

# Decades of Pursuit



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## An Integrated Curriculum For The Washington Post Newspaper In Education Program

## Decades of Pursuit

*KidsPost Article: "The Unboring Illustrated True Story of the Washington Area from 1600 to Right Now, Part 9"*

**Lesson:** In this period, the pursuit of a better life, integrity and outer space shaped modern D.C.

**Level:** All

**Subjects:** History, social studies, economics

**Related Activity:** Language arts, art, geography

### About This Series

This is the ninth of KidsPost's illustrated look at the history of the Washington area. Each installment treats a different period—European settlement, the creation of the nation's capital, the Civil War era, the turn of the century, up to the present.

### June: Decades of Pursuit

On July 4, 1976, Washington threw the biggest birthday party in its history to celebrate the 200th anniversary of American independence. D.C. was no longer a swampy dwelling wanting to be a national capital. It was a city of monuments, government offices and federal workers and traditions. It was an international city with citizens from around the world beginning its multi-cultural texture. Thousands of families had arrived here from Latin America, Asia and Africa, bringing rich new traditions, new foods and plenty of energy.

The space program was established with NASA nearby. Bolling Air Force Base and the Anacostia Naval Air Station joined Fort Myer and Fort McNair. Future astronauts attended local schools.

Suburbs grew with families expecting more comforts and better education. Transportation was improved with a Capital

Beltway (although rush hour existed by its completion) and the beginning of a subway system.

Our national conscience was pricked with the Watergate scandal, the Vietnam Conflict and Americans taken hostage in Iran. The role of the press as monitor of power and source of independent information for the American people was put to the test.

### Read and Discuss

Give students "Q&A," a reproducible that provides information about firsts that took place. It covers varied topics that might serve as a source of discussion—what else do students know about this subject—or further reading. What firsts would they add to the list?

### Examine the Time

Timeline (1965-1990) gives but a few of many events, artists and innovations in science and technology in the 25-year period. Have students consider these, locate events on the map and add their own items to the timeline.

### Read Art

Give students copies of "Beltway Boom and Bustle." Find examples of lifestyle and dress, transportation and professions in the period. What concern do items 4, 14 and 15 reflect? Do the issues that concerned President Carter still confront us? What is bounding across the street? (Can students find the other surprises that have been included in every illustration in this series?)

## In the Field

<http://wmata.com>

### Metro

Take a ride on the Metro line nearest to your home. Write a letter of praise for the efficient system or give suggestions on how to make it a cleaner, safer and more enjoyable ride.

<http://www.culturaltourismdc.org/>

### Local History

Follow the African American Heritage Trail. As well as the expected sites, surprises are found around a number of corners.

<http://www.nps.gov/vive/>

### Vietnam

Visit the Vietnam Veterans Memorial. "The wall," the three service men statue and flagpole and the women in service to the Vietnam War statue provide a venue of reconciliation. Web site has a "For Kids" section.

### Vietnam

See an exhibit. After Veterans Day 2004, the Smithsonian Museum of American History will have an exhibit, "The Price of Freedom."

### Watergate Break-in

Before attending a free concert at the Kennedy Center, take a short walk to the Watergate complex. On June 17, 1972, five men were arrested as they were trying to bug the offices of the Democratic National Committee at the Watergate hotel (2600 Virginia Avenue). Join the debate: Should the hotel suite become a museum?

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What items would student keep if they were drawing an illustration of life today?

Visit the Newspaper In Education (<http://nieonline.com/>) home page and select Cartoons for the Classroom. In the archived lessons, select "Draw Your Own Conclusions" (3-08-04). This activity is based upon a cartoon by Pulitzer Prize-winning cartoonist Ann Telnaes. She looks at the power of women in today's international arena. You might discuss her message in the perspective of the women's rights movement of the 1960s and '70s. Bookmark this resourceful site.

### Check out Geography

Give students "Map It." This map reflects the transportation, geography and topography, major buildings and towns in 1976. You might use a topographic map to emphasize the high and low points of the area. (U.S. Geological Survey has a Cooperative Topographic Mapping Program and aerial map online at <http://terraserwer-usa.com/>.) Do they coincide with places named "Heights" and "Mount"?

### Gather Local History

This activity combines interviewing with research of online documents, reading The Post and observation. The sidebar, providing online resources for some of the local area, is meant to be a starting point to find historic context. Students could be asked to photograph and/or illustrate their place, write an essay about it and document their research path. The finished essay and illustrations could be published (employing their computer skills) and given to the buildings' owners, a local

historic society or library. The best might be published in the school's literary-art magazine or newspaper.

### Meet Another Generation of Explorers

In the previous guide, the beginning of the space race was highlighted. In this guide, we introduce students to astronauts and cosmonauts. Give students "New Explorers" which provides a short bio of four astronauts who graduated from high school in this area. Use a local map to locate their schools. All went to college and had extensive military or work experience before becoming an astronaut. The reproducible can be used for career and Internet (find other astronauts online) explorations.

### Examine the First Draft of History

On August 9, 1974, Richard Nixon signed a one-sentence letter addressed to the Secretary of State: "I hereby resign the Office of President of the United States." Thirty years ago, the American president left office in disgrace. The night before he had addressed the nation for 16 minutes, reminding them of his successes as President, stating his decision to go and not mentioning the word "impeachment."

Revisiting Watergate (<http://www.washingtonpost.com/wp-srv/onpolitics/watergate/splash.html>) archives provide a foundation for studying the presidency, role of the press and Watergate. Use the "Key Players" section to acquaint students with the individuals who are part of the whole story. The reproducible "We Read It in the Post" gives quotations from five of the key players. Do students recognize these names

## Exploring Online

[http://wmata.com/about/artwork/index\\_art.html](http://wmata.com/about/artwork/index_art.html)

### Metro

View the art to be found at Metro stops. Then search the Web to learn more about the artists whose works are featured.

<http://americanhistory.si.edu/house/default.asp>

### Within These Walls

One house in Massachusetts, five families and 200 years of history. Use this site as an example of telling the story of a place. A pdf in the "Clues Within These Walls" section can be used by students to be house detectives of their own homes.

<http://www.americanhistory.si.edu/sweatshops/intro/intro.htm>

### Sweatshops in America

Smithsonian Museum of American History offers images, history and statistics about the relation of immigration to sweatshops, 1820-1997.

<http://americanhistory.si.edu/lisalaw/index.htm>

### A Visual Journey: Photographs of Lisa Law, 1965-1971

The Smithsonian online exhibit of themes from the 1960s counterculture advises adults to discuss the era with children before viewing.

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that in the early 1970s had become part of household conversation and television coverage?

One of the many cartoons that the Post's editorial cartoonist Herblock drew depicting Richard Nixon is provided in this guide. What event in the Watergate story is represented in this cartoon? What is the impact of 1) the use of negative space; 2) the president connecting the two reels; 3) the use of the president's own words; 4) the placement of "not"? How does Herblock use irony? What message does this cartoon convey? Read Herblock's essay, "1966-1975: The Agonizing Age of Nixon," at Revisiting Watergate.

Herblock reported in *A Cartoonist's Life*, that before Nixon became president, he had drawn Nixon with a "five o'clock shadow," that fit in with the political thug-gery he and Joseph McCarthy represented in my cartoons."

"In 1954, when, as vice president, he conducted a mud-slinging, Red-smearing campaign against some of the most respected senators up for re-election, it occurred to me that he was traveling the country by sewer, and I pictured him climbing out of one, traveling bag in hand. It fit. It described what he was doing.

"But even with such a past it seemed to me that an incoming president, particularly at a time of national division and crisis, was entitled to his chance to lead. So I did a sketch of the one-free-shave, cartoon."

