired by the possibilities of freedom and equality new immigrants faced. It can be found on a plaque inside the statue's pedestal.

THE NEW COLOSSUS

BY EMMA LAZARUS, NEW YORK CITY, 1883

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glowes world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
"Keep, ancient lands, your storied pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore,
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!"

Discussion Questions

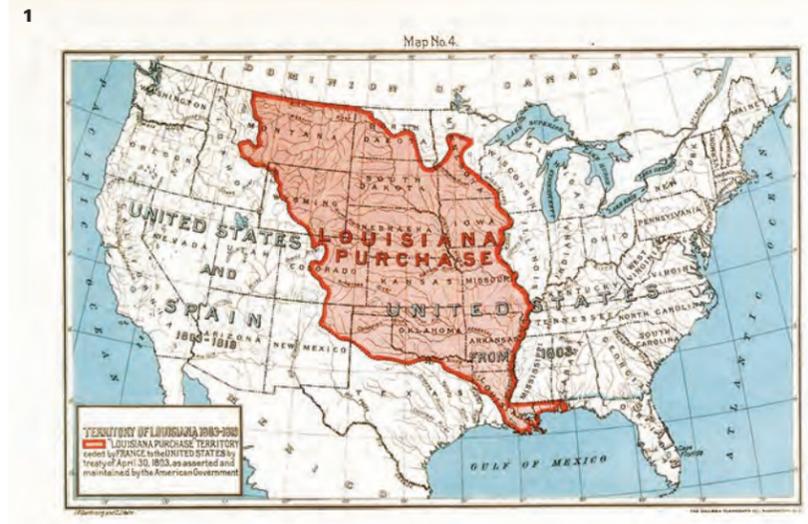
1. What do you think is meant by "Mother of Exiles"?
2. Lazarus states that the Statue of Liberty "glows world-wide welcome." What does this phrase mean? Do you think this has always been true based on your knowledge of Ellis Island?
3. What do you think are the most famous lines in this poem? Why?
4. In this poem, Lazarus suggests that the Statue of Liberty can speak without a having a true voice. How do you think she would argue that the Statue of Liberty is able to communicate without words?
5. Based on reading this poem, how would you describe Lazarus's views on immigration?

Activities

- 1** **The Citizenship Quiz.** HISTORY developed the Citizenship Quiz to challenge all Americans to learn the answers to the 100 questions on the U.S. citizenship test: history.com/interactives/citizenship-quiz.
- 2** **The Great Migration.** Learn more about the Great Migration: smithsonianmag.com/history/long-lasting-legacy-great-migration-180960118/. Write a synopsis or discuss with the class.
- 3** **Immigration History Timeline.** View a basic timeline of some key U.S. immigration history dates: digitalhistory.uh.edu/timelines/timelinetopics.cfm?tltopicid=7. Students can also create their own timelines with additional dates and information they learned from watching the series.
- 4** **Ellis Island Oral Histories.** Students can view and analyze a rich collection of oral histories from immigrants who arrived in America through Ellis Island at nps.gov/elis/learn/education/classrooms/oral-histories.htm.

Primary Sources

- 1** **The Naturalization Acts of 1790 and 1795.** These acts were the first laws to stipulate who could gain citizenship in the U.S.: mountvernon.org/education/primary-sources-2/article/naturalization-acts-of-1790-and-1795/. Discuss who was eligible to become a citizen and who was excluded.
- 2** **The Compromise of 1850.** This series discusses the Compromise of 1850: ourdocuments.gov/doc.php?doc=27. Read and analyze this series of bills and discuss their implications. What were the five statutes approved by Congress? Write a short summary of these statutes.
- 3** **Let's All Be Americans Now.** During World War I, Irving Berlin wrote a song called "Let's All Be Americans Now" with the goal of uniting the nation: loc.gov/resource/ihas.200198752.0/?sp=2. What is the main message of the song? Why did Berlin write it when he did?
- 4** **John Andrew Jackson: The Experience of a Slave in South Carolina.** In 1862, John Andrew Jackson's narrative of his life as an enslaved person and his journey to freedom was published: docsouth.unc.edu/fpn/jackson/jackson.html. Focus on Chapter V in which Jackson tells the story of his escape to freedom. Have students write either a letter from Jackson's perspective or a short essay about what they learned from his narrative.
- 5** **The Golden Spike.** Railroad barons celebrated the completion of the first transcontinental railroad on May 10, 1869 at Promontory Summit, Utah: gilderlehrman.org/history-by-era/development-west/resources/official-photograph-from-golden-spike-ceremony-1869. Who was excluded from the official story and why?
- 6** **Chinese Exclusion Act of 1882.** The Chinese Exclusion Act made it illegal for Chinese laborers to immigrate to the U.S. for 10 years. Have students read this act and research how and why it was created: ourdocuments.gov/doc.php?doc=47.
- 7** **The Homestead Act of 1862.** The Homestead Act provided 160 acres of western lands to some citizens who met certain requirements: ourdocuments.gov/doc.php?doc=31. (Additional information and lesson plan activities created by the National Park Service: nps.gov/home/learn/education/upload/Unit%202.pdf.) Discuss its outcomes.
- 8** **The Immigration Act of 1924.** Also known as the Johnson-Reed Act, this set in place an immigration quota: digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=1116, historymatters.gmu.edu/d/5078. What did the act say about who could enter the U.S. each year? Did the act prioritize specific immigrant groups?



