

TEACHER'S GUIDE

INTRODUCTION:

Dwight D. Eisenhower served two successful terms as President of the United States from 1953 to 1961, as popular when he left office as when he was elected. As Supreme Allied Commander of the European Theater of Operations in World War II, he became the greatest hero of his age. Today, more than a half century later, it is difficult to imagine the adulation and affection the American people—and much of the world—felt for him. The story of his life is a fascinating one that begins in a small town in the heartland of nineteenth-century America. Here he matured into a bright, popular, handsome, and exceedingly ambitious young man, destined to become what Stephen E. Ambrose describes as “a great and *good* man.” The influences that shaped his upbringing were common enough in Midwestern America one hundred years ago: a profoundly religious family, the public school system, work and friendships, and the community of Abilene, Kansas, itself. To truly know Dwight D. Eisenhower, it is necessary to go back and recreate, as best as we can, his early years in Abilene, Kansas, through his own words, primary sources, and the memories of those who knew him then. It has been nearly a half century since “Ike” was overwhelmingly elected to the presidency—longer still since his name became a household word in World War II—and three decades since his death, but the lessons that an examination of his life reveals are timeless in their ability to teach us still. It is important that students continue to learn about Dwight D. Eisenhower, an American who dominated his times as few others have and emerged as one of the true giants of the twentieth century.

THE DWIGHT D. EISENHOWER SERIES:

Funding for this project was provided by the Annenberg Foundation and the State of Kansas. The materials included are intended only as a starting point to learn more about the fascinating life and times of our 34th President, Dwight D. Eisenhower. “Dreams of a Barefoot Boy: 1890—1911” is the first in a series and focuses on the boyhood years in Abilene, Kansas. As students investigate the five social history themes of the unit (Home & Family, Church & Religion, School & Education, Work & Play, and Community), they will begin to uncover for themselves what it was like to grow up in a small, Midwestern town one hundred years ago. This curriculum unit contains two posters, background material for a general overview of small-town life in 1900, primary sources linked to each of the five themes, suggested readings from *At Ease: Stories I Tell to Friends* by Dwight D. Eisenhower, teaching activities, and additional resources. A much larger collection of primary sources may be accessed on the Eisenhower Center’s web site at <http://www.eisenhower.utexas.edu>. The Eisenhower Foundation would like to know about your teaching experiences using these materials.

TEACHING WITH PRIMARY SOURCES:

The use of primary sources as an extraordinary method for learning history is gaining converts with each year. For students, the inclusion of primary source materials in the curriculum is often their first opportunity to discover that history really *is* a fascinating subject! Experts insist that the introduction of primary source materials into the curriculum should begin early, in the elementary grades. Letters, diaries, photographs, oral histories, and artifacts are powerful catalysts for igniting student curiosity about the past. At each step along the way, they can’t help but begin to formulate the questions that propel them to search for answers which, in turn, lead to even more questions. Students themselves begin to piece together the puzzle of history. By actually “doing history,” they are drawn naturally into the process of inquiry, searching, observation, analysis, and interpretation. Primary sources have the power to transport us back in time, to make the people and events live again.

TEACHER PREPARATION:

1. Read as much as you can about the life of Dwight D. Eisenhower and the period of American history from the end of the Civil War until the outbreak of World War I.
2. Ask your school librarian and local historical society to help you put together a collection of resources for a “Learning Center” for this unit. Include nonfiction, reference materials, videos, slides, a vertical file, computer programs, posters, maps, documents, and artifacts.
3. Take the time to become familiar with the materials and try out the activities yourself before you use the unit with students. Consider introducing “Dreams of a Barefoot Boy: 1890—1911” by sharing your own experiences and discoveries with the materials.

LEARNING OBJECTIVES:

1. Identify and explain the significance of the influences on Dwight D. Eisenhower’s boyhood years in Abilene, Kansas, one hundred years ago.
2. Describe the personality and character of Dwight D. Eisenhower as a boy and as a young man.
3. Compare life in a small, Midwestern town in 1900 with life today.
4. Explain that “what is history” is an ongoing, ever-changing process.
5. Appreciate the importance of primary sources in the study of history.
6. Demonstrate analytic and interpretative skills by using primary source materials to understand history.

NOTE TO TEACHERS OF YOUNGER STUDENTS:

For younger elementary students, it will be necessary for the teacher to read or summarize the background material and readings. A storytelling format is one idea for relating the suggested readings in *At Ease: Stories I Tell To Friends*. As the class works on the primary sources for the unit, consider transferring the documents and photographs to overhead transparencies. As a group activity, guide the class through the most basic of the questions on the Primary Source Evaluation Sheet. The Learning Activities can be adapted to younger learners and provide a starting place for the teacher’s own ideas. Younger students will be captivated by the stories in *At Ease: Stories I Tell To Friends*, the oral histories of Eisenhower’s boyhood, the photographs, and *Appleton’s Readers*.