Did President Nixon view the cartoons of Herblock? Again from Herblock's memoir: In a 1972 wire-service interview, Nixon said, "I wouldn't start the day by looking at Herblock's cartoon." One of many that year that didn't start his day

appeared on June 13. It pictured "Nixon Fund Disclosures," as the tip of the iceberg of Nixon fund secret contributions. Four day later, some of that secret-funds money came into play when burglars were found trying to change taping machines at the Democratic National Committee headquarters in Washington in a building complex called Watergate.

In the lesson plans found at <http://www.washpost.com/nie>, select the following for additional activities: Inside Journalism: Editorial Cartoons (Herblock) and Inside Journalism: Composing Columns (The Post timeline highlights the era of Katharine Graham and the beginning of the modern Washington Post—the pressman's strike, the Pentagon Papers and Watergate).

### Learn about Law and Order

"Immigration Trends" can be used as a pre-knowledge/attitude source. What do students know and think about immigrants and their impact on local communities and economy? Who should receive an education? An answer key is provided for teachers to use during discussion. "Law and Order: A Nation of Immigrants" gives legal definitions and introduces students to a Supreme Court decision. In *Plyler v. Doe*, the Supreme Court decided that states can not deny public education to the children of illegal immigrants. The Court decided that children should not be held responsible for the illegal acts of their parents.

Distribute "The Story of Origin," an interview worksheet, and assign the interviews as homework. Students will present their findings to the class. The project can be a collection of data for one to

## Read About It

Ancona, George. *The Piñata Maker / El piñatero*

Tio Rico, from Ejutla de Crespo in southern Mexico, makes piñatas for village celebrations. Beautifully photographed by Ancona. (In English and Spanish)

Ancona, George. *Barrio: José's Neighborhood*

Ancona's photographs bring to life the San Francisco streets where Spanish, English and Chinese blend.

Bradby, Maria. *Some Friend*

Growing up in Fairfax in 1960, Pearl faces her personal life's challenges while the country faces its relationships in D.C.

Crew, Linda. *Children of the River*

In the late 70s, a Cambodian teenager tries to remain faithful to her own people and belong in her Oregon high school. Guilt and a crush complicate her life even more.

Maloney, Patricia. *The Little Painter of Sabana Grande*

After Fernando learns to make paint in the traditional way with natural materials, he wishes to paint a picture. There is no paper in his Panamanian village.

Phan, Su, Stella Pevsner and Fay Tang. *Sing for Your Father*

A little girl in North Vietnam tells of war, arrest and lost prosperity.

Rosa-Casanova, Sylvia. *Mama Provi and the Pot of Rice*

A Puerto-Rican grandmother makes and carries a pot of arroz con pollo from her first-floor apartment to her sick granddaughter on the eighth floor.

Soto, Gary. *The Skirt*

What happens when Miata leaves the dance folklórico skirt she brought in for show-and-tell on the bus?



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two generations to identify countries of origin or an indepth study. Students will meet in groups of 4-6 students to compile the data, then one person (group collector) will share the data with the tabulator (teacher or other student who will carefully record the countries of origin by generation). This can be done on a large chart or a map with colored stick pins.

For a more detailed study, students would be asked to create a family tree: Collect information on as many generations as you can for your family. Record the name, dates of birth and death, country and place of birth and death, marriage date, name and data on spouse and children.

### Extension

Read "What It Felt Like: Living in the American Century," In this series Henry Allen looks at each decade as the 20th century concludes. The articles can be used as a starting point for students to write about the beginning of the 21st century, to present their own decades project or to study the use of details, quotations and allu-

sion. For example, Allen begins the 1980-1990 decade essay:

This is the Air Guitar Decade. People aren't themselves, they're the roles they play. Things don't have to be things, just be like things—authentic imitation bomber jackets, suburban country kitchens with the Martha Stewart baskets that never carry anything . . . Martha Stewart herself, in fact—the air-guitar perfection of Martha as mom, hostess, gardener and chef. ... she's an idea in people's minds, like Donald Trump playing Donald Trump and building buildings he can put "Trump" on. (He gets called "The People's Billionaire" by the New York Daily News. That's the kind of decade it is.)

"I'm not a doctor but I play one on television," says a soap opera actor who then does an ad for Vicks cough syrup as if he were the top upper-respiratory man at Johns Hopkins.

An actor is elected president. Talking to a journalist who mistakenly recalls seeing him on a movie set, Ronald Reagan says: "You believed in it because you wanted to believe it. There's nothing wrong with that. I do it all the time." ...

## What It Felt Like

A Personal Reflection on an American Century by The Post's Henry Allen. These articles from the series appeared Sept. 28-Oct. 1, 1999.

<http://www.washingtonpost.com/ac2/wp-dyn?pagename=article&contentId=A52314-1999Sep28&notFound=true>  
1960-1970

In Sad Pursuit of Happiness

<http://www.washingtonpost.com/ac2/wp-dyn?pagename=article&contentId=A57126-1999Sep29&notFound=true>  
1970-1980

The Decade That Taste Forgot

<http://www.washingtonpost.com/ac2/wp-dyn?pagename=article&contentId=A62287-1999Sep30&notFound=true>  
1980-1990

Song in the Key of Me

<http://www.washingtonpost.com/ac2/wp-dyn?pagename=article&contentId=A3281-1999Oct1&notFound=true>  
1990-2000

Decade of Indifference

### Key (for use with Page 8)

1. A girl wearing a dashiki plays with a sparkler.
2. A long-haired boy sports a Hawaiian shirt.
3. Brother and sister can both ride on a Stingray bike's banana seat.
4. A gasoline-conserving Datsun from Japan.
5. Big Wheel trike.
6. "Wonder Woman," shag carpet, wood panelling and a lava lamp.
7. A new microwave oven.
8. Boeing 727.
9. The Watergate hotel and office complex.
10. Dutch elm disease continues to kill many of Washington's big old trees.

11. About a million people attended the bicentennial celebration on the Mall.
12. Amtrak.
13. The Redskins' George Allen never had a losing season as an NFL head coach.
14. Jimmy Carter championed human rights and Middle East peace, but his presidency (1977-81) was plagued by high interest rates, energy shortages and American hostages in Iran.
15. Metro station.
16. A cool blue leisure suit.
17. Volkswagen van.
18. Bell-bottoms.
19. A disabled Vietnam veteran.

### Credits

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Law and Order, Maryam Ahranjani, Marshall-Brennan Fellows, Washington College of Law.

# The Unboring, Illustrated True Story of the Washington Area

## PART 9 Highway Boom and Bustle

In July, 1976, Washington threw the biggest party in its history to celebrate the 200th anniversary of American independence. The fireworks display on the Mall was the best ever.

One person not celebrating was Richard M. Nixon. Two years earlier, in 1974, he became the only U.S. president to resign

from office. Long as he was considering removing him from the job over the Watergate scandal, Nixon, a Republican, lied about what he knew about a break-in at the Watergate hotel and office complex, where Republicans tried to steal information about Democrats.

Washington's professional baseball team, the Senators, also left town in the '70s.

(We're waiting for another team, and waiting and waiting!)

Still, there was much to celebrate in the community. A gleaming new subway system—the Metro—was finally up and running with the Red Line. One reason the Metro was needed was because the

Capitol City heavy traffic in 1965 was already jammed with cars.

Thousands of families arrived here from Latin America, Asia and Africa, bringing rich new traditions, rich new foods and lots of energy. In the years since, many more have joined and made the region a more interesting place.

Next month: Game Boys, strollers and tennis alerts



## How They Did It

In each illustration of the series there has appeared a recurring cast of four characters or items: a crow, a raccoon, an Indian head and an axe. Most of the time, to see birds, you have to look up. Usually, the opposite is true for the raccoon. While finding the Indian head requires a sharp eye, the axe, well, it can appear anywhere, such as on a wall or in a person's hand. Happy searching. — Patterson Clark, Washington Post news artist



# Map It

Woodrow Wilson Memorial Bridge connected Virginia and Maryland sections of the Capital Beltway. A new form of transportation joined the waterways, highways and airports — the subway. Just months before the nation celebrated its 200th birthday, more than 51,000 persons rode Metro's first 4.2 miles at no charge on its opening day.