1 Map of the Louisiana Purchase
2 Homesteaders
3 Migrant worker picking cotton



AMERICA: PROMISED LAND
history.com/shows/america-promised-land

THE CITIZENSHIP QUIZ
history.com/interactives/citizenship-quiz

NATIONAL ARCHIVES
Milestone documents, along with teaching tools: ourdocuments.gov

LIBRARY OF CONGRESS
loc.gov/exhibits/treasures and loc.gov/teachers/classroommaterials/themes/immigration/exhibitions.html

STATUE OF LIBERTY/ ELLIS ISLAND TIMELINE
libertyellisfoundation.org/immigration-timeline

THE SMITHSONIAN NATIONAL MUSEUM OF AMERICAN HISTORY
Timelines and background information on a wide range of U.S. history topics: americanhistory.si.edu/

BOOKS

- The Price for Their Pound of Flesh: The Value of the Enslaved, from Womb to Grave, in the Building of a Nation** by Diana Ramey Berry
- Harvest of Empire: A History of Latinos in America, Revised Edition** (Penguin, 2011) by Juan Gonzalez
- Atlas of American History, 4th Edition** (Facts on File, 2006) by Gary Nash and Carter Smith, Editors
- The Columbia Guide to Asian American History** (Columbia University Press, 2001) by Gary Okihiro
- Angel Island: Immigrant Gateway to America** (Oxford University Press, 2010) by Erika Lee and Judy Yung
- The Island at the Center of the World: The Epic Story of Dutch Manhattan and the Forgotten Colony That Shaped America** (Vintage Books, 2005) by Russell Shorto
- Give Me Liberty! An American History, Volumes 1, 2, and Sourcebook** (W.W. Norton, 2006) by Eric Foner
- A Nation of Nations: A Great American Immigration Story** (Simon & Schuster, 2015) by Tom Gjelten
- Encyclopedia of Native Tribes of North America, 2nd Edition** (Firefly Books, 2014) by Michael Johnson

1 NATIONAL ARCHIVES AND RECORDS ADMINISTRATION; 2,3 LIBRARY OF CONGRESS, PRINTS AND PHOTOGRAPHS DIVISION



**THE
NATIONAL
WOMEN'S
SOCCER
LEAGUE
IS
BRINGING
SOCCER
BACK...**



To the Educator

Lifetime® recently launched a new partnership with the National Women's Soccer League (NWSL). The network airs NWSL games on Saturdays. Ask students to read this article to learn more about the history of the sport. Visit mylifetime.com/shows/national-womens-soccer-league to learn more about the partnership, find game schedules and more.



**... ONE
HEADER
AT A
TIME**

BY ELIZABETH THORP

Whether you're a soccer player or fan, you probably watched or heard about the epic win by the American women's soccer team at the 2015 FIFA Women's World Cup in Vancouver, Canada. Though the U.S. women's team was the underdog, they defeated the Japanese women's team in a spectacular win that made news around the world. It even earned them the cover of *Sports Illustrated*.

The 2015 U.S. Women's National Team also set a television ratings record during that final match against Japan, making it the most-watched soccer match in U.S. history. According to FOX Television, the match had 23.5 million viewers, an increase of 77% compared with the 2011 FIFA Women's World Cup final, which was a showdown between the two same teams. (Japan won that match.)

But did you know that America's official women's soccer league didn't even officially launch until the 1970s? Probably when your parents were your age! This was a half a century after the men's soccer league (known as the American Soccer League) started in 1921.

THE EVOLUTION OF FOOTBALL

In many countries around the world, soccer is known as “football.” According to the Fédération Internationale de Football Association (FIFA), the first earliest recordings of a soccer-type game was in the second and third centuries BC during the Han Dynasty, when Chinese soldiers kicked a fur-stuffed leather ball through two trees or bamboo reeds as a military exercise. They could not use their hands — only their feet. It was called Tsu Chu. There was also a version of this in ancient Rome and a medieval version in England that used an inflated pig’s bladder! It is thought that the Romans brought “football” with them to northern France and England.

Modern soccer as we know it had its origins England. “Football” in the British Isles from the eighth to the 19th centuries featured many different regional versions: football, rugby football and, in Ireland, Gaelic football. It wasn’t until 1863 that a group of British schools and clubs came together to make the first official rules of the game. This is when rugby and soccer officially split.

