The spring 2003 The Idea Book for Educators highlights television programming from the Arts and Entertainment Network (A&E), the History Channel, and the Biography Channel, with a focus on an A&E original movie premiere, "Benedict Arnold: A Question of Honor." The booklet contains the following materials: "A&E Study Guide: Benedict Arnold: A Question of Honor"; "Biography Study Guide: Ella Fitzgerald: Forever Ella" (Ideas from Our Teachers Winners; Ideas from Our Teachers Entry Form); "History International Study Guide: Rise and Fall of the Spartans: Part 1"; and "The History Channel Study Guide: April 1865: The Month That Saved America." Each study guide addresses national standards and curriculum links; provides discussion questions; suggests activities; presents a vocabulary; and cites Web sites and books for further information. (BT)

Annie Nicolosi
Libby Haight O'Connell
Mead Rust

A&E Network, New York, NY.
AN A&E ORIGINAL MOVIE PREMIERE

BENEDICT ARNOLD
A QUESTION OF HONOR

April 1865
The Spartans
GRAPHY: Ella Fitzgerald
AN A&E ORIGINAL MOVIE PREMIERE

Monday, April 14 at 8pm/7c A&E

An A&E NETWORK STUDIOS presentation in association with GMT PRODUCTIONS and DD PRODUCTIONS. Directed by Yves Simoneau.
If one thing is for certain, it is that these are uncertain times. But there are always some aspects of life that remain the same. All the interactive charts, all the exciting Web sites, all the multimedia platforms cannot change the fact that it is teachers who lead their students toward the acquisition of skills and content knowledge. The human ability to spark enthusiasm for learning in another person is one thing that makes a good teacher so valuable. Helping young people develop the tools, creativity, and critical judgment to effectively mine the resources provided by new media and traditional media is an enormous task. Thank goodness there are individuals like you who are willing to shoulder this responsibility!

To help you in your classroom this semester, we are presenting some outstanding programming. On A&E, the original movie Benedict Arnold: A Question of Honor provides an exciting look at the man whose name is synonymous with traitor. History International features The Spartans, while Ella Fitzgerald is highlighted on Biography. My personal favorite is April 1865, which will air in the spring on The History Channel. Inside this issue of The Idea Book you’ll find guides for these documentaries, as well as creative suggestions from other teachers about how they use video materials in their classrooms.

Good luck this semester with your students. As the French say, the more things change, the more things stay the same.

Libby H. O’Connell, Ph.D.
Vice President
Educational Initiatives
Benedict Arnold: A Question of Honor is the story of the man whose name is now synonymous with the word traitor, but who was once regarded as a patriotic hero by his friend George Washington. This original movie is the dramatic re-creation of the events and personalities surrounding Benedict Arnold during the American Revolution, and his decision to betray his country.

Benedict Arnold’s life presents an interesting study in early American life and in character development as well. While the movie hints at Arnold’s origins, the brief biography presented online will help you understand Arnold’s complexities. Visit AandE.com/class for a one-page biographical synopsis.

**national standards**

Benedict Arnold fulfills the following National Standards for History for grades 5-12: Chronological Thinking, Historical Comprehension, Historical Analysis and Interpretation, Historical Research Capabilities, Historical Issues Analysis and Decision Making for United States History Eras 2 and 3.

**curriculum links**

Benedict Arnold would be useful for classes on American history, military history, American culture, civics and ethics.

**Note:** This movie is not intended for elementary school students. It is appropriate for ages thirteen and over. It contains some vulgar language, violence, medical scenes, and adult situations that are portrayed with historical accuracy.

**vocabulary**

Students should identify the following terms. Visit [www.merriamwebster.com](http://www.merriamwebster.com) for definitions.

- ally
- Continental Congress
- loyalist
- patriots
- treason
- turning point
- George Washington

**activities**

**pre-viewing activities**

Before watching the movie, students should have a general understanding of the American Revolution.

1. **Geography Review.** Students should be able to locate on a map the following sites: Saratoga, New York City, Philadelphia, the Hudson River, Quebec, and West Point.

