



Eisenhower's Presidency Lesson Unit Plan

The National Park Service *Teaching with Museum Collections* provides lesson plans for teachers to use National Park Service museum collections in student-centered educational activities. The collections tell the story of America; its peoples, cultures, varied habitats, significant events, and ideas that continue to inspire the world. *Teaching with Museum Collections* emphasizes the links between the 'real things;' the collections, and the sites where those collections were found, collected, or used. National Park Service collections include cultural objects, natural history specimens, archival documents and photographs. Lesson plans link to national education standards.

A. Header

❑ Lesson unit plan title: Eisenhower's Presidency

❑ Developers Names, Titles, School Name and Location

Joe Onofrey – retired educator; Gettysburg, PA

Sheri Wenger – teacher; Lancaster Mennonite High School; Lancaster, PA

❑ Grade Level

11th grade U.S. History (can be modified for 9th or 10th grade)

❑ Number of Activities in the Lesson Plan, and Length of Activities

Minimum of four 45-minute lessons

B. Overview of this Collection-Based Lesson Plan

❑ *Park name.*

Eisenhower National Historic Site, Gettysburg, Pennsylvania. www.nps.gov/eise

❑ *Description*

Lesson 1. Eisenhower as Candidate (1952)

In the summer of 1952 Dwight D. Eisenhower was a reluctant candidate who was pulled into the campaign out of a sense of duty to his country, and a sense of responsibility to uphold the 2-party political system. To most Americans, Eisenhower was a popular military hero who they believed would bring outstanding leadership skills to the nation. *This lesson deals* with the campaign of 1952 and Eisenhower's ability to capture the hearts of the American people. Students will be examining campaign memorabilia from the 1950s and then doing a comparison/contrast with current campaign materials.

Lesson 2. Eisenhower's Domestic Policy



As president Eisenhower wanted to bring prosperity to the American people through public works projects such as the Interstate Highway System, the St. Lawrence Seaway, the domestic implications of the space race (i.e. the National Defense Education Act,) and promoting public health. As an economic conservative, Eisenhower was very challenged to undertake these challenges within the constraints of a limited federal government's budget. *This lesson introduces* students to a few of the major priorities of Eisenhower's domestic program. Students will study Eisenhower's domestic policy through critical analysis of primary source materials.

Lesson 3. Eisenhower's Foreign Policy

Coming from a military background and his first-hand experience with war, Eisenhower was driven to seek peaceful solutions to avoid major conflicts with foreign nations without compromising the security of the United States. Following the lesson of the Korean Conflict, Eisenhower worked to avoid both limited and full-scale wars through the use of diplomacy and the CIA. *Students will study* Eisenhower's foreign policy through critical analysis of primary source materials relating to two crisis situations.

Lesson 4. "Ike in a Box"

This lesson is intended to serve as a review of Eisenhower's presidency (his election in 1952, domestic policies, and handling of global affairs). Students will be assigned to specific aspect of Eisenhower's presidency. Using their creativity, students must decide on one item that would be included in box to represent that event.

□ *Essential Question.*

What do you consider to be the qualities of a great president? Based on your reading of the text and analysis of the museum objects, photographs, and other primary documents, which of these qualities did Eisenhower possess? What are the strengths and weaknesses of Eisenhower as a president? Considering his accomplishments and failures, how do you evaluate his presidency?

C. Museum Collections Used in this Unit Lesson Plan

Objects in the Eisenhower National Historic Site museum collections

1. [Campaign Buttons](#) (EISE 11232, 15823, 15821, 15822, 15824)
2. [Handkerchief](#) (EISE 11860)
3. [Cookie Cutter](#) (EISE 12404)



4. [Lighter](#) (EISE 15816)
5. [1952 New Hampshire sign](#) (EISE 10667)
6. [Saucer](#) (EISE 15815)
7. [Liquor Case and Wine Bottle](#) (EISE 15813)
8. [Rug](#) (EISE 7862)
9. [Crosley Automobile](#) (EISE 105)
10. [Landing Light from Helipad](#) (EISE 15814)

Historic Photographs from Eisenhower National Historic Park and The Dwight D. Eisenhower Presidential Library and Museum, Abilene, Kansas

President Eisenhower working at his desk at the Gettysburg Farm
ENHS #2292 or Abilene 72-1482-2

[President Eisenhower and Winston Churchill at the Gettysburg Farm](#)
ENHS #1581

[President Eisenhower with De Gaulle at the Gettysburg Helipad \(April 1960\)](#)
ENHS #2472 or Abilene 72-3399-4

[President Eisenhower and Nikita Khrushchev at Camp David in September 1959](#)
ENHS #1389 or Abilene 67-309-8