THE STORY OF WOMEN’S SOCCER

Almost 40 years later, in 1900, soccer became an official sport of the modern Olympic Games. Still, though it was popular in England, there was no official women’s soccer. In 1920, two women’s soccer teams played each other in front of a huge crowd of 53,000 spectators in Liverpool, England. The English Football Association was threatened by the magnitude of this match, so they banned women from playing soccer on

JUST FOR FUN

BEND IT LIKE BECKHAM

A must-see soccer movie about a girls’ soccer club team in England. A teenager from an Indian family is a talented and passionate soccer player, and her love of the game doesn’t jibe well with her family’s traditional values. foxsearchlight.com/benditlikebeckham/

KICK LIKE A GIRL

An funny and honest documentary about The Mighty Cheetahs, an undefeated third grade girls’ soccer team that competes in the boys league. Narrated by eight-year-old Lizzie. kicklikeagirlmovie.com/

AIR BUD WORLD PUP

A heartwarming movie for all ages. Buddy is back and helping his teenage owner Josh on the field in pursuit of the state soccer championship. buddies.disney.com/air-bud-world-pup



THE U.S. WOMEN’S TEAM IS RANKED NUMBER 1 IN THE WORLD BY FIFA AND HAS HELD THE TOP SPOT FOR THE PAST FIVE YEARS.

the same fields as men. This hampered the rise of women’s soccer until 1971 when the English Football Association finally lifted the ban.

Just a year after the ban was lifted in England, women’s soccer in America got a big boost from Title IX. Title IX is a federal civil rights law that, in part, prohibits discrimination in education based on gender. Title IX requires equal funding to both men’s and women’s sports in colleges. Because of Title IX, women’s soccer started becoming a popular sport at American schools and colleges.

In 1991, the inaugural women’s FIFA World Cup was held in China, 61 years after the first men’s World Cup. The U.S. women’s team won their first World Cup and generated a national love and excitement for the game.

In 2001, the Women’s United Soccer Association was created but suspended operations in 2003. It was replaced in 2009 with Women’s Professional Soccer, but that league faced financial difficulties and ultimately folded. Finally, in November 2012, the National Women’s Soccer League (NWSL) was launched, and the professional women’s league started to play in April 2013.

Since its tentative beginnings, the U.S. women’s soccer team has won two World Cups (1991 and 1999) and an incredible four Olympic gold medals

(1996, 2004, 2008, 2012). Currently, the U.S. women’s team is ranked number 1 in the world by FIFA and has held the top spot for the past five years. NWSL, run by the United States Soccer Federation, continues to propel women’s professional soccer and represents the sport’s highest level in the United States.

FUTURE U.S. WOMEN’S SOCCER STARS

Today, soccer is more popular than ever. U.S. Youth Soccer is the largest sports association in the country with 3 million kids between the ages of 5 and 19 participating. Of these 3 million kids, nearly half of them are girls. These girls are the NWSL stars of tomorrow.

According to U.S. Youth Soccer, girls’ club participation is up 37% in the last 20 years, while participation in high school soccer programs has also seen a 45% boost between 1999 and 2014. These figures don’t take into account the recent increase in interest due to the incredible performance of the U.S. women’s soccer team at the 2015 World Cup.

There is no doubt that American girls’ soccer is on the rise and that there are many Mia Hamm, Abby Wambachs and Carli Loyds kicking soccer balls in schoolyards and backyards. Perhaps one day you will be a professional women’s soccer player!



MORE RESOURCES FOR SOCCER LOVERS

Learn about Lifetime’s partnership with NWSL and find out how you can watch games live: mylifetime.com/shows/national-womens-soccer-league

FIND A LEAGUE

usyouthsoccer.org/

FIND A SOCCER CLUB

ussoccerda.com/girls-academy-club-directory

FIND A U.S. SOCCER TRAINING CENTER

No-cost training is open to elite players from any club: ussoccerda.com/about-training-centers

PRO WOMEN’S SOCCER MATCHES

nwslsoccer.com/

SHEBELIEVES

Developed by the U.S. Women’s National Team, SheBelieves is a movement to encourage young girls and women to accomplish their goals, athletic or otherwise. ussoccer.com/womens-national-team/shebelieves

U.S. YOUTH SOCCER

usyouthsoccer.org/

THE HISTORY OF FOOTBALL

fifa.com/about-fifa/who-we-are/the-game/

THE HISTORY OF OLYMPIC SOCCER TEAMS

livestrong.com/article/353262-the-history-of-soccer-teams-in-the-olympic-games/

U.S. WOMEN’S SOCCER

sites.duke.edu/wcwp/research-projects/womens-soccer-in-the-u-s/

WOMEN’S NATIONAL TEAM

ussoccer.com/womens-national-team

THE STORY OF WOMEN’S SOCCER

historycooperative.org/goal-the-story-of-how-womens-soccer-rose-to-fame/

1991 WOMEN’S WORLD CUP RECAP

sites.duke.edu/wcwp/tournament-guides/world-cup-2015-guide/history-of-the-womens-world-cup/1991-womens-world-cup-in-china/

Modern

The U.S. Department of the Treasury's Currency Redesign

- PROVIDED BY THE U.S. DEPARTMENT OF THE TREASURY

Ⓔ

To the Educator

Explore the content with students to help them gain insights into the history of currency and the redesign of the next series of \$5, \$10 and \$20 notes, as well as the role of American women in shaping our past. Suitable for grades 6 and above, this curriculum guide would be useful for civics, social studies, history, current events and economics courses.

Money



Why Do We Redesign Currency?

There are two main components of currency redesign: technical and aesthetic. [Teachers, if students are not familiar with the term "aesthetic," have them look up the definition in a dictionary or another reference source.]