1. In March 1976, the first Metro trains ran from Rhode Island Avenue to Farragut North. Even though the stops are underground, evidence of the Metro's existence is found on this 1976 map. How do you know where the Metro was located? How many stops were on the first line?
2. This area's geography includes water. Locate and name two rivers, three creeks, three runs and a lake.
3. What other place names relate the presence of water?
4. What does "Heights" in a place name indicate? Give an example of heights found in Maryland, Virginia and D.C.
5. On this map, what is the most northern point of Interstate 95? What is this route named on a current map?
6. What three symbols are used to indicate the major types of roads? Draw each symbol and tell what type of road it represents.
7. What new stadium has been built by this time in the District of Columbia?



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# Q&A

*As the country celebrated its 200th birthday on July 4, 1976, aspects of modern D.C. were in place. Children of all races attended school together, major highways were completed, the Metro had five stops and many entertainment and educational venues drew crowds. There were many firsts taking place—challenges, innovations, achievements and disappointments.*

## When did the U.S. send troops to Vietnam?

The first U.S. combat troops arrived in 1965.

## Where did the Senators baseball team play?

The Senators played their first game in D.C. Stadium, later named R.F.K. Stadium, on April 9, 1962. The stadium had open on Oct. 1, 1961. The Senators played their last game there on Sept. 30, 1971.

## What is an astronaut?

An “astronaut,” from the Greek words meaning “star sailor,” is anyone who has been launched as a crew member aboard NASA spacecraft bound for orbit and beyond. He or she has been selected for NASA’s human space flight program, making “space sailing” a career. “Cosmonauts” are those space sailors who are members of the Russian space program.

## Who was the first astronaut to orbit the Earth?

John Glenn, one of the very first astronauts, was the pilot of “Friendship 7.” On February 20, 1962, he piloted the first manned orbital mission of the United States. Alone in the capsule, he completed a successful three-orbit mission around the earth, spending 4 hours, 55 minutes, and 23 seconds from launch to splashdown. The Mercury spacecraft reached a maximum altitude (apogee) of approximately 162 statute miles and an orbital velocity of approximately 17,500 miles per hour. This was not his first time to be first and fast. Glenn had been project officer of the

first transcontinental flight to average supersonic speed. In July 1957, he set a transcontinental speed record from Los Angeles to New York, spanning the country in 3 hours and 23 minutes.

## When did astronauts and cosmonauts first meet in space?

A 9-day earth-orbit mission took place July 15-24, 1975. Deke Slayton, on his first space flight as Apollo docking module pilot, linked American astronauts and Soviet cosmonauts on the Apollo-Soyuz Test Project mission—their first historical meeting in space.

## When did composer John Williams win his first Academy Award for scoring original songs?

The composer of background music and songs for many movies won an Academy Award in 1971 for Fiddler on the Roof. This was followed by awards in 1975 (Jaws), 1977 (Star Wars) and 1982 (E.T.) How many of these movies have you seen? Can you hum any of his music?

## Who was the first and only U.S. President to resign?

Richard Nixon resigned from office on August 9, 1974.

## Who was Washington, D.C.’s first elected mayor in modern times?

After being appointed by President Johnson as D.C.’s first mayor-commissioner in 1967, Walter E. Washington became its first elected mayor in 1974. Congress having approved home rule for the District, elections were held for the first time in 104 years. Washington was the first African American to run a

major U.S. city. He was defeated in 1978 by Marion Barry. He was 88 years old when he died in 2003.

## When did passengers first ride a Metrorail train?

On March 27, 1976, more than 51,000 persons rode Metrorail on its opening day—at no cost. Can you remember your first ride on the Metro?

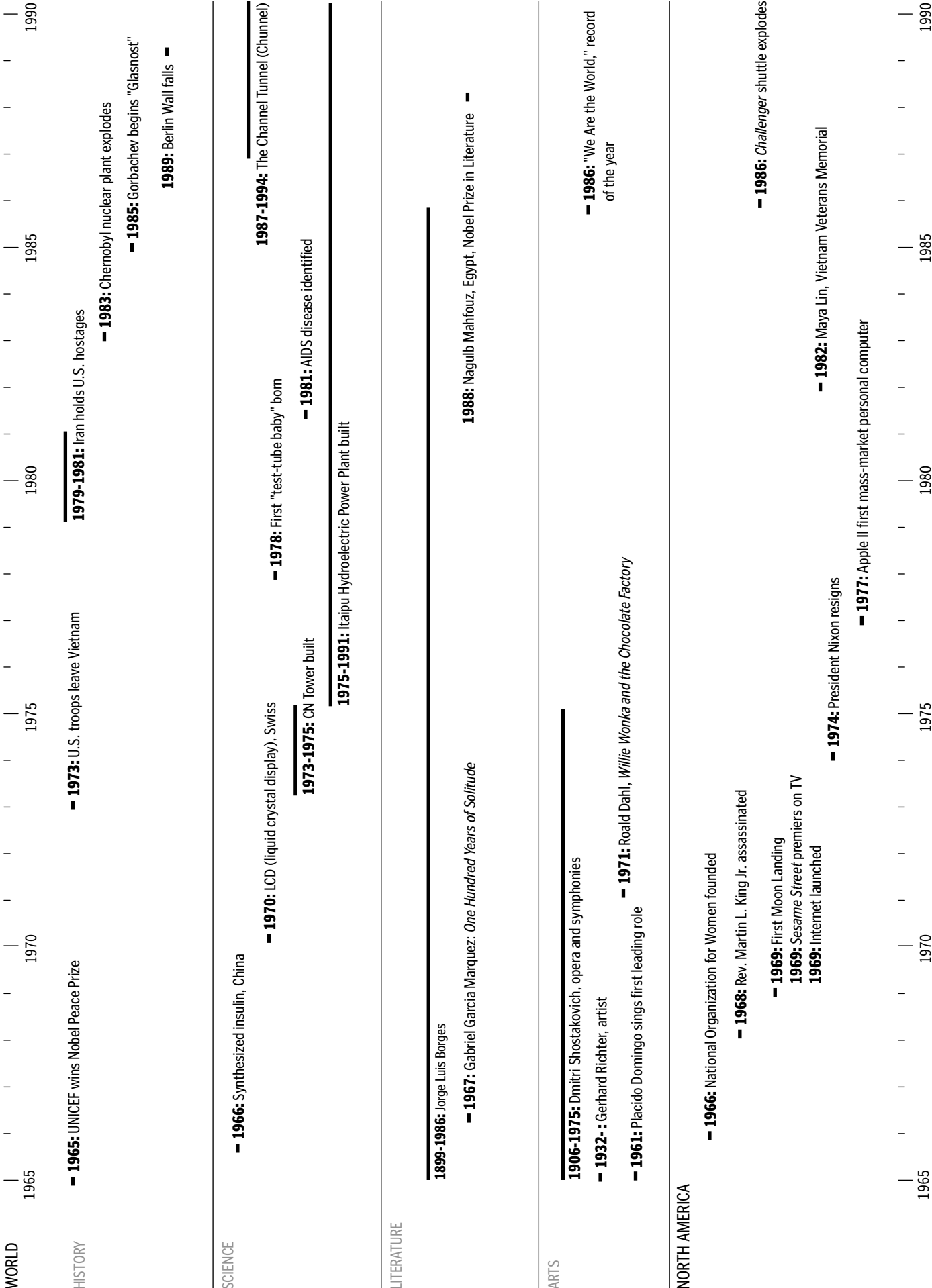


UPI FILE PHOTO

**President Richard Nixon gives his signature “V” for victory sign before boarding Marine One on the White House lawn. The president is boarding the helicopter that will take him to Andrews Air Force Base, where he will board Air Force One and fly home to California following his resignation as president on Aug. 9, 1974.**



# Timeline (1965-1990)



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# History Echoes Through the Hill

By Ellen Nakashima  
Washington Post Staff Writer  
June 6, 1996; Page V1

Tinners Hill isn't much of a hill these days. Paving and filling have reshaped it into a gentle slope on the edge of Falls Church. Traversing it is busy Washington Street, with a clutch of small restaurants and stores and a motorcycle dealership. Hardly a historic spot, at first glance.