D. National Educational Standards

Meets National Education Standards for U.S. History (grades 5-12) from the National Center for History in the Schools

Era 9: Postwar United States (1945 to early 1970s)

Standard 1: The economic boom and social transformation of postwar United States

Standard 2: How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics

Standard 3: Domestic policies after World War II



Standard 4: The struggle for racial and gender equality and the extension of civil liberties

E. Student Learning Objectives

Lesson 1: Eisenhower as Candidate

- ❑ After these lessons students will be able to provide 2 or 3 examples of how Eisenhower was portrayed by the Republican Party during the campaign of 1952 and 1956.
- ❑ Students will give two examples of the use of symbolism in political propaganda.
- ❑ Students will compare and contrast the use of symbols and political propaganda of the 1950s to the current political campaigns, and be able to provide 2 examples of this comparison/contrast.

Lesson 2: Eisenhower's Domestic Policy

- ❑ After these lessons students will be able to identify 2 or 3 accomplishments of Eisenhower's domestic policy
- ❑ Students will evaluate Eisenhower's response to McCarthyism of the 1950s (by citing one strength and one weakness of his policy)
- ❑ Students will evaluate Eisenhower's response to the growing civil rights movement of the 1950s (by citing one strength and one weakness of his policy)

Lesson 3: Eisenhower's Foreign Policy

- ❑ After these lessons students will be able to identify 2 or 3 accomplishments of Eisenhower's foreign policy
- ❑ Students will evaluate Eisenhower's response to events in Eurasia and the Middle East (by citing one strength and one weakness of his policy)
- ❑ Students will evaluate Eisenhower's response to the growing tensions of the Cold War of the 1950s (by citing one strength and one weakness of his policy)

Lesson 4: "Ike in a Box"

- ❑ After this lesson students will be able to identify 6-8 major domestic and foreign events of Eisenhower's presidency
- ❑ Students will evaluate Eisenhower's presidency (taking into consideration both domestic and foreign policy)

F. Background and Historical Context

In November of 1952 Dwight David Eisenhower was elected as the 34th President of the United States. During his presidential campaign Eisenhower had promised the American people that, if elected, he would end the Korean Conflict between the United Nations forces against the



North Koreans and Communist Chinese army. As President-Elect, Eisenhower traveled to Korea to study options on how to end the conflict that had disintegrated into a stalemate. Eisenhower's negotiations resulted in the signed armistice on July 27, 1953.

During his presidency Ike and Mamie had planned to use their farm in Gettysburg, Pennsylvania as a relaxing weekend escape from the pressures of Washington D.C. Following Eisenhower's heart attack in 1955, the Gettysburg Farm became the temporary White House during Eisenhower's recuperation. While in Gettysburg, Eisenhower handled the daily political business of the nation: holding meetings with staff, signing legislation, and meeting with foreign dignitaries. In 1959 Soviet Premier Nikita Khrushchev was a guest at the Eisenhower Farm.

"As President, Eisenhower used the farm for personal diplomacy, inviting world leaders to visit the house and cattle barns. It was a welcome respite from formal talks at nearby Camp David." Brochure

For additional information, see the virtual exhibit on Eisenhower's life and his presidency on the National Park Service's web exhibit at www.nps.gov/eise or www.nps.gov/history/museum/exhibits/eise. The exhibit includes a diagram of the Eisenhower Farm, which served as a temporary White House during the Eisenhower presidency (during times of vacation, weekends or recuperation from illness) and a timeline.

G. Materials Used in this Lesson Plan

- *Similar objects/items.*
 - *Lesson 1: Eisenhower as Candidate*
 - Campaign materials, preferably campaign buttons, bumper stickers, and other political propaganda handouts (these would be available at the office of any local, state, and national candidate)
 - Political yard signs that promote a particular candidate (also available at campaign offices of candidates)
 - Political advertisements of candidates (these can be obtained by the teacher from candidates' websites, or possibly taped from television or radio)
 - Political advertisements in newspapers and other print materials
 - Lesson 2: Eisenhower's Domestic Policy
 - Souvenir plates, mugs, spoons (or other commemorative souvenir items)
 - Classroom Teacher's Desk
 - Lesson 3: Eisenhower's Foreign Policy



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- Gift that has special meaning due to the relationship to the gift-giver

- **Other materials:**
 - National Park Service “How to Read an Object” chart
http://www.cr.nps.gov/museum/tmc/docs/How_to_Read_an_Object.pdf

 - Teaching with Cartoons (worksheet from the National Archives)
http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf

 - Teaching with Primary Documents – Text (worksheet from the National Archives)
http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf

 - Teaching with Historical Photographs (worksheet from the National Archives)
http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf

 - Map Analysis Worksheet (worksheet from the National Archives)
http://www.archives.gov/education/lessons/worksheets/map_analysis_worksheet.pdf

 - Poster supplies: paper, poster board, markers

H. Vocabulary

Diplomacy - skill in handling affairs without arousing hostility

Flint-strike cigarette lighter – cigarette lighter that relies on flint for a strike and a wick soaked in lighter fluid

Helipad - landing and take-off place for a helicopter

Immunization - stimulating the immune system, or natural disease-fighting system of the body

Interstate Highway - national highway system that provides a means of transportation from state to state

Intrastate Highway – a state highway system that provides a means of transportation within a state

McCarthyism - use of tactics that involves personal attacks on individuals by means of widely publicized and unsubstantiated charges



Modern Republicanism – Eisenhower’s political philosophy which included reduced taxes, balanced budget, federalism (division of responsibility between states and the federal government)

Polio - an acute infection characterized by fever and motor paralysis

“Political spin” - taking a fact and interpreting it to your advantage

Propaganda - the spreading of ideas, information, or rumor for the purpose of helping or injuring a cause or a person

Sedition - incitement of resistance against the lawful authority

Vaccine - a weakened form of a virus or bacteria that upon administration stimulates antibody production

I. Teacher Tips

- ❑ Download and laminate:
 - color prints of the museum objects used in the lesson unit plan
 - the photographs used in the lesson plan
 - primary text documents used in the lesson plan
- ❑ Download the following worksheets:
 - “How to Read an Object” worksheet; make enough copies for your students
 - “Cartoon Analysis” worksheet from the National Archives; make enough copies for your students
 - “Written Document Analysis” worksheet from the National Archives; make enough copies for your students
 - “Map Analysis” worksheet from the National Archives; make enough copies for your students.
- ❑ The first lesson (“Eisenhower as Candidate”) is especially timely during an election campaign.
- ❑ Storyboards are suggested in Lesson 1
 - Storyboards are rough sketches that are used by animators and exhibit designers to show the progression of an idea
 - Lesson 1 calls for students to create storyboards for a political advertisement
 - Students would create several sketches to show the progression of action and dialogue for the television commercial



- Storyboards would incorporate the skills of artistic students as well as the written text (and combine the artistic/creative elements of the students)
- Prior to Lesson 2, which relies on some souvenir memorabilia, the teacher might want to ask students to bring memorabilia from home to share with the class. If not, the teacher should bring a few items to share with the students.
- Students should acquire some understanding of Eisenhower's presidency through background reading of the text or other supplementary materials

J. Lesson Implementation Procedures

- **Lesson 1: Eisenhower as Candidate**
 - The class will be using 5 different objects from the Eisenhower Museum collection: campaign buttons, campaign handkerchief, campaign lighter, campaign cookie cutter, and campaign sign
 - Activity 1: "How to Read an Object" chart
 - Students should be divided into small groups (preferably groups of 2 or 3 students.) It would be helpful if each object was being studied by 2 different groups.
 - Each student group should be given a copy of the object, along with copies of "How to Read an Object." Give students approximately 10 minutes to evaluate the object.
 - Have groups that studied the same object meet to discuss their findings. These larger groups should then report to the entire class concerning their evaluation of the object. One student should be designated the recorder and another student should be the reporter to the class.
 - Activity 2 - Class Discussion connecting 1950s campaign objects to current campaign objects
 - Share examples of current campaign propaganda objects with the students.
 - What is meant by "political propaganda"? How do candidates use propaganda today?
 - How do opposing candidates "spin" an event or a speech for their benefit? (note to teacher – possibly tape a presidential speech and the follow-up spin by the both political parties; show students the "spin" clip and ask them to analyze what both sides are saying about the same speech)



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- What symbols were being used in the campaign propaganda of the 1950s? What are the messages that are conveyed to the American public? How are symbols used in political campaigns today?
- How was Eisenhower being portrayed to the American people during these campaigns?
- What does the choice of objects used as political campaign materials say about the era of the 1950s?
- How do these items compare with items used by political candidates today?
- Activity 3 - Analysis of Political Advertisements from Television
 - Students will be accessing "The Living Room Candidate" on-line exhibit at the American Museum of the Moving Image (<http://livingroomcandidate.movingimage.us/index.php>)
 - This activity could either be done in a computer lab or by connecting the classroom computer to an LCD projector. The political advertisements could be downloaded from the website and then used in the classroom.
 - Have students look at 2 or 3 advertisements for each of the candidates of the 1952 election.
 - Students should consider several questions:
 - Based on the advertisements, what were considered the issues of the day?
 - How does each of the parties portray their candidate?
 - How is the opponent portrayed?
 - Creation of Storyboards for the 1952 Campaign
 - Students working in small groups should create "storyboards" for a television political advertisement for either Eisenhower or Stevenson
 - Assign each group a candidate and topic: The advertisement could either focus on the candidate's background and qualifications for office, the personalities and leadership qualities, or political platform
 - Each "political advertisement" should include 5 storyboards for their advertisement.
 - Class Discussion: Consider current local, state and national elections.
 - How do candidates use modern technology in their campaigns?
 - To what extent is negative campaigning used by candidates today? Give examples (try to be balanced.)