NATIONAL STANDARDS FOR HISTORY:

“Dreams of a Barefoot Boy: 1890—1911” addresses many of the National Standards for History and is linked to them. A copy may be obtained online at www.eisenhower.utexas.edu/ or by calling or writing the Education Specialist with The Eisenhower Foundation. Kansas teachers may obtain a copy of the unit’s links to The Kansas Curricular Standards for History through the same process.

THE EISENHOWER FOUNDATION:

The Eisenhower Foundation is a 501(c)3 public foundation established in 1946 to accept the Eisenhower family home on the death of Mrs. Ida Eisenhower. The Eisenhower Center, family home, and first museum was founded in 1952 by the Foundation prior to the establishment of the presidential library system in 1954. The mission of the Eisenhower Foundation is to honor Dwight D. Eisenhower, perpetuate his important legacy, encourage and support educational activities relating to citizenship, and support the non-federally funded operation of the Eisenhower Center.

THE EISENHOWER CENTER:

The Dwight D. Eisenhower Library, Museum, Home, Place of Meditation, and Visitors Center make up the Eisenhower Center. The mission of the Eisenhower Center is to acquire, preserve, and disseminate the records and material culture relating to the history of Dwight D. Eisenhower and his times through research, exhibits, public programs, publications, and outreach.



NATIONAL STANDARDS FOR HISTORY

DWIGHT D. EISENHOWER: Dreams of a Barefoot Boy addresses the following national standards for history through its background material, primary sources, learning activities, and readings from *At Ease: Stories I Tell to Friends*. It is particularly supportive in developing an understanding of historical thinking.

National Standards for History (K-4):

Standards in Historical Thinking:

Standard 1. Chronological Thinking

- A. Distinguish between past, present, and future time.
- B. Identify the temporal structure of a historical narrative or story.
- C. Establish temporal order in constructing students' own historical narratives.
- D. Measure and calculate calendar time.
- E. Interpret data presented in time lines.
- F. Create time lines.
- G. Explain change and continuity over time.

Standard 2. Historical Comprehension

- A. Identify the author or source of the historical document or narrative.
- B. Reconstruct the literal meaning of a historical passage.
- C. Identify the central question(s) the historical narrative addresses.
- D. Read historical narratives imaginatively.
- E. Appreciate historical perspectives
- F. Draw upon data in historical maps.
- H. Draw upon the visual data presented in photographs, paintings, cartoons, and architectural drawings.

Standard 3. Historical Analysis and Interpretation

- A. Formulate questions to focus their inquiry or analysis
- B. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- E. Compare different stories about a historical figure, era, or event.
- F. Analyze illustrations in historical stories.
- G. Consider multiple perspectives.
- H. Explain causes I analyzing historical actions.
- I. Hypothesize influences of the past.

Standard 4. Historical Research Capabilities

- A. Formulate historical questions.
- B. Obtain historical data.
- C. Interrogate historical data.
- D. Marshal needed knowledge of the time and place, and construct a story, explanation, or historical narrative.

Standard 5. Historical Issues-Analysis and Decision-Making

- A. Identify problems and dilemmas in the past.
- B. Analyze the interests and values of the various people involved.
- C. Identify causes of the problem or dilemma.
- D. Propose alternative choices for addressing the problem.
- E. Formulate a position or course of action on an issue.
- F. Identify the solution chosen.
- G. Evaluate the consequences of a decision.

Standards in History for Grades K-4:

Topic 1: Living and Working Together in Families and Communities, Now and Long Ago

Standard 1: Family life now and in the recent past; family life in various places long ago.

1A: The student understands family life now and in the recent past; family life in various places long ago.

Standard 2: The history of students' own local community and how communities in North America varied long ago.

2A: The student understands the history of his or her local community.

Topic 2: The History of Students' Own State or Region

Standard 3: The people, events, problems, and ideas that created the history of their state.

3B: The student understands the history of the first European, African, and/or Asian-Pacific explorers and settlers who came to his or her state or region.

Topic 3: The History of the United States: Democratic Principles and Values and the People from Many Cultures Who Contributed to Its Cultural, Economic, and Political Heritage

Standard 4: How democratic values came to be, and how they have been exemplified by people, events, and symbols.

4B: The students understands ordinary people who have exemplified values and principles of American democracy.

Standard 5: The causes and nature of various movements of large groups of people into and within the United States, now, and long ago.

5A: The student understands the movements of large groups of people into his or her own and other states in the United States now and long ago.