But in the first few decades of this century, Tinners Hill was the focal point and gathering place of a cadre of African American civil rights activists. Here, in June 1915, Edwin Bancroft Henderson founded the first rural branch of the National Association for the Advancement of Colored People. And Joseph Tinner, a stonemason, became the branch's first president.

"Isn't that something?" said George Tinner Jr., 44, Joseph Tinner's great-grand-nephew. "It's great to know about it."

The neighborhood, centered on Tinners Hill Road and Wallace Street, is home to seven generations of Tinners and several generations of Hendersons, whose roots in the area stretch back more than two centuries to the Powhatan tribe.

Saturday, Tinners Hill was alive with jazz and gospel music and street vendors. The third annual Tinners Hill Street Festival, the brainchild of David Eckert, is a celebration of the legacy left by Tinner and Henderson.

"We want the history of what these people did to be remembered," said Eckert, who lives at the bottom of the hill. "A festival focuses people's attention on one day of the year. You can celebrate it, make people feel good."

When George Tinner Jr. was a boy, playing kickball on the hill's grassy slopes, he heard a little about his courageous ancestor from the many adults in his extended family. "It didn't really strike me then how important it was," he said.

Today he appreciates the struggle his forebears went through, and he applauds the effort to capture the history and celebrate it with a festival.

For on this very hill in 1915, a group of men gathered to organize opposition to the proposed segregation of black families in one small, half-moon-shaped section of Falls Church, near what is now the intersection of Hillwood Avenue and Annandale Road, Eckert said.

The "colored district" proposal, made in January 1915 by the Falls Church Town Council, threatened 113 blacks with displacement, including E.B. Henderson and Joseph Tinner, said Maurice Terman, chairman of the Falls Church Historical Commission.

Outraged, Henderson called together like-minded neighbors, and they formed the Colored Citizens' Protective League. Henderson wrote protest letters to the mayor and each member of the Town Council. The group hired two lawyers with the NAACP branch in Washington, who sued to prevent enforcement of the ordinance.

Eventually, the Town Council abandoned the proposal. The league formed the nucleus of the Falls Church and Vicinity branch of the NAACP, the organization's first rural branch. Henderson became the group's secretary.

"Grandpa was a brilliant man, very articulate, a prolific writer," said Edwin Bancroft Henderson II, 40, who moved into his grandfather's house on Tinners Hill three years ago.

A black-and-white photograph shows a group of young black men in shorts and tank tops, one carrying a basketball with "Champs 1922" written on it. E.B. Henderson, posing soberly in a suit next to them, was the coach of Washington's Dunbar High School basketball team, which he started.

E.B. Henderson amassed a series of "firsts" before he died in 1977 at age 93. He brought the first basketball team to Washington. He was the first black man in the country to be certified to teach physical education. He wrote the first book on African Americans in sports, "The Negro in Sports," published in 1939.

His wife, Mary Ellen "Nell" Henderson, taught for 35 years at what was then the only elementary school for black children in Falls Church and, until 1937, a two-room schoolhouse.

Joseph Tinner, who died in 1928 at age 43, helped build many houses and other buildings with blocks of pink granite he cut from the quarry at the hill's bottom. He also was a fine speaker, which is one reason, Eckert said, that he was tapped to become the rural NAACP branch's first president.

Over the years, E.B. and Nell Henderson remained active in the NAACP in Virginia and Washington, especially in the fight for school desegregation. Through it all, E.B. Henderson kept his wit. Once, testifying on anti-civil rights legislation in the 1950s before a committee of the Virginia General Assembly, Henderson was asked, "What is your race?"

He replied, with a twinkle in his eye: "One of my great-grandfathers was an Indian. My father's father was Portuguese, and my mother's father was one of the highly respected white citizens in Williamsburg, Va. Her mother was this gentleman's slave."

"Now, which race do you suggest that I subscribe to?"

The committee was silent, and he was asked no further questions.

The branch Henderson founded became the Fairfax County Branch in 1944, Terman said. Among other things, it was key in the campaign that led Falls Church to desegregate its schools in 1961, he said.

"That history's not going anywhere," George Tinner Jr. said of the branch's work. "It's here to stay."

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## Local History

*The buildings near your home may have interesting stories to reveal. Select one of them to investigate its history. Perhaps you pass it daily on your way to school or on the way home from a visit to a relative. It doesn't have to be famous. It just has to interest you.*

**1** Begin by taking a closer look. What can you learn from the building itself? Perhaps its walls can “talk.”

### Its Physical Appearance

- In what architectural style is it built?
- Of what material is it built? Wood, brick, cement block, steel and glass?
- Does it have any unusual features? Look from top to bottom. The features might include five chimneys, three distinct levels in styles of different periods, paint the color of a robin or a cellar door.

### Its Setting

- Are other buildings near it much larger or smaller?
- Is it surrounded by large lawns and impressive gardens?
- Is it by a river or lake, a canal, a highway or isolated?
- In an urban, rural or suburban setting? Do you think it was there before other buildings were built around it?

### Its Use

- Is it a home or a business?
- Is it a public or a private building?
- Does it appear to be abandoned or in need of repair?
- Does it have a plaque on its front? It may be listed on a state and national register of historic places.

**2** After you have assessed the building from the exterior, where else can you learn about the building? Your city or county may have a history room. If your building is in D.C., the City Museum reference librarians will

be able to help you locate older maps and records. Using the address of the building, see what official records you can find online. Deeds, city directories, census records and maps all provide parts of the history of a place.

**3** The Washington Post has several places where you can read about neighborhoods and buildings. Here are some examples.

### REAL ESTATE

Review the Saturday features. You can learn about architecture, current and historic events near places, people associated with buildings and current values. For example, on April 3, 2004, “Antebellum Allure” featured Moss Neck Manor near Fredericksburg. From the article you would learn:

- Even though Virginia was the capital of the Confederacy and it and Maryland were the sites of some of the most important Civil War battles, this region does not have many of the extravagant country homes people associate with the period.
- Moss Neck was built in 1853 for the Corbin family, wealthy Virginia landowners who lost all their money in the years after the Civil War.
- The house is 225 feet long, one of the longest homes in the state.
- Floors are the original wide-plank hardwood. The windows are the big, tall, multi-paneled ones used in grand homes of that time.
- Moss Neck is best known as the Civil War headquarters of Confederate Gen. Thomas J. “Stonewall” Jackson and thousands of his troops during the winter of 1962 to 1863. The

party he gave Gen. Robert E. Lee on Christmas Eve appears in the movie “Gods and Generals.” Filming took place at a re-creation of Moss Neck.

- Purchased in 1998 for \$875,000. After extensive renovation, the home and estate is on the market for \$4.9 million.

### WHERE WE LIVE

A neighborhood in the metropolitan area is featured. This section of The Post also provides details about architecture, current and historic events near places, people associated with buildings and current values. The March 20, 2004, section featured Burnt Mills Hills in Montgomery County. In the article, you read:

- The subdivision, which is 1.4 miles outside the Capital Beltway, began in the mid-1930s.
- R.E. Latimer Land Co. constructed a dozen homes on former farmland three miles “beyond the Silver Spring traffic light,” as the ads located it for prospective buyers when the only stoplight in that stretch was at Georgia Avenue and Colesville Road.
- An 1879 map shows a property belonging to Annie McCeney. No McCeney lives in Burnt Mills Hills today.
- But Robert S. McCeney, 74, lives in Burnt Mills Manor, across Lockwood Drive. He said the Office Depot on nearby New Hampshire Avenue occupies the old McCeney home site. The family once owned what is now the neighborhood’s oldest



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## Local History

house, an 1856 farmhouse that still stands on a hill in Burnt Mills Hills, but they never lived there.