1

TECHNICAL GOALS

- Ensure that U.S. currency employs unique and technologically advanced features to deter counterfeiting
- Facilitate the public's use and authentication
- Provide access and usability
- Maintain public confidence

2

AESTHETIC GOALS

Institutionalize our American history by depicting people, monuments, symbols and concepts that reflect the past and reinforce a theme for that particular era of currency design



U.S. CURRENCY EDUCATION PROGRAM
uscurrency.gov/
content/history-american-currency



America's currency is a statement about who we are as a nation. Our modern money honors our history and celebrates our values. Building on tremendous feedback from Americans across our country about the theme of democracy, the Treasury Department will create new design concepts for the \$20, \$10 and \$5 dollar notes.

THE NEW
— 20 —
DOLLAR NOTE



The front of the new \$20 will feature the portrait of Harriet Tubman, whose life was dedicated to fighting for liberty. The reverse of the new \$20 will display The White House and an image of President Andrew Jackson.

Harriet Tubman

Harriet Tubman (1) was born into slavery. After she escaped, she became a conductor on the Underground Railroad (2), helping slaves escape to freedom.

During the Civil War, she was active in the Union cause, serving as a nurse, a cook and a scout, gathering intelligence.

Looking back on her life, Harriet Tubman said, "I would fight for liberty so long as my strength lasted." After the war, she supported the cause of women's suffrage and was active in suffragist organizations. She died in 1913 and was buried with military honors.



HARRIET TUBMAN
history.com/topics/black-history/harriet-tubman/videos/harriet-tubman-and-the-underground-railroad

THE NEW
— 10 —
DOLLAR NOTE



The new \$10 will celebrate the history of the women's suffrage movement, honoring the leaders of the movement and depicting the March of 1913, a march for women's suffrage from the U.S. Capitol to the steps of the Treasury Department.

The front of the \$10 will continue to feature Alexander Hamilton, our nation's first Treasury Secretary and the architect of our economic system.

Women's Suffrage

Treasury's relationship with the suffrage movement dates to the Women's Suffrage Parade of 1913 (1), when thousands marched down Pennsylvania Avenue from the U.S. Capitol to the Treasury Department in Washington, DC. On the steps of the Treasury Building, the marchers demanded an amendment to the Constitution enfranchising women. The new \$10 pays tribute to the leaders of the movement—Lucretia Mott, Sojourner Truth, Susan B. Anthony, Elizabeth Cady Stanton and Alice Paul, who were all instrumental in the passage of the 19th Amendment.

GRAND MARSHAL MRS. RICHARD COKE BURLESON (CENTER, ON HORSEBACK) LEADING A SUFFRAGE MARCH ON MARCH 3, 1913. (PHOTO DATE C. 1902-1920.) PHOTO CREDIT: LIBRARY OF CONGRESS. OPPOSITE: 1, 2, 4, 5 LIBRARY OF CONGRESS; 3 NATIONAL PORTRAIT GALLERY



- 1 Alice Paul
c. 1920
- 2 Elizabeth
Cady Stanton
c. 1910
- 3 Sojourner Truth
c. 1870
- 4 Susan
B. Anthony
c. 1908
- 5 Lucretia Mott
c. 1860-1880



**DID YOU KNOW?
WOMEN ON PAST
CURRENCIES**



A portrait of Martha Washington, believed to have been engraved by Charles Kennedy Burt in 1875, appeared on the face of the 1886 and 1891 \$1 Silver Certificate.



An engraving of John G. Chapman's Baptism of Pocahontas was featured on the back side of the \$20 National Bank Notes issued in 1863 and 1875.



SOJOURNER TRUTH
history.com/topics/black-history/sojourner-truth/videos

LUCRETIA MOTT
history.com/topics/womens-history/lucretia-mott/videos

THE WOMEN'S SUFFRAGE MOVEMENT
history.com/topics/womens-history/the-fight-for-womens-suffrage

THE NEW
5
DOLLAR NOTE



The reverse of the new \$5 will honor historic events that occurred at the Lincoln Memorial in service of our democracy, and will feature Marian Anderson, Eleanor Roosevelt and Martin Luther King, Jr. The front of the new \$5 will retain President Lincoln's portrait.

The Lincoln Memorial

In the Gettysburg Address, President Abraham Lincoln called for a “new birth of freedom,” urging Americans to do their part to complete the “unfinished work” ahead.

The Lincoln Memorial has long served as a place where people gathered to complete that unfinished work.

In 1939 — at a time when concert halls were still segregated — world-renowned opera singer Marian Anderson helped advance civil rights when, with the support of First Lady Eleanor Roosevelt, she performed at the Lincoln Memorial in front of 75,000 people.

And in 1963, Martin Luther King, Jr. (1) delivered his historic “I Have a Dream” speech at the same monument in front of hundreds of thousands.



EXPLORE

United States Treasury Secretary Jacob Lew describes currency, changes

In his April 26, 2016 letter to the American people, then United States Treasury Secretary Jacob Lew explained the process of redesigning currency and the decision to put Harriet Tubman on the front of a new \$20 note.