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- What does that say about our nation's political process and our society?
- Enrichment Activity: Political Editorial Cartoons
 - Give students the assignment of finding political cartoons from the 1952 or 1956 election (these can often be found in local newspaper archives, often held at local historical societies or local libraries)
 - Students should be given copies of the Cartoon worksheet from the National Archives
Teaching with Cartoons (worksheet from the National Archives)
http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf
 - Class discussion can revolve around the use of symbols, issues of the campaigns, and portrayal of the candidates.
- Enrichment Activity: Debate Role-Play
 - Have students research the issues of the 1952 election
 - A team of 5 students can be assigned to portray Eisenhower's campaign, and another team of 5 students can be assigned to be Stevenson's campaign
 - The remaining students should be assigned roles of potential voters
 - Returning GIs from Korea
 - World War 2 veterans
 - Rural Midwestern farmers
 - Unionized industrial workers in the Northeast
 - African Americans living in the South
 - Urban intellectuals and professionals
 - Eastern established capitalist (Wall Street investors)
 - Each panel participant should develop 2 questions that can be proposed to the opponents.
 - Panel participants should research their candidate's position on domestic, foreign and economic policy. This research (in outline format) will be collected by the teacher prior to the debate.
 - Post-panel discussion should summarize the major issues of the 1952 election.



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- Voters should develop 1 question for each candidate on a different topic; these questions can be asked during the open forum part of the debate.
- Voters should be required to write an essay on how they would vote, and why.
- Enrichment Activity: Creation of a Classroom Campaign Propaganda Museum
 - Students should collect campaign propaganda objects from their local and statewide political campaigns
 - Students should label each object (identifying symbols used, issues that are being represented, and how the candidate is being portrayed)
 - Students should consider the “spin” that each candidate is placing on an issue
- Lesson 2: Eisenhower’s Domestic Policy
 - The class will be using 2 different museum objects: Commemorative Saucer, Desk in Eisenhower’s Gettysburg Office (room photograph), and the photograph of Eisenhower working at his desk in the office of his Gettysburg home.
 - Activity 1: Domestic Achievements and Commemorative Memorabilia (“How to Read an Object”)
 - Students should be divided into small groups (preferably groups of 2 or 3 students.) Students will be working with the Commemorative Saucer for the St. Lawrence Seaway. Give each student a copy of “How to Read an Object”
 - Have students share their observations of the saucer.
 - Share 1 or 2 personal commemorative objects (plates, spoons, pencils, mugs, etc.) either brought from home by the teacher or the students
 - Class Discussion:
 - What objects do students have at home that commemorate an event, place or person?
 - Are they part of a broader collection of a family member? Why did that individual choose to collect that item?
 - What collections might your students have? And why?
 - Why are commemorative items made? What role do they serve?
 - What is the significance of the St. Lawrence Seaway to both trade and Eisenhower’s presidency? (a series of locks were constructed in 1959 to link the various Great Lakes; this project was a joint British-US endeavor; officially opened in 1959 by President Eisenhower and Queen Elizabeth)



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- What does this object tell us about the Eisenhower presidency?
- Activity 2: Small Group Work on evaluating primary source materials (text, photographs, maps, objects)
 - Students should be divided into small groups (preferably groups of 2 or 3 students.) Students will be working with the Eisenhower Desk at Gettysburg for this Activity (photographs of both the room and Eisenhower working at his desk.)

President Eisenhower working at his desk at the Gettysburg Farm
ENHS #2292 or Abilene 72-1482-2
 - Each student group should be given a copies the museum and historic photographs, along with copies of "How to Read an Object," "How to Read a Photograph," and "How to Read a Map." Give students approximately 10 minutes to analyze the desk and office that Eisenhower used at his Gettysburg home.
 - Class discussion:
 - What observations have students made concerning Eisenhower's office at the Gettysburg home?
 - Teacher should provide background on the desk: The desk is constructed from pine that was salvaged from a White House restoration during the Truman presidency.