2. **Introducing the Documentary.** Explore the topic of Benedict Arnold by discussing the meaning of treason. What is a traitor? What is betrayal? What are some forms of betrayal?
viewing activities
While viewing the movie, students should consider the following topics:
1. The role of Arnold at the Battle of Saratoga.
2. The friendship between George Washington and Benedict Arnold.
3. Arnold’s frustrations with other Revolutionary leaders.

post-viewing activities
1. **Classroom Discussion.** Begin with the topics the students were assigned to consider while viewing the documentary. Continue with thematic questions. Why did Benedict Arnold choose to betray his country? What influenced him the most? (There is not one correct answer for this question.) How does Arnold’s career illustrate irony? (A beloved friend of Washington’s and a heroic leader would become a hated traitor)
2. **Developing Chronological Thinking.** Students may create timelines that highlight various important events during the American Revolution, including data on Benedict Arnold. At least fifteen events should be included on the poster or other form of presentation, dating (at least) from the Stamp Act to Cornwallis’ surrender at Yorktown.
3. **Wallboard Debate.** Divide the wallboard into two sections. Each section will represent one question. Question One—Why is loyalty honored? Question Two—Is loyalty always right? For Question Two, students must give the reasoning behind their opinion, not just a yes or no answer. Assign one student for each section of the wallboard, to write students’ opinions and rationales on the wallboard.
4. **Understanding Analogies.** Using people in current events today or in twentieth century history, provide a parallel situation of personalities and treason. (Example: What if General Norman Schwartzkopf had betrayed former President George Bush?).

websites&books

**books**

**web sites**
- search.biography.com
- www.benedictarnold.org/
- www.ushistory.org/valleyforge/served
- arnold.html
- www.si.umich.edu/spies/stories-arnold1.html
Known as the “First Lady of Song,” she could do it all—swing, scat, bebop, pop, and much more. Her extraordinary talent and good nature made Ella Fitzgerald one of the most beloved entertainers of our time. From her days as a girl singer, hitting the big time with “A-Tisket, A-Tasket,” and throughout the ’40s, ’50s and ’60s, she redefined jazz, performed with some of the greatest names in American music, and rose to the pinnacle of popular success. *Forever Ella* chronicles the life and talents of Ella Fitzgerald while exploring the worlds of music, popular culture, and the twentieth century. Students will examine the impact of Ella Fitzgerald on American popular music, as well as the influences of race and racism, on American popular culture.

**National Standards**

*Ella Fitzgerald: Forever Ella* fulfills the following National Standards for History for grades 5–12: Chronological Thinking, Historical Comprehension, Historical Analysis and Interpretation, and Historical Research Capabilities for United States History Eras 8, 9, and 10.

**Curriculum Links**

*Ella Fitzgerald: Forever Ella* is suitable for classes in American history and culture, African American history, music and the media. It is appropriate for middle school and high school students.

**Discussion Questions**

1. Ella Fitzgerald was an amazing talent. Discuss the vast range of her vocal abilities.

2. Fitzgerald’s childhood was one of hardship and struggle. Discuss her childhood in relation to issues of poverty and race.

3. Fitzgerald’s family was part of the great northern migration of African Americans. When did this migration occur? What were some of the reasons for this large migration, and how did the migration affect the history of the United States?

4. Discuss the growth of popular music after World War I. What contributed to this growth?

5. How did a poor girl like Ella Fitzgerald get into show business?

6. Chick Webb was one of the most popular bandleaders of his day. Why was he reluctant to have Ella Fitzgerald out front as a lead singer of his band?

7. Ella Fitzgerald is known for her ability to scat. What is scat? What made Fitzgerald the master of this vocal form?

8. The legendary Savoy Ballroom was a landmark in Harlem. What made this dance hall so popular? Who are some of the entertainers that performed there?

9. After World War II, there was a decline in big band music. How did Fitzgerald survive this decline?

10. How did Fitzgerald get one of her nicknames, “First Lady of Song”?

11. Fitzgerald was part of the bebop movement. What is bebop?

12. Discuss the role of Norman Granz in Fitzgerald’s career.

13. Discuss the impact of Fitzgerald’s songbooks on popular music in the mid-twentieth century.

14. Discuss Ella Fitzgerald’s contribution to American music.
activities

1. Create a memorial or commemorative design to honor the life and talent of Ella Fitzgerald.
2. Listen to some of Ella Fitzgerald's recordings at http://museum.media.org/ella/misc/listen.html
3. Describe Ella's voice and your reaction to it.
4. Research the great migration, and create a poster illustrating some of its major events, destinations and influences.

vocabulary

Students should identify the following terms. Visit www.merriamwebster.com for definitions.