Students can read former U.S. Treasury Secretary Lew's letter and discuss how and why currency changes are made, and the role the public played in recent changes.



AN OPEN LETTER FROM SECRETARY LEW
medium.com/@USTreasury/
an-open-letter-from-secretary-lew-672cfd591d02#.ttmxlq0z

OP-ED RESPONSE TO CURRENCY REDESIGN PROPOSAL
modernmoney.treasury.gov/
news/treasury%E2%80%99s-brilliant-plan-redesign-us-currency-washington-post

Activities and Discussion Questions

1

Which person that will be featured on new U.S. currency notes do you connect with the most? Discuss your answer with your class or group. Who would you have picked, and why?

2

Read about the evolution of currency design in America. Discuss the process as a group. Specifically discuss the techniques used to prevent counterfeiting.

3

Ask students to take a moment to think about today's current events. Which contemporary woman might be featured on future currency? Why? Students can write a short essay or op-ed explaining their choice.

4

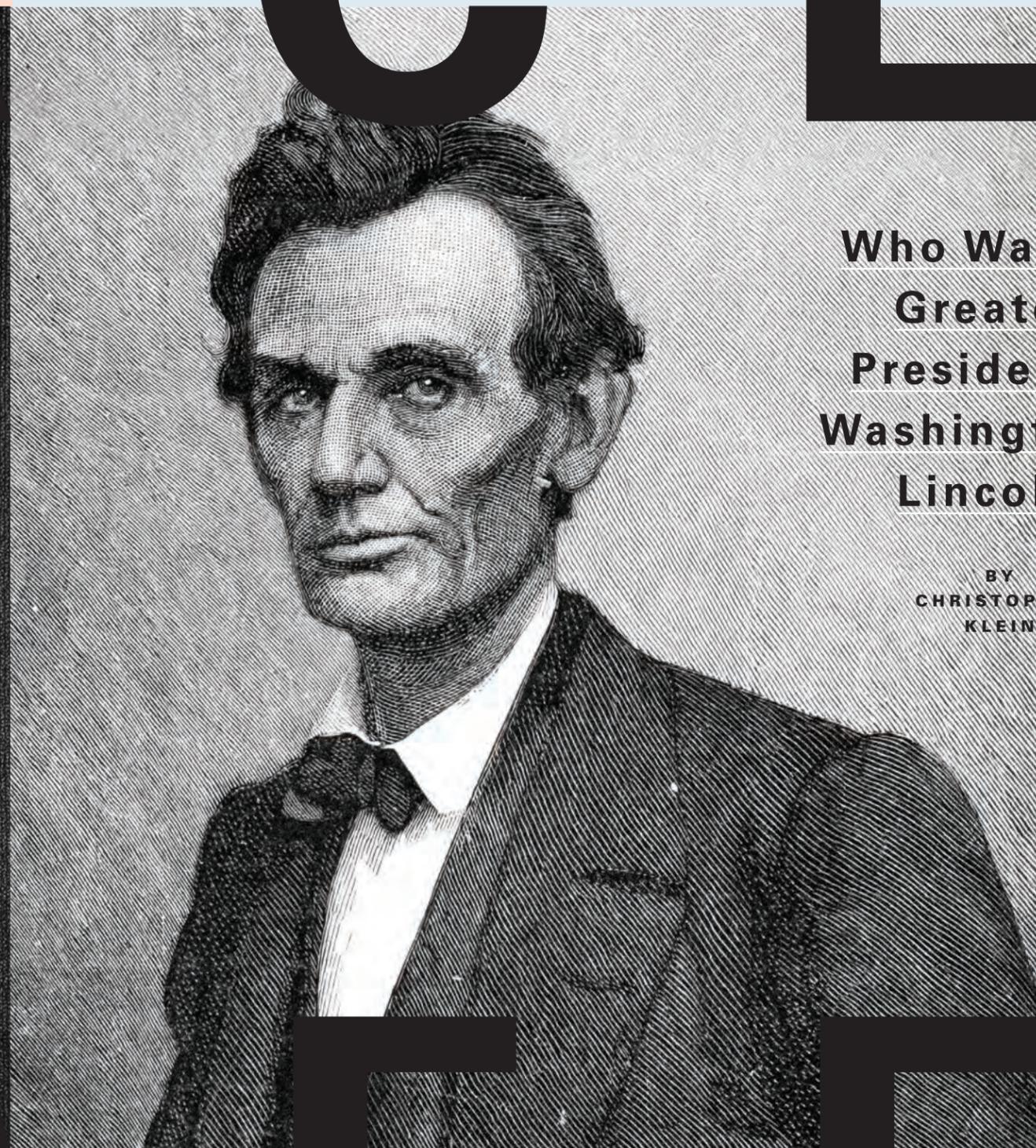
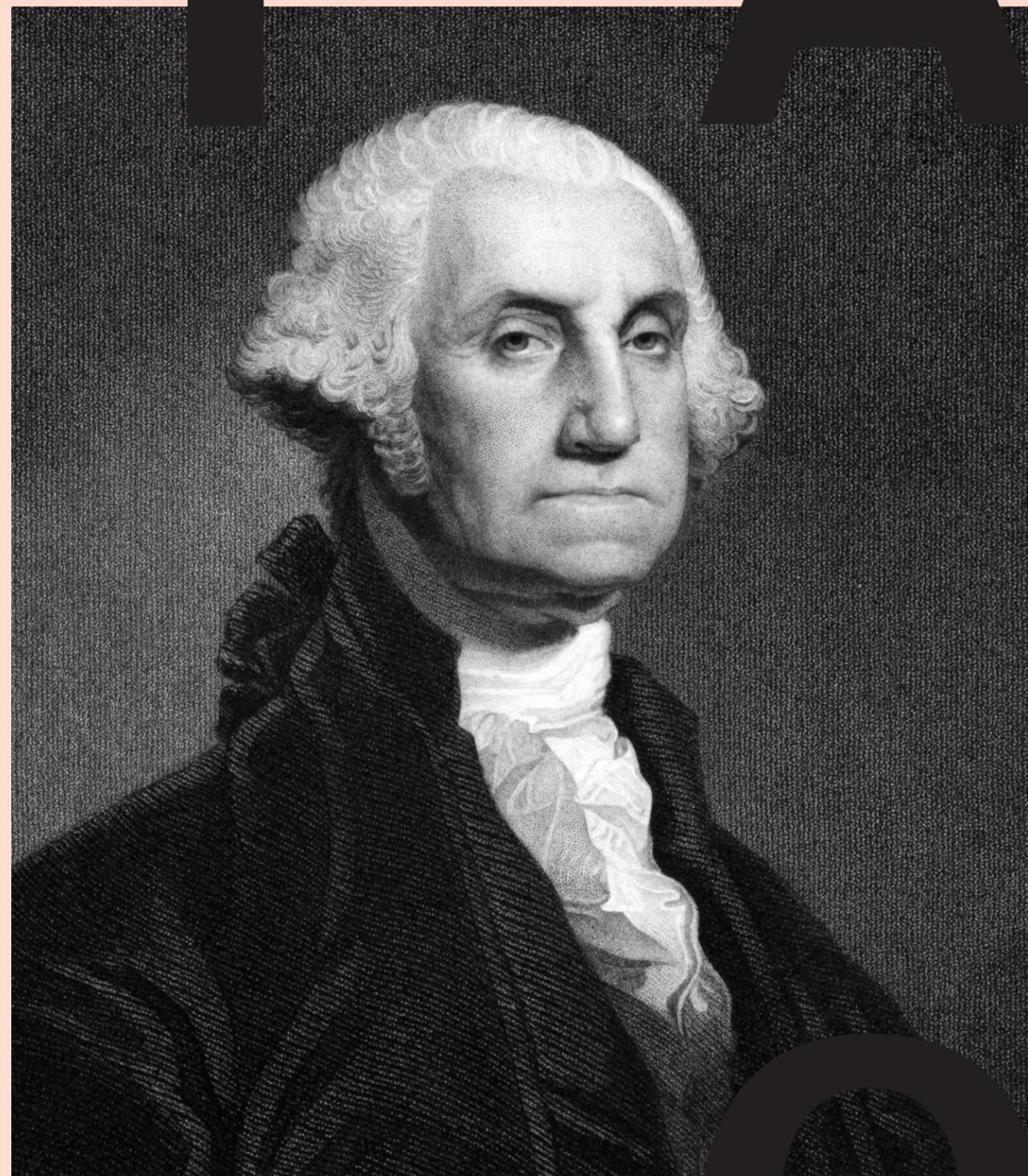
Have students read former U.S. Treasury Secretary Jacob Lew's message about U.S. currency redesign. What does he say about why Harriet Tubman was chosen to be featured on the \$20? What role did Americans play in this process?