The desk is a replica of the one George Washington had used. The desk was a Christmas gift to Eisenhower from the White House Cabinet Makers in 1954. Eisenhower used this desk for signing legislation and other paper work during his respites at Gettysburg.

The landing light is from the Gettysburg Farm helipad which was used by Eisenhower for his trips to and from Washington D.C. It was at this desk that Eisenhower reviewed and gave his input on Senate Bill 2501 dealing with federal funding of the polio vaccine, and signed legislation for the Interstate Highway to Grand Teton National Park.
- Activity 3 - Analysis of Primary Source Materials concerning Eisenhower's Domestic Policies
 - Divide students into small groups based on topics: McCarthyism, Public Health, Civil Rights, Interstate Highway System
 - Each group should be given the 3 primary source materials for their topic to analyze



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- Each group should be given the “How to Read a Photograph,” “Written Document Analysis,” “Map Analysis,” or “Cartoon analysis” worksheets to analyze their primary source materials
- Each group should develop a report to the class. The report should include:
 - Defining the Issue or Problem (what is the need?)
 - How does Eisenhower propose to deal with the issue?
 - What are the implications of Eisenhower’s proposed solution?
 - How does your group evaluate Eisenhower’s performance as a leader on this issue?

- McCarthyism Primary Documents:

Letter by President Eisenhower to his brother, Milton concerning McCarthyism (October 9, 1953)

<http://www.eisenhower.archives.gov/dl/McCarthy/DDEtoMiltonreMcCarthy.pdf>

Draft page, "Sixth Draft" of Eisenhower speech given on October 3, 1952 in Milwaukee, Wisconsin on "Communism and Freedom." The deleted paragraph refers to General George C. Marshall whom McCarthy had been highly critical.

<http://www.eisenhower.archives.gov/dl/McCarthy/sixthdraftDDEW/campaignspeech.pdf>

Herblock editorial cartoon from May 7, 1954 (available from the Library of Congress)

<http://www.loc.gov/rr/print/swann/herblock/images/s03479u.jpg>

- Public Health Primary Documents:

Photograph of Eisenhower with Salk (Eisenhower Presidential Library 72-1322-2)

Public Law 377/Senate Bill 2501 authorizing grants to the states to assist in providing children and expectant mothers with the vaccination against poliomyelitis

<http://www.eisenhower.archives.gov/dl/salk/S2501pg1.pdf>

<http://www.eisenhower.archives.gov/dl/salk/S2501pg2.pdf>



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Presidential Press release concerning the polio vaccine

<http://www.eisenhower.archives.gov/dl/salk/StatementbythePresidentMay171958.pdf>

- Civil Rights Primary Documents:

Letter from President Eisenhower to South Carolina Gov. James Byrnes (Dec. 1, 1953) concerning Brown v. Board of Education

Page 1

http://www.eisenhower.archives.gov/dl/Civil_Rights_BrownvsBoE/LtrDDEtoByrnes1Dec53pg1.pdf

Page 2

http://www.eisenhower.archives.gov/dl/Civil_Rights_BrownvsBoE/LtrDDEtoByrnes1Dec53pg2.pdf

Handwritten note by Eisenhower on sending troops to Arkansas

<http://www.eisenhower.archives.gov/dl/LittleRock/DDEtroopstoArkansas.pdf>

Letter sent by Jackie Robinson to President Eisenhower concerning race relations In the U.S.

Page 1

<http://www.eisenhower.archives.gov/dl/LittleRock/RobinsontoDDEMay1358.pdf>

Page 2

<http://www.eisenhower.archives.gov/dl/LittleRock/RobinsontoDDEMay13582.pdf>

Photograph of Eisenhower signing the Civil Rights Act of 1957

http://www.eisenhower.archives.gov/dl/Civil_Rights_Civil_Rights_Act/67174x1.pdf

- Interstate Highway System Primary Documents:

Memo from the Bureau of the Budget to President Eisenhower concerning the Interstate Highway Act

<http://www.eisenhower.archives.gov/dl/InterstateHighways/LetterRogerJonesoPresrehighwayact62856.pdf>



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Eisenhower's Message to Congress concerning the Interstate Highway System, February 22, 1955

<http://www.eisenhower.archives.gov/dl/InterstateHighways/MessagetoCongresshighways22255pg1.pdf>

Map from the National Highway System

<http://www.fhwa.dot.gov/hep10/images/nhsjpg.jpg>

- Activity 4: Class Discussion on Eisenhower's Domestic Policy
 - Each small group should report their findings from their analysis of their primary source materials (defining the issue; Eisenhower's proposed solution; implications; relative success?)
 - After each group presents, the class should discuss their evaluation of Eisenhower's handling of the particular issue.
 - What were the strengths of Eisenhower's policies?
 - What were the weaknesses of Eisenhower's policies?
 - How do you as a class evaluate Eisenhower's performance?
 - Considering the context of the times, why do you feel Eisenhower made the decisions that he did?