- “Aristocratic! Beautiful! Luxurious!” cries out a 1937 ad for the Norman, “A Gentleman’s Country Home” with 2.2 acres on Edelblut Drive. When new it sold for the then-lordly sum of \$40,000; last July, it went for \$845,000. Designed by Nutter, it was built to resemble a castle, and it still does.

### WEEKEND

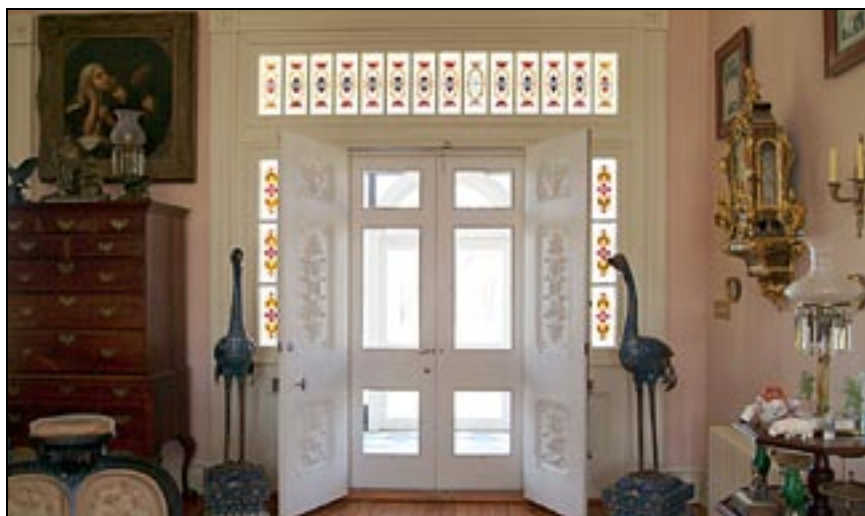
Whether it relates a neighborhood event, personalities in the area or stops on one of the area’s Heritage trails, the Weekend section can begin your search of local history. The January 23, 2004, Weekend provided this information about stops on the African American Heritage Trail:

- Maybe that church you walk by every day was a stop on the Underground Railroad. Or the modest house on the corner

once belonged to a New Negro Renaissance playwright. Or that boarded-up building down the block was the neighborhood’s first black elementary school.

- The Decatur House on Jackson Place N.W. contains one of the few remaining remnants of slave quarters.
- Nichols Avenue Elementary School in Southeast was the city’s first public school for African Americans in Hillsdale.

Don’t overlook the NEWS, METRO (“Tiny Town of Purcellville Finds It’s Not So Tiny Now,” and “Parade Marshal and Fairfax City Have Traveled Far: Long Gone Are Local KKK Marches, Dad’s Model-T,” July 5, 2001) or WASHINGTON BUSINESS (“Children’s Museum Lines Up a Better Place to Play,” June 21, 2004). These articles will provide you with a sense of place and its history in the context of today’s streets, events and people.



FILE PHOTO—THE WASHINGTON POST

**Moss Neck manor in Caroline County, Va., a plantation from 1853 that Stonewall Jackson used as a headquarters during the Civil War.**

## Suburbs Online

<http://www.otal.umd.edu/~vg/>

### Virtual Greenbelt

Produced by the Dept. of American Studies, Univ. of Maryland. Find images, interviews relating to Greenbelt, a New Deal-era planned community.

<http://www.homestead.com/silverspringhistory/index.html>

### Silver Spring Historical Society

Includes “Silver Spring: Story of an American Suburb,” a WETA program that examined community landmarks Tastee Diner and Mrs. K’s Toll House.

<http://www.montgomeryhistory.org/>

### Montgomery County Historical Society

Highlights historic homes and museums

<http://www.pghistory.org/>

### Prince George’s County Historical Society

Books and library resources

<http://www.fairfaxhistoricalsociety.org/>

### Fairfax County Historical Society

Check the publications.

<http://www.co.fairfax.va.us/library/branches/vr/default.htm>

### The Virginia Room

Located in Fairfax City, it provides a rich collection of books, photographs, maps and newspaper for research of Fairfax County and the region.

<http://www.arlingtonhistoricalsociety.org/>

### Arlington (Va.) Historical Society

<http://www.rootsweb.com/~valoudou/loudoun.html>

### USGenWeb

Link to records and other Loudoun County resources. Also visit the Thomas Balch Local History and Genealogy Library.

<http://www.gshsfva.org/>

### Gum Springs Historical Society

## An Integrated Curriculum For The Washington Post Newspaper In Education Program

## New Explorers

From the village of Nacotchtank, the first explorers and families became familiar with the landscape of the Potomac Gorge. By the end of the 16th century, explorer-artist John White, explorer-scientist Thomas Harlot and Captain John Smith were sharing their observations of the new world with Europeans. The North American continent was mapped and settled over the next centuries. In 1958, Project Mercury was initiated to put the first Americans into space and to explore the possibility of man living in the last frontier.

The first class of astronauts graduated in 1959 with seven men. "Today shuttle crews are comprised of Americans from every race, creed, color and gender. As of May 2, 1993, 180 Caucasian men and 21 women, six African-American men and one woman, three Hispanic men and one woman, and two Asian men had been chosen to represent our Nation in Space," reported NASA.

Some of the astronauts went to school in the D.C. area. Meet Lieutenant Commander Robert L. Curbeam, Jr., U.S. Navy; Dr. Thomas D. Jones; Commander Pierre J. Thuot, U.S. Navy; and Frederick D. Gregory, NASA Deputy Administrator.

### Lieutenant Commander Robert L. Curbeam, Jr.

Born in Baltimore, Md., in March 1962, Robert L. Curbeam, Jr., graduated from Woodlawn High School, Baltimore County. His education includes United States Naval Academy, Bachelor of Science in Aerospace Engineering, 1984; Navy Fighter Weapons School (think Topgun); and Naval Postgraduate

School, Degree of Aeronautical and Astronautical Engineering, 1991.

"On my first mission in August 1997, I orbited Earth 189 times in 12 days!" stated Curbeam. He served as a spacecraft communicator responsible for relaying all voice communication between Mission Control and crews aboard the Space Shuttle.

### Thomas D. Jones, Ph.D.

Born in January 1955, in Baltimore, Thomas Jones graduated from Kenwood Senior High School in Essex, Md., in 1973. He attended the United States Air Force Academy and the University of Arizona where he received a Doctorate in Planetary Science in 1988.

"I love to read and my favorite subjects are aviation and military history, especially American Civil War," stated Jones.

An Air Force officer for six years, he was a pilot and aircraft commander of a B-52D Stratofortress and accumulated over 2,000 hours of jet experience. A member of the construction and operation team for the International Space Station, Jones reported, "On my third mission, we set a shuttle endurance record of almost 18 days in orbit! I was assigned to two missions in 1994 each lasting for 11 days."

### Commander Pierre J. Thuot

Thuot graduated from Fairfax (Va.) High School in 1973. He received a bachelor of science degree in physics from the U.S. Naval Academy in 1977, and became an astronaut after

## Firsts in Space

### COSMONAUTS

**Laika**, a dog, launched into space, Nov. 3, 1957

**Belka and Strelka**, two dogs, launched and recovered from space, Aug. 20, 1958

**Yuri Gagarin**, first to orbit the Earth, April 12, 1961

**Vladimir Komarov**, commander of the first Voskhod spacecraft

**Alexis Leonov**, first man to walk in space, March 18, 1965

**Valentina Terechkova**, first female cosmonaut and first in space (June 14-19, 1963)

### ASTRONAUTS

**Alan B. Shepard, Jr.**, suborbital flight, May 5, 1961

**John H. Glenn, Jr.**, first American to orbit Earth, Feb. 20, 1962

**Neil A. Armstrong, Jr., Edwin E. Aldrin, Jr., and Michael Collins**, crew of the Apollo 11 spacecraft that first landed on the Moon in July 1969

**Sally K. Ride**, first female astronaut, astronaut: 1978-1986

<http://liftoff.msfc.nasa.gov/academy/astronauts/wannabe.html>

**So You Want to Be an Astronaut?**

## An Integrated Curriculum For The Washington Post Newspaper In Education Program

receiving a master of science degree in systems management from the University of Southern California in 1985.