- alleged
- definitive
- emulate
- enthral
- exclusive
- humility
- impeccable
- impromptu
- indifference
- integrate
- melancholy
- notorious
- perception
- precursor
- priority
- self-effacing
- solidify
- spontaneity
- truant
- unadulterated

websites & books

web sites

Ella Fitzgerald, 1917-1996
www.museum.media.org/ella

Ella Fitzgerald Tribute
www.public.iastate.edu/~wwindsor/Ella.html

“First Lady of Song” LC Collection Tells Ella Fitzgerald Story
www.loc.gov/loc/lcib/9708/web/ella.html

The Kennedy Center Honors
www.kennedy-center.org/programs/specialevents/honors/history/honoree/ella.html

books


One of the projects we enjoy around here is reading the entries for our teacher contest every semester. Your submissions emphasize the ability of talented educators to combine rich content with fun and enthusiasm. The contest is becoming more competitive, with an increasing number of teachers sending us backup materials. This gives the judges a clearer sense of the projects. Congratulations to our winners, and thanks to all of you who sent us entries. We look forward to hearing from you again.

Patriotic Time Travelers
In Crete, Nebraska, Jill Ferguson led one hundred second-graders on a patriotic trip through time. Combining roleplaying and reenactments with music and art enrichment, the reading of primary sources, and online exploration, her pupils studied the history of the early American republic. Selections from Save Our History: The Star-Spangled Banner and Valley Forge from The History Channel helped bring the past alive for these second-graders, who developed an appreciation for American history and the symbolism of the American flag.

For her creative idea, Jill Ferguson will receive a $500 grant. Crete Elementary School receives The History Channel thanks to Time Warner Cable.

History vs. Hollywood
At Bethesda Christian School in Ferndale, Michigan, Marc de Zwaan teaches his upper school students “Multimedia Film Analyses,” using the Internet, books, movies, and documentaries as resources. In his classes, small groups of students pick one historical movie, such as Patton, Amistad, or The Man in the Iron Mask, and research the true story behind the film. Then, each group creates a study guide using the students’ own analyses of the historical accuracy and inaccuracy of the film. The guide contains a historical background on the topic, a movie synopsis, a comparison of “the real and the reel characters,” and other information. Supporting documentaries on A&E and The History Channel include the BIOGRAPHY® videos Cinque and Patton, In Search of History: Man in the Iron Mask, and many other titles.

For his creative idea, Marc de Zwaan will receive a $500 grant. Bethesda Christian School receives A&E and The History Channel thanks to Comcast.

Time Machine Revisited
Patricia Hellman-Reid, who teaches at Mesa Juvenile Detention School in Mesa, Arizona, submitted another lesson based on the time-travel concept. Her at-risk high school students watch A&E’s BIOGRAPHY® H.G. Wells as an introduction to the concept of time travel, and then create a project in which they are time travelers from the past voyaging into the present day. The multi-media project combines history and artistic expression creatively and effectively for these young people.

For her creative idea, Patricia Hellman-Reid will receive a $500 grant. Mesa Juvenile Detention School receives A&E thanks to Cox Communications.

Documenting History
Armed with disposable cameras, Michael Barton’s ninth-grade students at the Greater Lowell Technical School in Tyngsborough, Massachusetts, have created a photographic record of their neighborhoods. Frank Hurley, the courageous photographer from Sir Ernest Shackleton’s expedition, inspired the students, who viewed A&E’s original movie Shackleton as a group. The project taught the young people about the value of documentary photography and its importance as a historical record. They also learned that one doesn’t have to travel to Antarctica to find history.

For his creative idea, Michael Barton will receive a $500 grant. Greater Lowell Technical School receives A&E thanks to Westford Cablevision & Lowell Media One.
**Victorian Tea**

Deborah Seigman's senior humanities class in Killeen, Texas, hosted a Victorian tea for middle schoolers. These gifted and talented students researched the Victorian era, watching pertinent A&E Biographies and movies of literary classics such as *Pride and Prejudice* and *Jane Eyre*. This is the twelfth year this project has been held at Killeen High School, with historical costumes and interactive roleplaying, to the delight of the younger students.

For her creative idea, Deborah Seigman will receive a $500 grant. Killeen High School receives A&E thanks to Cablevision.

**Invention Convention**

At Mountain Park Elementary School in Dahlonega, Georgia, fourth and fifth-graders take part in an “invention convention” every May. As an extension of a science unit on machines, Kati Searcy’s students begin by studying inventors and the process of inventing. By watching The History Channel’s *Modern Marvels®*: Gadgets, reading about inventors and inventions, and even meeting local inventors who hold patents, class members glimpse the trial-and-error cycle of invention. Each student produces his or her own invention as a culminating project.