- Enrichment Activity: Immunizations Today
 - Show students an immunization record booklet (available from a local doctor's office)
 - How did Eisenhower's choice of federal spending for polio immunization impact the nation?
 - Have students research what immunizations are required by their state for entry into kindergarten.
 - Is the polio immunization still required by their state? Why or why not?
 - Does their state allow exemptions for immunizations based on religious or personal beliefs? (your school nurse would probably know the answer to that question)
 - This can lead to discussion/debate on public health versus Constitutional freedoms issues (can be controversial; therefore this is an enrichment activity in which you can use your own judgment on how to handle)



- Enrichment Activity: The Interstate Highway System and Your Community
 - Contact your local historical society concerning the availability of a local road map from the early to mid-1950s (these road maps might also be available at the local library)
 - Make copies of the pre-1956 and current road maps for students to study (current road maps can be found from your local American Automobile Association)
 - Have students evaluate the changes over time:
 - Prior to the Interstate Highway System, what communities were being serviced by major road systems?
 - Were any of these communities bypassed by the Federal Interstate Highway System?
 - What businesses would be affected (both positive and negative) by the Interstate Highway System? Automotive industry? Railroads?
 - How did the Interstate Highway System affect the social life of Americans? Mobility? Vacations?
 - Based on the pre-1956 map, how long would it take you to travel from Point A to Point B (points to be determined by the teacher)? What is the travel time with the Interstate Highway System?

- Enrichment Activity: Oral History
 - Students can be assigned to interview a person who recalls their life in the 1950s
 - Suggested questions:
 - What are your memories or feelings of Eisenhower as president?
 - Recall health issues of the pre-1950s
 - Did you know a person who had polio? What were your thoughts and memories of that disease?
 - How aware were you of the threat of polio? And the consequences of the disease?
 - Recall race relations of the 1950s



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- What do you remember of the race relations within your community? How would you characterize the race relations of your local community in the 1950s?
- How aware were you of events such as Brown v. Board of Education, integration of Little Rock, or the Montgomery Bus Boycott?
- How did the discrimination of the era affect either yourself or a person you knew?
- Were the schools in your community integrated in the 1950s? If so, how would you characterize the race relations among faculty and students? And if not, how did your community respond to the forced integration?
- Recall a long-distance road trip
 - Problems encountered such as time involved; road conditions, food and lodging
 - How did the Interstate Highway System affect future travels?
 - How did the Interstate Highway System affect your community? Consider both positives and negatives (businesses, population density)
- Enrichment Activity: Webquest
 - Develop a web quest using the 50th Anniversary On-line Exhibit ("The Changing Face of America") at the U.S. Department of Transportation's Federal Highway Administration website
 - <http://www.fhwa.dot.gov/interstate/densitymap.htm>
 - This site has a map that shows the progression of the Interstate System, decade by decade. Population density is highlighted.
- Lesson 3: Eisenhower's Foreign Policy
 - Activity 1: "How to Read an Object" chart
 - Students will be using the Persian Rug, Crosley Automobile, Helipad Light, and the Liquor Case from the museum collection
 - Students should be divided into small groups (preferably groups of 2 or 3 students.) It would be helpful if each object was being studied by 2 different groups.



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- Each student group should be given a copy of the object, along with copies of “How to Read an Object.” Give students approximately 10 minutes to evaluate the object.
 - Have groups that studied the same object meet to discuss their findings. These larger groups should then report to the entire class concerning their evaluation of the object. One student should be designated the recorder and another student should be the reporter to the class.
- Activity 2 - Class Discussion connecting the museum objects to current objects
- Show students copies of the living room photograph from the Gettysburg home, along with the historic photographs
 - Living Room
 - President Eisenhower and Winston Churchill at the Gettysburg Farm ENHS #1581
 - President Eisenhower with DeGaulle at the Gettysburg Helipad ENHS #1389 or Abilene 72-3399-4
 - President Eisenhower and Nikita Khrushchev at Camp David ENHS #1389 or Abilene 67-309-8
 - Time could be given for formal analysis of the photographs (using the “How to Read Photographs”)
 - Diplomacy and the Role of Gift-Giving
 - What is significant about the choice of gifts that foreign dignitaries gave to Eisenhower?
 - What constitutes a “special gift”?
 - Share with students a personal item that has special meaning because of the relationship with the gift-giver.
 - What gifts have had special meaning to you? What does that gift reveal about the relationship between you and the gift-giver?
 - What is the role of diplomacy in foreign affairs?
 - What is involved in developing a rapport with foreign leaders?
 - What is the role of gift-giving in developing that relationship?
 - Based on the students’ analysis of the historic photographs, what is the relationship that Eisenhower had with foreign dignitaries?