A veteran of three space flights, Thuot logged over 654 hours in space, including 17.7 hours on three space walks. Thuot was a mission specialist on the maiden voyage of the Space Shuttle Endeavour in May 1992. His third space walk was the first ever three-person space walk, which was also the longest in history (8 hour and 29 minutes), breaking a 20-year-old record that was held by Apollo 17 astronauts.

### Frederick Gregory

Frederick Gregory, the first African American astronaut to command a space flight, was born in D.C. and graduated from Anacostia High School. He attended the U.S. Air Force Academy and holds a Master's degree in Information Systems from George Washington University.

Mr. Gregory retired as a Colonel in the United States Air Force in December 1993. In his 30-year military career, he flew 7,000 hours in more than 50 types of aircraft, including 550 combat missions in Vietnam.

Gregory logged 455 hours in space: as pilot for the Orbiter Challenger in 1985, as spacecraft commander aboard Discovery in 1989, and as spacecraft commander aboard Atlantis in 1991.

In August 2002, he became NASA Deputy Administrator and was selected as one of the 50 Most Important African-Americans in Technology for 2004.

- Visit the NASA "Astronaut Biographies" page (<http://www.jsc.nasa.gov/Bios/>) to learn more about these local astronauts. Read about five other astronauts. Perhaps, you will discover other astronauts who lived, went to school or worked in D.C., Virginia or Maryland.



FILE PHOTO—THE WASHINGTON POST

**Astronaut Sally Ride, a specialist on shuttle mission STS-7, monitors control panels from the pilot's chair on Columbia's flight deck in June 1983.**

## Space in Print

Reichhardt, Tony. *Space Shuttle: The First 20 Years — The Astronauts' Experiences in Their Own Words*

The editors of Smithsonian and Air & Space magazines worked together to produce this book of 77 first-person accounts, anecdotes and photographs. This is the personal side of living aboard a shuttle or space station beginning in 1981. Includes the dangerous side with the 1986 Challenger disaster story. The glossary gives reference material.

Ride, Sally. *To Space and Back*

The first female astronaut describes her experiences in space. For ages 4-8.

Ride, Sally, and Tam O'Shaughnessy.

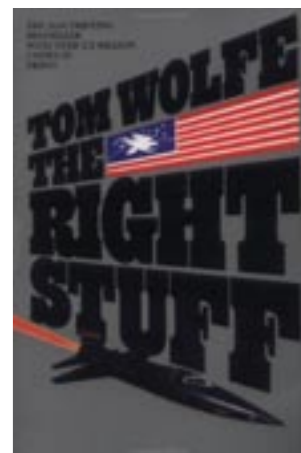
*Exploring Our Solar System*

An astronaut and an educator take readers on a planetary tour. Introduce grades 4-8 to the universe. Information is paired with illustrations and images from space. Evolution of life is included with charts, timelines and listing of space flights.

Wolfe, Tom.

*The Right Stuff*

Written in 1979, the year the Iranians held U.S. hostages and Americans were in Vietnam, *The Right Stuff* presents men who attempted heroic ventures. The book is written from a limited omniscient point of view — giving a sense of the lives of Chuck Yeager and the seven original astronauts and their families. For older students.





## An Integrated Curriculum For The Washington Post Newspaper In Education Program

# First Draft of History

## History in the Post's Headlines

The Washington Post headlines from August 6-9, 1974, were banners. Most uncommon in use, the banners were most appropriate for the historic events taking place in Washington, D.C., that summer.

August 6

**"President Admits Withholding Data; Tapes Show He Approved Cover-up"**

August 7

**"Nixon Says He Won't Resign"**

August 8

**"Nixon Resignation Seen Near"**

August 9

**"Nixon Resigns"**

All the front-page headlines were in large typeface, running from margin to margin.

The August 6 headline is composed of nine words. Two key pieces of information are given. Why is this information worthy of banner treatment?

The August 7 Post headline is five words in length. The focus is on President Nixon. Is the president willing to face impeachment? Would it be good for the nation to have an impeachment proceeding after the Watergate hearings?

The August 8 Post headline is composed of four words. The reader expects to learn the source of this information. News of this magnitude must be more than speculation. What evidence results in this conclusion? Who is willing to state what the president denied the previous day?

Two words. The reader is punched as he faces this headline on August 9. No other words are needed to convey the news. When the headline is

combined with the photograph, in what way is the story expanded?

On [washingtonpost.com](http://www.washingtonpost.com), more coverage of the Watergate era is available at "Revisiting Watergate." Stories from The Washington Post archives include:

"Nixon Pledges No Whitewash on Watergate"

"Watergate: The Unfinished Business"

"Dean Alleges Nixon Knew of Cover-up Plan"

"Court Battle Set as Nixon Defies Subpoenas"

"Pressure for Impeachment Mounting"

"Nixon Tells Editors, 'I'm Not a Crook'"

"Nixon Resigns"

Bob Woodward and Carl Bernstein wrote two books about the period—*All the President's Men* and *The Final Days*. One piece of their investigation that they have never revealed is the identity of their primary source. He became known as Deep Throat. In the "Key Players" section of Revisiting Watergate, you can select "Deep Throat?" to learn what has been revealed about him and some of the theories about his identity.

The Newseum conducted a poll of the public, historians and journalists for the top news story of the 20th century. "President Nixon Resigns" was selected the 14th top story of the century by journalists and historians. "Watergate Engulfs Nixon," a Quicktime movie, accompanies the

results ([http://www.newseum.org/century/finalresults\\_movie.htm](http://www.newseum.org/century/finalresults_movie.htm)). Of the movie: "Two young Washington Post reporters broke the Watergate story. Woodward and Bernstein played a large role in the demise of the Nixon Presidency and changed American investigative journalism."



It began as a local story on June 17, 1972. Metro reporters Al Lewis and Bob Woodward were sent to cover the breaking and entering of the office of the Democratic National Committee. On Aug. 9, 1974, The Washington Post's two-word headline reported the conclusion of one of the most important stories of the 20th century.

## An Integrated Curriculum For The Washington Post Newspaper In Education Program

## First Draft of History

On August 9, 1974, Richard Nixon signed a one-sentence letter addressed to the Secretary of State: "I hereby resign the Office of President of the United States." Thirty years ago, an American president left office in disgrace. The night before he had addressed the nation for 16 minutes, reminding citizens of his successes as President, stating his decision to go and not mentioning the word "impeachment."

The Washington Post and Watergate are inseparable. As Ben Bradlee wrote in *A Good Life*, "[T]he energy of The Washington Post and particularly the skill and persistence of Woodward and Bernstein fixed Watergate forever in history. Together, we kept it on the national agenda. And there the arrogance and immorality of the men around Richard Nixon were slowly illuminated—first by the Post, and later by many other individuals and institutions."

From the pages of The Washington Post the story of Watergate emerged. Read here what a few of the key players had to say. Washingtonpost.com has archived print, audio and video coverage of Watergate. Go there to read more of the first draft of history.



**Ben Bradlee**

"There were a few days, though, when we were genuinely worried and we knew that our colleagues

in the media were wondering whether the story was going to collapse. Sometimes we felt they were hoping, not wondering. Once the Senate hearings started, followed inevitably by the impeachment investigation in the House, we began to think that it would take the departure of President Nixon to unravel the case. For months I had worried that it would end up as a tie—the press claiming one thing, the president claiming another and the public splitting along party lines."