For her creative idea, Kati Searcy will receive a $500 grant. Mountain Park Elementary School receives The History Channel thanks to Charter Communications.

**Saving Historical Sites**

Eighth-grade humanities students at Rio Rancho Mid-High School in Albuquerque, New Mexico, studied persuasive writing in a creative lesson taught by Meredith Dunn. Combining history with language arts, Meredith uses the video *Save Our History: America’s Most Endangered Sites* as a springboard for essay writing. The students are given the option to either create an advertisement or write a persuasive letter supporting the preservation or destruction of one of the sites featured in the documentary, which is produced every year in partnership with the National Trust for Historic Preservation.

For her creative idea, Meredith Dunn will receive a grant. Rio Rancho Mid-High School receives The Channel thanks to Comcast.

**Teddy Roosevelt**

In Sanford, North Carolina, Bianka Rhodes Stumpf’s eleventh-grade American history class at Lee County High School studies Theodore Roosevelt, examining his life, his presidency, and his legacy. After completing reading assignments, her students view the A&E BIOGRAPHY® *Theodore Roosevelt: From Rough Rider to Rushmore* and respond to a questionnaire/study guide. The class brainstorms about the qualities of a good president and the development of the modern presidency. Students create collage portraits for an ideal leader and write essays in support of their concepts.

For her creative idea, Bianka Rhodes Stumpf will receive a grant for $500. Lee County High School receives A&E thanks to Charter Communications.

For official contest rules turn to page 9.
Send us your ideas!

How are you using A&E and The History Channel in your classroom?

Generally, teachers who successfully use A&E Classroom and History Channel Classroom integrate the programming into special units that combine the videos with research, writing, or even creative arts projects such as drama or poster design. We would love to hear how you are using our programming to enhance your courses. Please take the time to fill out this brief form. We will feature a selection of the ideas we receive from our teachers in the next issue of The Idea Book for Educators. Teachers whose concepts are featured will receive $500.

Please mail or fax us your ideas. Deadline is May 31, 2003.

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please list the program(s) you have used and describe how you used them in your class:

additional materials:

thanks!
Behind Closed Doors with Joan Lunden:

Ape Man: CO

All programs air:

Monday through Friday
7-8 am ET & PT
6-7 am CT

Investigative Reports

Heroes of Iwo Jima (2 parts) 6/9, 6/10 CO

The Greatest Pharaohs (4 parts) 7/14, 7/15, 7/16, 7/25 CO

The Grand Tour (2 parts) 1/13, 1/14 CO

The Crossing (2 parts) 1/23, 1/24

Cosmos: Solar Sail (2 parts)

Death Penalty On Trial (2 parts)

Foot Soldiers: □

The Allies 7/18, 7/25

The Axis 7/24

The Allies 7/22

The Yankees 7/21

Gorillas: Primal Contact (2 parts) 1/21, 1/22, 1/23, 1/24 CO

The Grand Tour: The Canadian Rockies 6/26

The Greatest Pharaohs (4 parts) 7/14, 7/15, 7/16, 7/17 CO

Heroes of Iwo Jima (2 parts) 6/9, 6/10 CO

Investigative Reports

Bioterrorism 7/7 CO

Environment SWAT Team 7/4 CO

On The Trail Of A Killer Virus 7/2 CO

Searching For The Origins Of Life 4/18 CO

Niagara: A History Of The Falls (2 parts) 5/23, 5/24 CO

The Planets: □

Atmosphere 5/12

Destiny 5/14

Different World 5/13

Moon 5/6

Star 5/9

Terra firma 5/6

Sea Tales: The Haliifax Explosion 6/27 CO

Shackleton (4 parts) 8/25, 8/26, 8/27, 8/28 CO

Vanity Fair (4 parts) 4/25, 4/26, 4/27, 4/28, 5/1, 5/2 CO

Victoria & Albert (4 parts) 4/21, 4/22, 4/23, 4/24 CO

Program descriptions available at AandE.com or by phone at 800.423.1212.

□ = Video available for purchase online at AandE.com or by phone at 800.423.1212.
○ = Teacher's guide available online at AandE.com/class.