5

Americans from many backgrounds played a role in the conversation about which women should be added to redesigned currency. Ask students to survey the list of women who were recommended to be featured on the new note here and choose one. Research and write a short biography about that woman's life.

HISTORY

FACE



**Who Was the
Greatest
President —
Washington or
Lincoln?**

BY
CHRISTOPHER
KLEIN

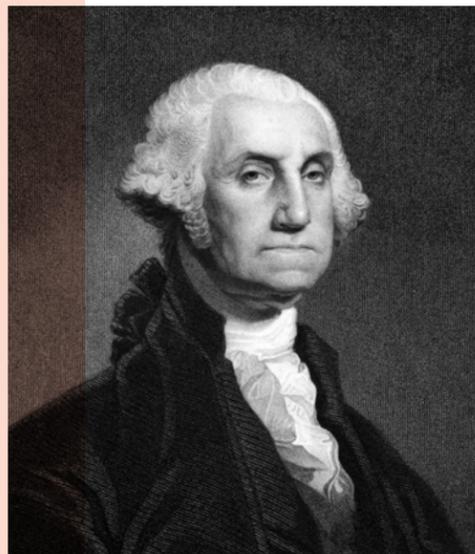
OFFER

E

To the Educator

Historians Joseph Ellis and Harold Holzer explore the presidencies of George Washington and Abraham Lincoln and debate about which of the two men was the better commander-in-chief. This debate is an excellent way for students to talk about the presidencies of both men, to think about their historical contexts and to consider the characteristics that make a great leader. Ask students to read the article and then discuss it in a group.