**John Dean**

Former presidential counsel John W. Dean III has told Senate investigators and federal prosecutors that he discussed aspects of the Watergate cover-up with President Nixon or in Mr. Nixon's presence on at least 35 occasions between January and April of this year, according to reliable sources.

"[Dean Alleges Nixon Knew of Cover-up Plan," By Carl Bernstein and Bob Woodward, June 3, 1973, A1]

**Sam Ervin (D-N.C)**

"I deeply regret that this situation [President Nixon's refusal to turn over presidential tape recordings] has arisen, because I think that the Watergate tragedy is the greatest tragedy this country has ever suffered. I used to think that the Civil War was our country's greatest tragedy, but I do remember

## Watergate

<http://www.washingtonpost.com/wp-srv/onpolitics/watergate/splash.html>

### Revisiting Watergate

Washington Post articles, video Live Online with Ben Bradlee and Bob Woodward, photograph and Herblock cartoon galleries, and a multi-media collection. Take the interactive quiz to test your knowledge of the period.

<http://www.washingtonpost.com/wp-srv/nation/specials/watergate/watergatefront.htm>

### Watergate Tapes Online: A Listener's Guide

A sampling of the conversations taped in the Nixon White House. The nine tapes online include presidential conversations with Richard Kleindienst, John Dean, Henry Kissinger and H.R. Haldeman. Information is provided on use and attainment of additional tapes at the National Archives at College Park.

<http://www.cnn.com/ALLPOLITICS/1997/gen/resources/watergate/>

### Watergate 25th Anniversary

CNN-Time coverage, multi-media, polls, cartoons, analysis of the legacy

[http://www.archives.gov/digital\\_classroom/lessons/watergate\\_and\\_constitution/watergate\\_and\\_constitution.html](http://www.archives.gov/digital_classroom/lessons/watergate_and_constitution/watergate_and_constitution.html)

### Teaching With Documents Lesson

#### Plan: Constitutional Issues—

#### Watergate and the Constitution

National Archives provides background, documents and activities.

<http://americanhistory.si.edu/maroon/index.htm>

### Photographing History: Fred J. Maroon and the Nixon Years, 1970-1974

Photographer Maroon provides a visual and oral history beginning with Nixon's reelection campaign.

## An Integrated Curriculum For The Washington Post Newspaper In Education Program



that there were some redeeming features in the Civil War in that there was some spirit of sacrifice and heroism displayed on both sides. I see no redeeming features in Watergate."

["President Refuses to Turn Over Tapes; Ervin Committee, Cox Issue Subpoenas," By Carroll Kilpatrick, July 24, 1973, A1]



### Herblock

"Do I seem to dwell on dark hours? The departure of a disgraced president and vice president promised a brighter time for the United States." Dec. 31, 1995



### Richard M. Nixon

"There can be no whitewash at the White House," Mr. Nixon promised in declaring that those who were guilty of criminal acts must "bear the liability and pay the penalty." ... Referring to the resignations of his two chief assistants, H.R. (Bob) Haldeman and John D. Ehrlichman, announced before his return from Camp David, the President said they



WASHINGTON POST ARCHIVES

About his May 24, 1974, editorial cartoon, Herblock later stated, "The president who told a convention of editor, 'I am not a crook,' had selected as his vice president a man who had to resign because he was a crook. And facing probable impeachment because of his own corruption, Nixon had to resign too."

are "two of the finest public servants it has been my privilege to know."

In accepting their resignations, the President said he meant to leave no implication that they were guilty of wrongdoing.

"But in matters as sensitive as guarding the integrity of the democratic process," he explained, "it is essential not only that rigorous legal and ethical standards be observed, but also that the public—you—have total confidence that they are both being observed and enforced by those

in authority, and particularly by the President of the United States." ...

Looking at his own calendar yesterday morning as he worked on his speech, the President said it showed 1,361 days left and he wanted "these to be the best days in America's history, because I love America."

"Tonight I ask for your prayers to help me in everything that I do throughout the days of my presidency," he said.

["Nixon Pledges No Whitewash On Watergate," By Carroll Kilpatrick, May 1, 1973, A1]



## An Integrated Curriculum For The Washington Post Newspaper In Education Program

## Law and Order

### *A Nation of Immigrants*

Most Americans, except for Native Americans, can trace their roots back to the waves of immigrants who came to this country over the last four hundred years, mostly from Europe. Many of our ancestors came to this country seeking freedom from religious intolerance and political persecution. Others came by force or threat of force, as indentured servants. People continue to immigrate to America for asylum and to seek a new beginning, although now only one out of ten immigrants to the United States come from Europe.

People who come to the United States as refugees are fleeing political persecution and oppression. Other immigrants come to the United States to join immediate family members already here or to accept an employment offer when American workers are unavailable. Before entering into the United States, both refugees (who must prove a "well-founded fear of persecution...") and immigrants (who must prove that they are "not likely to become a public charge") are carefully interviewed and approved by the U.S. Government. These entrants are known as "documented" or "legal immigrants" and are authorized to work. In fact, since 9/11, the U.S. Government has been more and more careful about how many and which documented workers they allow to enter the country.

In contrast, people from other nations who enter the United States without the permission of the U.S. Government, or people who overstay their visas after having legally entered the country, are referred to as "undocumented immigrants."

Since the 1980s, almost 400,000 immigrants have moved to the Washington region. In the past ten years, the countries from which the

highest number of people have immigrated to our area include El Salvador, Vietnam, Ethiopia, Bolivia and Somalia. Why do you think so many immigrants choose to settle in this area?

In the Washington, D.C., area, the most diverse areas in terms of recent immigrants are South Arlington, Aspen-Hill, Silver Spring, Wheaton and Adams Morgan. What public institutions are affected by large numbers of immigrants?

For the first time in 2000-2001, minority students outnumbered whites in Montgomery County Public Schools. John F. Kennedy High School in Silver Spring has gone from about 50% minority to 80% minority in the last twenty years.

When documented immigrant adults move to the United States, their children are generally allowed to attend public school. Do you think the children of undocumented workers should also be allowed to attend public school? Why or why not?

The issue of whether the children of illegal immigrants are eligible to attend free public schools has come up in the court system. What do you think? Should all children in the United States, regardless of their immigration status, be entitled to attend public school? In a 1982 case called *Plyler v. Doe*, the Supreme Court decided that states cannot deny public education to the children of illegal immigrants. The Court decided that children should not be held responsible for the illegal acts of their parents. The majority of the Justices also felt that illiteracy, an inevitable occurrence for children who do not attend school, will only lead to more social problems that the State will have to resolve.

## In the Know

**Refugees:** People who flee their native countries usually because of political, religious, or ethnic persecution

**Immigrants:** People who relocate from one country to another

**Documented or legal immigrants:** People who relocate from one country to the United States legally, or with the support of the U.S. government

**Undocumented immigrants:** People who enter this country illegally, usually through borders and ports

Perlstein, Linda. "Class of Diversity Gets Diplomas," The Washington Post, Page C04, June 6, 2004

United States Conference of Catholic Bishops (<http://www.nccbuscc.org>)

Population Reference Bureau; Washington, D.C. ([www.washingtondc.gov](http://www.washingtondc.gov)).

## An Integrated Curriculum For The Washington Post Newspaper In Education Program

# Immigration Trends

*In 1890, immigrants came mainly to the U.S. from northwestern European countries and 11 percent from Canada. By 1960, nine percent came from Latin America and five percent from Asia. By 1999, the change was dramatic. Over half came from Latin American, 27 percent from Asia and only 16 percent from Europe. Two percent arrived from Africa and Canada supplied three percent of the documented immigrants. Eight states—Arizona, California, Florida, Illinois, Massachusetts, New Jersey, New York and Texas—were home to three-fourths of the U.S. foreign-born population by 1999. What is your knowledge of this growing population of non-European immigrants?*

Circle True for the statements that are correct. Circle False for the following statements that are not accurate.