Program descriptions available at AandE.com/class.
### January 2003

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CLASSROOM
1. ELIGIBILITY: Contest open to kindergarten through 12th grade teachers who are residents of and teaching within the United States (excluding Puerto Rico) between August 15, 2002, and January 1, 2003. Teachers must be 18 years of age or older as of January 1, 2003. Contest begins January 1, 2003, and ends May 31, 2003. Contest is subject to all federal, state and local laws. Employees of A&E Television Networks, its parent companies, affiliates, subsidiaries and agencies are not eligible. Judges and their family members are not eligible.

2. HOW TO ENTER: Teachers may enter the contest by writing and submitting an original description of an example of a creative way they are incorporating A&E Channel programs and resources into their curriculum. The description of the use of materials in class must be legible and is limited to 500 words or less. Each entry must include the teacher's name, grade(s) taught, school, complete home address and zip code, home telephone number, school telephone number, and local cable system (if known), and should include the following (a) the name of the project or unit (if appropriate), (b) a brief description of the project, (c) a list of the program(s) and resources used and description of how they were used in class, and (d) any additional materials used in support of the project or unit. Teachers may submit entries online by completing the entry form at the Ideas From Our Teachers contest entry page at www.HistoryChannel.com/classroom or www.AandE.com/class and clicking on the submit button between 12:00:01 a.m. ET on January 1, 2003, and 11:59:59 p.m. ET on May 31, 2003, or by preparing a written or typed submission containing the appropriate information, or completing the entry form found in The Idea Book for Educators, and either faxing it to Sponsor at (212) 551-1540, or by mailing it to: Ideas From Our Teachers Contest, Community Marketing, A&E Television Networks, 235 E. 45th Street, NY, NY 10017. All fax entries must be submitted by 11:59:59 p.m. ET on May 31, 2003, and all mail in entries must be postmarked by May 31, 2003, and received by June 7, 2003.

3. PRIZES: Eight (8) winning submissions will be selected by a panel of educators and/or historians selected by Sponsor on or about June 15, 2003, and a prize of $500 will be awarded for each winning entry. Winners will be notified by telephone. Entries will be judged based on the following criteria: (a) Originality (1/3); (b) How well A&E® and/or The History Channel® program(s) and resources are incorporated into the lesson (1/3); (c) How well the lesson relates to the subject or topics being taught (1/3). Judges’ decisions are final on all matters relating to this contest. Prizes will be awarded by November 30, 2003. Prizes are not transferable; no substitutions are allowed except by Sponsor who reserves the right to award a prize of equal or greater value. All winners will be required to verify address and execute and return an affidavit of eligibility, authenticity, liability/publicity release and assignment of rights within 10 days of notification attempt or the prize will be forfeited and an alternate winner selected.

4. CONDITIONS: All entries must be the sole, original work of the entrant. Judges may disqualify previously published submissions or those that have won previous awards or competitions. Winning entries will be featured in an upcoming issue of The Idea Book For Educators and online. All entries become the property of Sponsor and will not be acknowledged or returned. Entrants acknowledge and agree that Sponsor has the right to edit, adapt, modify, reproduce, publish, transmit, promote and otherwise use entries in any manner and media. Acceptance of prize constitutes permission to use the winners’ names and likenesses without further compensation, except where prohibited by law. Entrants are responsible for all online charges incurred by their Internet Service Providers, and for any facsimile or telephone charges incurred in connection with facsimile submissions. Sponsor is not responsible for malfunctions of electronic equipment, computer hardware or software, facsimile machines or lost, late, incomplete, illegible, postage-due, or misdirected entries. Sponsor and its agents are not responsible for problems downloading entries from the Web site or for any other technical problems related to Web site entries. No information regarding entries or judging will be disclosed.

5. GENERAL: Contest is governed by the laws of the state of New York, and all claims must be resolved in the courts of New York County, New York. By entering, entrants: (a) agree to be bound by these Official Rules; and (b) release Sponsor and its agents from any and all liability, loss or damage arising out of acceptance or use of any prize.


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One of the most famous Greek city-states was the military polis of Sparta. Characterized by an austere lifestyle that centered on the military training and prowess of its male citizens, Sparta was one of the most feared states in the ancient world. Spartan soldiers began their training at the age of seven, when they entered military life. These boys learned that they lived for the good of the state and that to be thought a soldier of the most savage kind was the highest honor a man could achieve. Thousands of years later, spartan has become a word that implies the simplicity and ferocity of the ancient polis.