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- How did Eisenhower foster those relationships? Many foreign dignitaries who visited Washington D.C. were brought to the Eisenhower Farm in Gettysburg for brief visits. What do you think is the strategy behind those visits as it pertains to diplomatic relations?
- Activity 3 - Analysis of Primary Source Materials concerning Eisenhower's Foreign Policy
 - Divide students into small groups based on topics: Impact of Sputnik and the U-2 Incident (approximately 2 or 3 students per group)
 - Each group should be given the 2 primary source materials for their topic to analyze.
 - Sputnik
 - Memo from a conference with the President following Sputnik
<http://www.eisenhower.archives.gov/dl/Sputnik/MeetingwithBronketalOct81957.pdf>
 - Memo from discussion with the National Security Council following Sputnik
<http://www.eisenhower.archives.gov/dl/Sputnik/SummaryofNSCdiscussion339thmtgOct1119571of14.pdf>
 - U-2 Incident
 - State Department Memo outlining the "cover story" for the U-2 Incident
<http://www.eisenhower.archives.gov/dl/U2Incident/MemoreCoverStory5260.pdf>
 - State Department Press release #249 dealing with the U-2 Incident
<http://www.eisenhower.archives.gov/dl/U2Incident/DeptofStatePressRelease5660.pdf>
 - Each group should be given the "Written Document Analysis" worksheets to analyze their primary source materials
 - Each group should consider the following questions:
 - Defining the Issue or Problem (what countries are involved? Why is it considered a crisis situation?)



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- How does Eisenhower or advisors propose to deal with this international development?
 - Why are the documents classified top secret? What are the implications of this information becoming public too soon?
 - What are the implications of Eisenhower's proposed solution?
 - Based on your outside reading and your analysis of the primary source materials, how does your group evaluate Eisenhower's performance as a leader on during this crisis?
 - When did these documents become "declassified" and what do you feel was the rationale?
- Following each group's analysis, have similar groups gather together to compare their analysis (In other words, the Sputnik groups should meet, and the U-2 groups should meet.) Each group should develop a report for the class which addresses the above questions.
 - Class Reports on Sputnik and U-2
 - As a class, how do students evaluate Eisenhower's handling of these two crisis situations?
 - How did these crisis situations impact the Cold War and relations between the U.S. and Soviet Union?
 - What were the implications of the two events on the Arms Race of the 1950s?
- Enrichment Activity 3: Mock Trial of a Journalist (simulation)
 - Scenario – A journalist of a major newspaper has been arrested and charged with reporting highly classified information concerning the downed U-2 flight of Gary Powers. The government is seeking to: locate the source of the leak and punish the journalist for a treasonous act that threatened national security.
 - Cast of Players:
 - Federal Judge (choose a strong leader who can maintain a degree of order for the simulation)
 - Prosecution Team (2-4 students)
 - Defense Team (2-4 students)
 - Journalist
 - Witnesses
 - Editor of the Newspaper (witness for the Defense)
 - Representative from the State Department (witness for the Prosecution)



- Representative from the CIA (witness for the Prosecution)
- Professor from Columbia University School of Journalism (witness for the Defense)
- Colleague of the Journalist (witness for the Defense)
- Representative from the Attorney General (witness for the Prosecution)
- Jury of 12
- All individuals (including judge and jury members) should conduct outside research of the U-2 Incident
- Legal Teams should prepare questions for Witnesses (including cross-examination questions) and closing argument
- Jury must make 2 decisions (these instructions should be given to the jury by the judge):
 - Must the journalist reveal their source? (and what is the punishment if the journalist refuses – and is held in contempt)
 - Has the journalist threatened national security? (To what extent? Right of public to know?)
- Conduct trial simulation
- Post-Trial Discussion (involvement of all participants)
 - Should a person who leaks highly classified information be subject to punishment? And if so, how severe?
 - During a time of conflict, how much does the public have the right to know? Does National Security override Freedom of the Press in these situations?
- Teacher should follow-up with both historical and contemporary comparisons (i.e. Alien and Sedition Acts during Adams' administration; Suppression of Habeas Corpus by Lincoln during the Civil War; Sedition Act during World War 1; Pentagon Papers of Vietnam War; contemporary issues related to the Patriot Act and Homeland Security)