1. True or False: Undocumented immigrants pay for the services that they receive and do not receive.
2. True or False: Few federal services are available to undocumented immigrants.
3. True or False: Immigrants create new job opportunities and contribute to U.S. economic growth.
4. True or False: Overall, immigrants have a favorable impact on the U.S. economy.
5. True or False: Immigrants are more likely to receive welfare.
6. True or False: Immigrants' educational attainment (that is, the number of years and level of education the average immigrant has) equals that of U.S. citizens.
7. True or False: Most immigrants do not want to learn English.
8. True or False: Most immigrants enter the country illegally.
9. True or False: True or False. Refugees pose a health hazard to U.S. citizens.
10. True or False: Children of immigrants who enter the country illegally are not entitled to a public education.



## An Integrated Curriculum For The Washington Post Newspaper In Education Program

## Immigration Trends Answer Key

**1. True.** According to the Urban Institute, legal and undocumented immigrants pay \$70.3 billion a year in taxes, but receive only \$42.9 billion in services such as education and public assistance. In addition, undocumented workers provide tax dollars to the United States in the form of payroll deductions and income taxes. Therefore, they help support programs like Unemployment Insurance and Social Security, even though they themselves are ineligible for benefits from these programs.

**2. True.** Undocumented immigrants are eligible for only emergency medical care under Medicaid and for nutrition benefits under the Special Supplement Food Program for Women, Infants and Children (WIC). In reality, even when they are entitled to assistance or when states or counties have special programs, undocumented immigrants rarely apply for these programs because they fear the INS will find them.

**3. True.** The U.S. Department of Labor states that immigrants do not take scarce jobs from U.S. citizens. In fact, immigrants actually create more jobs than they fill, often starting their own businesses (7.2% of immigrants are self-employed compared to 7% of U.S. born Americans). One study found that Mexican immigration to the County of Los Angeles between 1970 and 1980 was responsible for the creation of 78,000 new jobs. The U.S. Department of Justice reports that documented immigrants have an overall unemployment rate of 3.5% compared to 5.5% for the general population.

**4. True.** In a 1990 survey of economists by the American Immigration Institute, four out of five stated that immigrants had a favorable impact

on economic growth. None said that immigrants had an adverse impact on economic growth. A June 21, 2004, Post article reported that many of the small-business owners in early downtown Silver Spring renaissance were immigrants. There is another side to the issue: “[T]hey say they won’t be able to benefit from all the new foot traffic because their landlords are squeezing them out with higher rents.”

**5. False.** The U.S. Government screens legal immigrants who wish to come to the United States before allowing them to enter the country to determine whether or not they are likely to become a public charge (dependent on public assistance) and allows entry only to those who can prove their self-sufficiency. The public charge review is the leading reason used by the government to prevent would-be immigrants from entering the United States. The U.S. Department of Labor, Bureau of International Affairs states that, all else being equal, immigrant families are less dependent on welfare and receive lower levels of welfare payments than American-born families.

**6. True.** According to Business Week, July 13, 1992, the number of all foreign-born male workers who are college graduates (24.9%) nearly equals that of native-born workers (25.1%). In addition, children of immigrants are as likely to attend public schools, as unlikely to be dropouts, and as likely to graduate from high school as children of native-born parents.

**7. False.** According to the National Immigration Forum, immigrants flock to English classes. Immigrant demand for English classes far outstrips the number of available classes. In

many cities, these programs report long waiting lists of students.

**8. False.** Only one out of every five immigrants enter the United States illegally.

**9. False.** The U.S. Centers for Disease Control closely monitor all admissions to the United States and immigrants are subjected to medical examinations prior to admission. Most health problems are addressed by health care services in processing centers before refugees are admitted to the United States.

**10. False.** In *Plyler v. Doe*, a case decided by the Supreme Court in 1982, the Court struck down a Texas law denying public education to the children of illegal immigrants. However, in 1983, the Supreme Court held in a case called *Martinez v. Bynum* that the state of Texas could prohibit a minor who lived apart from a “parent, guardian, or other person having lawful control of him” from attending public school if the child was in the district “for the primary purpose of attending the public free schools”—even if the child is a U.S. citizen.

SOURCE: United States Conference of Catholic Bishops, <http://www.nccbuscc.org>

## An Integrated Curriculum For The Washington Post Newspaper In Education Program

## The Story of Origin

Part One: Interview an Older Family Member. The interviewee may be your parent, grandparent, aunt, uncle or someone who is aware of your heritage.

1. What is the name of the person you are interviewing?
2. What is the relation of this person to you?
3. Does this person know when your ancestors moved to the United States? If so, in what year?
4. From where did your ancestors move?
5. Ask your relative to share a story about how your ancestors arrived in the United States. For example, what inspired your ancestors to move to the States?
6. When did your ancestors move to the Washington, D.C., area? If they did not move to the D.C. area, why did your immediate family move here?
7. In terms of race and ethnicity, how does this person define herself or himself?
8. In terms of race and ethnicity, how do you define yourself?

## Map, Graph Information

*Part Two: Gather information from your interviews to tabulate and to graph a picture of your class's heritage.*

1. Collect country of origin and arrival data from your group members on grandparents. Have the reporter for your group present the information to the class's tabulator.
2. Collect data from your group members on great-grandparents.
3. If information is available, collect all data and record.
4. Look at the data. From what countries did the largest number of grandparents immigrate? Create a pie chart to represent this information.
5. In what time periods did the largest number of grandparents immigrate to the U.S.? Create a bar graph to represent this information.
6. Create charts and graphs to present the remaining data. Compare the charts and graphs.
7. What conclusions do you make about the ancestors of your classmates?





## An Integrated Curriculum For The Washington Post Newspaper In Education Program

### Academic Content Standards

*This lesson addresses academic content standards of Maryland, Virginia and the District of Columbia.*

#### Maryland

##### *Social Studies*

Geography. Grade 7: Analyze and describe population growth, migration and settlement patterns: urban to suburban, rural to urban, or immigration. Evaluate the consequences of migration and settlement to various regions of the world, such as employment, changes in population and cultural diversity/conflict.

History. Grade 4: Explain how changes in transportation and communication led to growth and development of towns and cities in Maryland

Political Science. Grade 8: Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

A complete list of State Content Standards of Maryland can be found at <http://www.mdk12.org/mspp/standards/>.

#### Virginia

##### *Social Studies*

Civics. Grade 3.10: The student will recognize why government is necessary in the classroom, school and community by  
a) explaining the purpose of rules and laws;  
c) explaining that government protects the rights and property of individuals.

Civics and Economics. The student will demonstrate knowledge of citizenship and the rights, duties and responsibilities of citizens by evaluating how civic and social duties address community needs and serve the public good.

##### *United States History: 1877 to the Present*

The United States Since World War II. USII7: The student will demonstrate knowledge of the social, economic and technological changes of the early twentieth century by describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women and minorities.

USII8: The student will demonstrate knowledge of the key domestic issues during the second half of the twentieth century by describing the development of new technologies and their impact on American life.

A complete list of Standards of Learning of Virginia can be found on the Web at <http://www.pen.k12.va.us/>.

#### Washington, D.C.

##### *Social Studies*

Religious, Ethical, and Philosophical Forces in History. The student demonstrates an understanding of people, events, problems and ideas that were significant in creating the history of Washington, D.C.

##### *History*

Social Diversity and Social Change. Grade 3: The student explores the impact and roles of diverse cultures on the past, present and future growth and development of Washington, D.C. Grade 11: The student analyzes the impact of immigration on American life; recognizes contributions of immigrant groups and individuals.

*Physical Systems. Grade 7:* The student locates places and natural features by interpreting and constructing maps.

A complete list of Standards for Teaching and Learning of the District of Columbia Public Schools can be found at <http://www.k12.dc.us>.