This documentary explores the rise and fall of Spartan culture, and how it influenced and defined ancient Greece. Students will learn about the political, military, and cultural aspects of Sparta. They will explore the concept of the polis and the city-state, as well as the role of Sparta and other areas of Greece in the formation of Western civilization.

**national standards**

*Rise and Fall of the Spartans* fulfills the following National Standards for History for grades 5–12: Chronological Thinking, Historical Comprehension, Historical Analysis and Interpretation, and Historical Research Capabilities for World History Era 3.

**curriculum links**

*Rise and Fall of the Spartans* would be useful for classes in Western civilization, Greek history, military history and political science. It is appropriate for middle school and high school students.

**discussion questions**

1. Sparta was one of the ancient Greek city-states. Where exactly was Sparta located?
2. Describe and define the concept of the city-state. Why were these city-states so remarkable in the ancient world?
3. Spartan soldiers were famous and feared throughout the ancient world. What made Spartan soldiers so special?
4. Spartans fought their most famous battle at Thermopylae. What happened at Thermopylae that made the battle an example of and a metaphor for Spartan beliefs and way of life?
5. Describe and discuss the cultural life of early Sparta.
6. The Messinian Wars define Spartan history and life. What were the causes of the Messinian Wars?
7. Sparta was the most feared military state. Why did it become a military state?
8. The Greek god Apollo was the patron god of the Spartans. Who was Apollo? Why was he so appealing to the Spartans?
9. Discuss the Spartan social structure.
10. Discuss the unique concept of Spartan government and dual monarchy.
11. Spartan citizens had very little free choice in their lives. How and why did the society try to isolate and control its citizens?
12. Compare and contrast the training of Spartan boys and Spartan girls.
**activities**

1. Imagine that you are a child in Sparta. Write a short essay describing what a typical day in your life would be like.

2. Locate Sparta and the rest of the major Greek city-states on a map of Greece. How did the geography of the region contribute to and help define Greek history?

3. Though many writers consistently discuss Sparta's simple nature, there is evidence that Sparta had a flourishing artistic culture. Research some of the art that emerged from Spartan culture, and using a medium of your choice, create a replica of one of the pieces that you have learned about.

**vocabulary**

Students should identify the following terms. Visit www.merriamwebster.com for definitions.

- aesthetic
- austere
- eugenics
- euphemism
- galvanize
- homogeneity
- indoctrinate
- melee
- ominous
- oracle
- phalanx
- polity

**resources**

This is the teacher's guide for Part 1 of the documentary. Guides for Parts 2-4 can be found online at http://www.historychannel.com/classroom/guides/

**websites & books**

**web sites**

- Women in Sparta
  www.womenintheancientworld.com/new_page_1.htm
- Sparta Reconsidered
  www.elysiumgates.com/~helena/index.html
- The Battle of Thermopylae
  www.geocities.com/the_temple_of_ares/300spartans.html
- Sparta
citd.scar.utoronto.ca/CLAC32/SCMEDIA/Website/SPARTA.html

For additional resources, visit us online HistoryChannel.com/classroom

**books**

April 1865
The Month That Saved America

premiere: April 21, 9pm ET
classroom: May 26-27

This two-hour documentary is based on the best-selling book by historian Jay Winik. It covers the last few weeks of the Civil War, from President Abraham Lincoln's second inauguration, to the surrender at Appomatox, the assassination of Lincoln, and the final laying down of arms by the Confederacy.

national standards
April 1865 fulfills the following National Standards for History for grades 5–12: Chronological Thinking, Historical Comprehension, Historical Analysis and Interpretation, Historical Research Capabilities, Historical Issues-Analysis and Decision Making for United States History Era 5.

curriculum links
Because of its thesis—that the terms of peace are as determinative historically as the terms of war—this documentary will be very useful in government, political science, and current events courses. Its application in a U.S. history course is clear. April 1865 is recommended for grades 8–12 and for college level courses. (Editor's note: If I were to show my history students one documentary this year, I would choose this one.—L.O'C.)

activities

pre-viewing activities
Survey textbook, students should be familiar with the chapter on the Civil War, in their textbooks. The Civil War Preservation Trust has compiled an extensive curriculum for teaching the Civil War for grades 5–12. Visit www.civilwar.org

1. Creating a Timeline. As homework or as an in-class assignment, students may create a timeline beginning with the nomination of Lincoln as a Republican candidate and ending with the election of President Grant. The timeline should include at least fifteen events, especially Lincoln's election, the firing on Fort Sumter, important Civil War battles, Appomatox, Lincoln's assassination, and the capture of Jefferson Davis.