The Case for



George Washington

George Washington was not just “first in war, first in peace and first in the hearts of his countrymen,” as he was eulogized by Henry Lee, but first among America’s chief executives in the minds of many presidential scholars, including Pulitzer Prize-winning historian Joseph Ellis. After leading the Continental Army to an improbable victory over the world’s most powerful empire, Washington faced another daunting challenge: to transform ink on parchment into the actuality of the American presidency.

“The power of the modern presidency is not defined by the Constitution. It’s defined by the Washington presidency,” says Ellis, author of *His Excellency: George Washington*. “If you read the Constitution of the United States on the executive branch and the power of the presidency, it’s extremely vague. And the ghost hovering over the entire Constitutional Convention is fear of monarchy. Washington makes real and palpable what is vague in the Constitution. He makes the office of president both prime minister and king. He gives it its executive power. He creates the idea of a cabinet, which didn’t exist in the Constitution, and he defines the primary role of the executive branch in the making of foreign policy.

“Washington has the incalculable advantage of being first. That can’t simply be dismissed,” Ellis says. “Lincoln saved the republic that Washington created. Lincoln’s tremendous act of leadership is dependent completely upon the existence of a stable, enduring republic that would not have come into existence if the Founding Fathers and Washington, the Founding-est Father of all, hadn’t created it. Everything Lincoln does wouldn’t have happened if Washington wasn’t the leader he was.”

A lesser man might have been consumed by power and reigned like a monarch, but Washington would never be a King George. He didn’t even want to be president in the first place, Ellis says. “No president in American history

didn’t want to be president more than George Washington. He knew no person could enter and exit the office with the same level of reputation. He tried to quit after his first term but was told the republic couldn’t survive without him.”

In spite of pleas to remain in office, Washington stepped aside after two terms with a memorable goodbye to the American people. “The big thing with Washington’s farewell address wasn’t the address but the farewell,” Ellis says. “People think they can’t exist without him. He is the closest thing to an indispensable figure in American history, and yet by exiting he sends the signal that no person in the republic is indispensable. Everyone is disposable.”

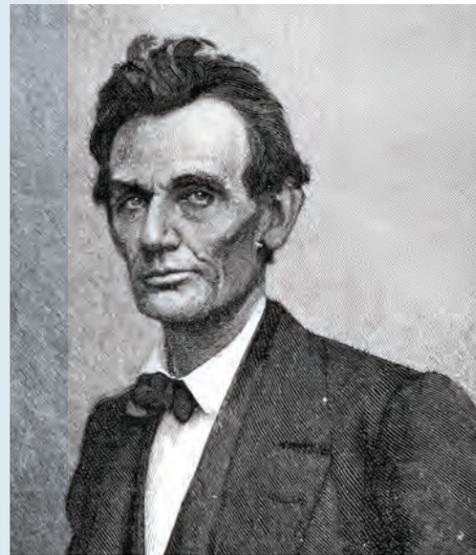
Washington, of course, wasn’t immune from America’s “original sin.” His wealth was built upon the backs of hundreds of slaves who lived at Mount Vernon, although Ellis notes that the first president is the only one of the Founding Fathers from Virginia to free his slaves upon his death. “Washington knows that if you start to argue about slavery in the early years it would have destroyed the republic. He believes the time to debate it is 1808 when the slave trade ends.”

Ellis says that Washington, as the commander of the Continental Army, brought a stature to the presidency that no one could ever match. “He’s the only president elected unanimously both times. He is the one founder who is a legend in his own time — and not just after. Every one of the other prominent founders agree that he is in a separate category among the founders. He gets all the big things right. His judgement is impeccable. He brings a level of popular support that is impossible for any subsequent American leader to ever have.”

HE’S THE ONLY
PRESIDENT
ELECTED
UNANIMOUSLY
BOTH TIMES.

PREVIOUS PAGE: THINKSTOCK; OPPOSITE: THINKSTOCK

The Case for Abraham Lincoln



EXPLORE THIS DEBATE
MORE IN-DEPTH
history.com/news/history-faceoff-who-was-the-greatest-president-washington-or-lincoln

When Abraham Lincoln took the oath of office 72 years after Washington, he confronted the greatest crisis in American history with a nation torn in two. Harold Holzer, director of the Roosevelt House Public Policy Institute at Hunter College, says that Lincoln's work to preserve the Union that Washington helped to create is part of what made him the country's greatest president. "Saving the Union, which would have ended the American experience, and eradicating the sinful hypocrisy of slavery gives him the edge for me. Plus, he died for his nation's sins. He was the last victim of the violence necessary to secure the bond between the states. That makes him all the more heroic."

Holzer says that part of what made Lincoln the country's greatest president is that he embodied the American Dream. Unlike a wealthy, slaveholding plantation owner such as Washington, Lincoln was born into poverty. "He was not part of the American elite. He wasn't a military hero. He rose from obscurity to prove that anyone could make it in America.