□ **Lesson 4: "Ike in a Box" Wrap-Up**

- Students should be paired together; each group of 2 students should be assigned an aspect of Eisenhower's presidency. This could include (and is not limited to):
 - Ike as World War II hero of D-Day
 - Ike as NATO commander
 - Election of 1952
 - Richard Nixon as Vice-President
 - Mamie Eisenhower as First Lady
 - Interstate Highway Act



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- Polio Vaccine
 - Balanced Budget
 - Brown v. Board of Education
 - Little Rock, Arkansas and federal troops
 - "Modern Republicanism"
 - McCarthyism
 - Korean Conflict
 - SEATO
 - South Vietnam
 - Hungary
 - CIA (Iran and Guatemala)
 - Sputnik
 - Suez Crisis
 - Lebanon
 - U-2 Incident
 - Gettysburg Farm
 - Recreational Pursuits – Golf, Fishing, and Painting
- Students should be challenged to think of a small object that represents the event they have been assigned. For example:
 - Golf tee (Ike's recreational pursuits)
 - Immunization booklet (Salk and Polio vaccine)
 - Rock (Little Rock and federal troops)
 - Quart of Oil (Iran)
 - Each student partnership should contribute an item to be placed in the "Ike Box" along with a one page explanation of the event as it pertains to Eisenhower's presidency.
 - The "Ike in a Box" can be shared with the entire class as a means of reviewing and highlighting the major events of his presidency.

K. Evaluation/Assessment for Measurable Results

- Lesson 1 Assessments:
 - Create a campaign poster for 1952 campaigns of Eisenhower and Stevenson
 - Small group development of a newspaper editorial page (with an editorial cartoon, an editorial article, letters to the editor from various perspectives)
 - Essay response – How did the Eisenhower campaigns of the 1950s make use of positive and negative campaign messages? How does this compare/contrast to the political campaigns of today?
 - Quiz dealing with the campaign issues and platforms of Eisenhower and Stevenson



- Storyboards for 1952 political campaigns
- Lesson 2 Assessments:
 - Have students create a timeline of major events and legislation from Eisenhower's domestic policy
 - Create a poster dealing with a specific theme of Eisenhower's domestic policy (themes such as McCarthyism, Public Health, Civil Rights, Interstate Highway System)
 - Oral History presentation (presented either as a text, audio, or video recording, PowerPoint presentation, or poster)
 - Written Response (Evaluate Eisenhower's handling of domestic issues during the 1950s.)
- Lesson 3 Assessments:
 - Have students create a timeline of major events from Eisenhower's foreign policy
 - Create a poster dealing with a specific theme of Eisenhower's foreign policy (themes such as Korean Conflict, Nuclear Arms build-up, Taiwan(Formosa), SEATO, NATO, Hungary, Suez Crisis, covert CIA-actions in Guatemala and Iran, Lebanon, Kashmir, Sputnik, U-2 Incident)
 - Written Response to the Mock Trial simulation (enrichment activity)
 - Editorial Cartoon focusing on Eisenhower's handling of an international event
- Lesson 4 Assessments
 - Students need to contribute one item for the "Ike in a Box" along with a one page explanation of the historical event as it pertains to Eisenhower's presidency

L. Extension and Enrichment Activities

Enrichment Activities have been suggested and included within the individual lessons.

M. Resources

Ambrose, Stephen. *Eisenhower: Soldier and President*. Simon and Schuster, Inc. 1990.

Lewis, Tom. *Divided Highways: Building the Interstate Highways, Transforming American Life*. Penguin Books, 1997.

"The Living Room Candidate: Presidential Campaign Commercials, 1952-2004" American Museum of the Moving Image <http://livingroomcandidate.movingimage.us/index.php>



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"The Changing Face of America: The Interstate System and Population Density" Federal Highway Administration <http://www.fhwa.dot.gov/interstate/densitymap.htm>

N. Site Visit

The site visit includes a visit to the:

- ❑ Eisenhower Home and Farm site.
- ❑ Virtual museum exhibit

❑ *Pre-visit.*

Before the visit, have students visit the institution's website for an overview or provide brochures and other written/visual materials about the site. Have each student come up with 2-3 questions to guide the visit. Work with park interpretive and museum staff to arrange the visit with challenging activities.

❑ *Site visit.*

At the site, have students select at least two objects on exhibit to analyze. Provide "How to Read an Object" sheets. It also includes an object sketch sheet (white space to make a detailed sketch of the objects). For younger students, use the 'How to Read an Object' chart for elementary school students together with a "scavenger hunt" object list to encourage close observation skills.