2. Geography Review. Students should be able to locate on a map the following places: the Mason-Dixon line; the Potomac River; Washington, D.C.; Charleston, S.C.; Durham, N.C.; Appomatox; and Richmond, Va.

3. Identifying Historical Figures. Who were the following people? Robert E. Lee, Ulysses S. Grant, Jefferson Davis, John Wilkes Booth, Joseph Johnston, Philip Sheridan, William T. Sherman, Frederick Douglass, John S. Mosby, Henry Stanton, Andrew Johnson.

viewing activities
You may assign viewing this documentary as homework, or you may show the tape in class. If you choose to show it during class time, review the recommendations at the back of this issue of The Idea Book.
post-viewing activities

1. **Using a Primary Source.** Describe Lincoln’s second inaugural address. Why might some people be surprised by his words? Paraphrase the last paragraph to clarify its meaning for your classmates. You can read the address online at www.historychannel.com/classroom

2. **Power Words.** List five adjectives that describe Lee’s troops at the end of the war.

3. **Compare and Contrast.** Robert E. Lee and Jefferson Davis disagreed about the surrender. On a wallboard, list their differences and the probable results of their opposing views.

4. **Map Activity.** What was John Wilkes Booth’s original plan? Why did he change it? What was the result? Create a map showing Booth’s route from Lincoln’s assassination to Booth’s death.

5. **Biography.** Research and write a one-page biography of a historic character featured in April 1865.

6. **Research Presentation.** Create a presentation on one of the following subjects: the fall of Richmond, Lee’s surrender at Appomattox, Mosby’s Raiders, the racial integration of the Confederate Army, Jefferson Davis’s presidency, the assassination of Lincoln. You may also choose your own topic. You should use more than three sources, of which one should be a primary source.

7. **Classroom Discussion.** The last scene of the documentary, which takes place in a church after the war, is highly symbolic. Explain the scene, the people involved, and why it has a special meaning in American history.

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**vocabulary**

Students should identify the following terms. Visit www.merriamwebster.com for definitions.

- benevolent
- Confederate
- Dixie
- egregious
- guerilla warfare
- inauguration
- malice
- retribution
- segregation
- strategy
- trench warfare
- Union
- Yankee

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**websites**

One great aspect to studying the Civil War today is the rich resources available on the Internet. The History Channel is a proud partner of the Civil War Preservation Trust, which is dedicated to Civil War battlefield preservation and Civil War education. Visit their Web site for outstanding curriculum support at www.civilwar.org

Other sites that are particularly recommended: http://search.biography.com
www.iath.virginia.edu/vshadow2/
bartleby.com/124/pres32.html

The History Channel’s Civil War Journal series encompasses an enormous variety of Civil War-era topics. A short list of videos that are recommended for schools, along with the study guides, can be found at www.historychannel.com/classroom
Save Our History™ is The History Channel's national campaign dedicated to historic preservation and history education.

Visit us online at SaveOurHistory.com to learn more.

Encourage your students to get involved!

- SAVE OUR SOUNDS
- AMERICAN LIGHTHOUSES
- USS ARIZONA
- THE MISSOURI RIVER PROJECT
- FRONTIER HOMES
- THE STAR-SPANGLED BANNER
- AMERICA'S MOST ENDANGERED

AND MORE!

E-mail us at savehistory@aetn.com to request free teaching materials.
National Contest: June 15–19, 2003

During the 2002–2003 school year, National History Day invites students to research topics related to the theme “Rights and Responsibilities in History.” The theme is broad enough in scope to encourage investigation of topics ranging from local to world history. Topics should be carefully selected and developed in ways that best use students' talents and abilities. Whether a topic is a well-known event in world history or focuses on a little-known individual from a small community, students should be careful to place their topics into historical perspective, examine the significance of their topics in history, and show development over time. Studies should include an investigation into available primary and secondary sources, analysis of the evidence, and a clear explanation of the relationship of the topic to the theme “Rights and Responsibilities in History.” Then, students may develop papers, performances, documentaries, and exhibits for entry into National History Day competitions.

The History Channel Awards

The History Channel, the exclusive cable sponsor of the National History Day program, provides over $30,000 in scholarships, cash, and prizes to award-winning participants. National History Day is open to all students in the United States, and we encourage you to get involved.