"Lincoln was also the greatest writer among the presidents. Tolstoy, Stowe and Whitman all believed it," says Holzer, who has authored, co-authored or edited more than 50 books himself. The Gettysburg Address and Lincoln's second inaugural address are among the most iconic texts in the country's history. "His words are American gospel. For all of his totem-like dignity, Washington was not a memorable phrase-maker. He inspired by leading by example. Lincoln, though, created almost a second Declaration of Independence in his prose."

Lincoln's six-foot, four-inch frame added to his aura, Holzer says. "In a way he was almost mythologically admirable because of his physical attributes. He was one big guy. He's still the tallest president we've ever had. People took to him because, like Washington, he was much bigger than his contemporaries and capable of physical feats, which made him admired by men, who were the voters. Everyone knows that Lincoln was amusing and retold jokes. He was also a lightning rod for people's anxieties, and by having a sense of humor he helped the country endure. He's almost a symbol of national endurance by that extra strength and humor."

Holzer says Lincoln also had the skills to deal with a partisan environment that didn't exist during Washington's presidency. "I think Lincoln was very adaptable. I don't think Washington was. Washington did not have to operate much

HE ROSE FROM OBSCURITY TO PROVE THAT ANYONE COULD MAKE IT IN AMERICA.

in the political sphere. He was contemptuous of party politics. When newspapers started attacking him in the middle of his second term, he didn't want to deal with it. He would not have been able to thrive in the next century, but the timing was right for both men."

One of the most common speculative questions in American history is how Lincoln, had he lived, would have handled the contentious process of Reconstruction differently from his successor, Andrew Johnson. "I think Lincoln would have been savvy enough to negotiate more ingeniously than Johnson," Holzer says. "He couldn't have done any worse. Had Lincoln been around for the 1860s, we might not have needed a second civil rights movement in the 1960s to fulfill that unkept promise."

Lincoln has his share of critics—some who blame him for moving too impetuously in starting the Civil War and suspending habeas corpus, others who fault him for moving too slowly in abolishing slavery. "He's still the one, though, who did more than anyone else to end slavery," Holzer says in Lincoln's defense. "He owns emancipation because he's the one who did it and suffered through the decision. He paid a huge political price for what we think was lethargy and reluctance. He was, in fact, a liberator."

Discussion Questions

Students can discuss these questions in large or small groups or respond in essay format.

1

What arguments does Ellis make to support his view that George Washington was the greatest American president?

2

What arguments does Holzer make to support his view that Lincoln was the greatest American president?

3

What were some of the challenges Washington faced as president? What were the challenges Lincoln faced?

4

Based on this article, would you vote for Washington or Lincoln as the nation's best president? Why?

5

Who do you think were the top three greatest U.S. presidents? Why?

6

What do you think are the most important characteristics a president must have in order to be a great leader?

THINKSTOCK

More

WWI COMMISSION: UNDERSTANDING THE GREAT WAR E-NEWSLETTER

Understanding the Great War is an educational resource created by the United States World War One Centennial Commission and the National World War I Museum and Memorial. Each issue includes articles, lessons, teaching guides and primary sources that you can freely use, arriving in your inbox on the third Tuesday of every other month. Visit theworldwar.org/education/archive to subscribe and to view the newsletter archive for past issues.

THE SMITHSONIAN'S NATIONAL MUSEUM OF NATURAL HISTORY: OBJECTS OF WONDER EXHIBIT

Museum collections reflect our amazing world, inspire wonder and form the foundation for scientific discovery. A new exhibition at the National Museum of Natural History entitled *Objects of Wonder (1)* examines how scientists use Smithsonian collections to enlighten and illuminate our understanding of nature and human culture. Explore the breadth, scope and splendor of the world's most extensive natural history research collection — more than 145 million artifacts and specimens, including many exceptional objects rarely seen by the public. Visit naturalhistory.si.edu/exhibits/ to learn more.

NATIONAL WOMEN'S SOCCER LEAGUE

Lifetime® and the National Women's Soccer League (NWSL) have entered into a historic partnership. The network has become the league's exclusive broadcast partner, airing a game every weekend of the NWSL season. The NWSL Game of the Week airs every Saturday. Learn more about the NWSL and upcoming games at mylifetime.com/shows/national-womens-soccer-league.

LIBRARY OF CONGRESS: ECHOES OF THE GREAT WAR EXHIBIT

A new exhibition at the Library of Congress, *Echoes of the Great War: American Experiences of World War I, (2)* examines the upheaval of world war as Americans confronted it, both at home and abroad. The exhibition considers the debates and struggles that surrounded U.S. engagement, explores U.S. military and home front mobilization and the immensity of industrialized warfare. It also touches on the war's effects as an international peace settlement was negotiated, national borders were redrawn and soldiers reintegrated into American society. Learn more at loc.gov/exhibitions/world-war-i-american-experiences/.



Ideas



FROM TOP: CHIP CLARK / SMITHSONIAN INSTITUTION; PAUL G. AND ROBERT R. RUGH. DETAIL OF HAND-COLORED GELATIN SILVER PHOTOGRAPH. PRINTS AND PHOTOGRAPHS DIVISION, LIBRARY OF CONGRESS



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