$5000 Scholarships will be awarded to winning high school students in the following Awards Categories:

★ Best Senior Media Project
★ Best Senior Project Tied to a Historic Site
★ Best Senior International Project
★ Best Senior Individual Performance

A $5000 Grant and a video library will be awarded to the educator recognized by National History Day for Outstanding Contribution in History Education

For more information please contact:
National History Day
0119 Cecil Hall
University of Maryland
College Park, MD 20742
301-314-9739
NationalHistoryDay.com
In order to receive the Fall 2003 issue you must either fill out a form online or complete this form and return it via fax (see below).

Please type or print clearly

*name: 

*school:

*address:

*city:  

*state:  

*zip code: 

phone: 

fax: 

*email:

I teach the following subjects:

grade:

grade:

The local cable operator for my school is:

*required fields.

Please share with us any comments or suggestions you have regarding A&E/The History Channel Classroom.

We look forward to hearing from you!

Select one of the following options to order the fall 2003 issue:

online AandE.com/class or HistoryChannel.com/classroom

fax Complete and fax this form to 212.551.1540
Using Video in Your Classroom

Tape programs to keep for up to two years.

A&E Classroom airs
commercial-free Monday through Friday
7am to 8am ET & PT and 6am to 7am CT

History Channel Classroom airs
commercial-free Monday through Friday
6am to 7am ET & PT and 5am to 6am CT

Check local listings for channel number and airtimes in your area.

Programs aired as part of our Classroom block may be videotaped and used in the classroom for up to two years from airdate. The exact length of time that an A&E or History Channel Classroom program may be retained appears on air at the beginning of each program. No other programs telecast should be videotaped for classroom use without express authorization from the copyright holder.

Used wisely, educational video material can spark classroom discussion, connect with hard-to-reach students, and complement the required curriculum in an exciting, fresh way.

Here are some suggestions for setting up a video library:

◆ Create a filing system using colored stickers and assigning a different color to each subject category: red for performing arts, blue for geography, and so on.
◆ Write on the colored label the last date that the tape is usable in the classroom.
◆ Make a note on the label whether support material is available for the program. If so, store videotape together with support material in an envelope so that the whole package is readily available.

Here are some tips to make video a valuable tool for teachers:

◆ Always reset your timing indicator to "0" before you begin taping. If you are watching the program while you are taping it, make a note of the total running time and the time of any sections to which you may wish to return. That will help you cue the tape to a section you wish to share later on. Clearly label and date the tape. You should preview the tape carefully before presenting in class.

◆ Introduce the tape you are about to show. Make sure your students are familiar with the vocabulary and have at least some knowledge of the topic. Pose two or three questions and ask them to watch a few minutes of the video to learn the answers.

◆ Often a three- or four-minute clip is all you need to ignite your students’ interest in the topic. You may dim the lights, but fully darkened rooms are not recommended (for management reasons).

◆ Guide your students’ viewing. Don’t be afraid to stop and restart the tape. For example, point out where music may be used to enhance emotion or opinion. In documentaries, help students understand the difference between an opinion expressed by an expert and a fact. This is not always clear to an audience.

◆ Sometimes, students may benefit from watching a clip twice, at different stages of subject comprehension. They will recognize how much they have learned, which can be very rewarding.

◆ Video may be used to introduce a new unit, to add insight and depth at the end of a unit, or as a creative springboard for research or other activities.

◆ For study guides, vocabulary, and activities visit HistoryChannel.com/classroom and AandE.com/class

Get to know the A&E and History Channel Classroom Calendars.

Featuring program descriptions and airdates, the Classroom Calendars allow you to easily select and plan for upcoming Classroom programs. This format is designed to be completely copier-friendly.

Scan the calendars of upcoming programs. Make notes on those that tie in most appropriately with your curriculum and those for which you want to design special class activities. Mark your calendars for dates and times when you will set your VCR to record the programs.
EVERY POLITICAL JUNGLE NEEDS A KING

Theodore Roosevelt. He fought gunslingers. Punched out braggarts. And wrote 35 books in between. Meet the cowboy inside the President—who defined a new American way of life.

AN AMERICAN LION
JANUARY 20\textsuperscript{TH} & 21\textsuperscript{ST} AT 9PM/8C

THE HISTORY CHANNEL
WHERE THE PAST COMES ALIVE

COMING IN 2003

YELLOWSTONE
MAY 3\textsuperscript{RD} AT 8PM/7C
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