



### **Exhibit Overviews: Modern History**

The following will help you understand how the Museum relates to Common Core Standards. Every second floor exhibit is included. Please note that if you have been coming to the Museum for years, the exhibits and artifacts are subject to change and new research reveals new insights. Follow this guide so you are presenting correct information to your classes.

If you have registered for a guided tour, our trained guides will take you on a tour of the exhibits, but please keep in mind that if you are on such a tour you will not see every exhibit. This information is useful for small, self-guided groups as this is the same information our tour guides present. All of these exhibits are on the second floor. *Note: There are no photos allowed on the second floor.*

**Kings and Queens (Grades 2, 6, 7, 10)** Is currently undergoing renovation and is not up as of April, 2014. It will reopen in the summer of 2014.

### **Founding of America & Declaration: 1843 (Grades 2, 3, 4, 5, 8, 9-12)**

The founding of our nation is a complex and important history. By studying it, we are able to tell student why our country operates the way it does today.

Things to know:

1. Origins
2. Common misconceptions
3. The set-up
4. Founding figures
5. Warfare
6. Founding documents
7. Reasons for independence
8. Difficulty with new government
9. Loyalists
10. Repercussions

1. It is important to preface any founding of America story with the fact that the continent and inhabitants were already here. In fact, thousands of years of American Indian history precede our own. Christopher Columbus (whose true story of genocide, slavery, deceit, and greed should be treated with care), did not “discover” an empty wilderness, but a world where some places were as densely populated as Europe. In fact, Columbus was not the first European in the Americas. The Vikings had a civilization on Greenland for over 500 years before he came. American cultures were complex, vibrant, and old. Unfortunately, many of the Native cultures did not have a written language,



leaving artifacts alone to piece together their histories. So this “New World” was not so new when Columbus got there.

2. Colonial America was not a happy-go-lucky, share your crops and game with the Natives type of place. It was extremely difficult to live here, peoples died by the hundreds, and setting up governments over the Atlantic Ocean was very hard. Farming techniques led to failed crops and starvation. Warring tribes and conflicts with colonists were hard to deal with. Success only came after a few decades (Virginia was founded in 1607, the last colony Georgia in 1732) of trying until the British established a working colonial system with governors.

3. The French and Indian War in Canada ended in 1763 and prosperity came to the colonies. There around 2.7 million people on the Eastern Seaboard at this time, and most families were farmers. The majority of manufactured goods were imported. Each colony had its own set of laws, governors, and currency. Britain began imposing new taxes on the colonies in the 1760s on sugar, tea, printed materials, and other imported goods to pay for the war. The colonists rebelled violently in the 1770s.

4. Important founding figures include King George III, who denied several petitions from the Americans; George Washington who was commander of the forces; John Adams who was a delegate to France, Benjamin Franklin who secured funding from France; Alexander Hamilton the “pen of the army” who was Washington’s military secretary and eventually secretary of the treasury; and all of the 56 signers of the Declaration of Independence.

5. British rule collapsed rapidly as war began in 1775. Redcoats (British soldiers) marched on Concord and eventually retreated. A ragtag group of untrained militiamen eventually beat the best and largest army in the world. Battles at sea and on land and through harsh climates eventually led to negotiated peace in December, 1783.

6. In June, 1776, the colonies were ready for independence but had to send official word stating reasons for separating from England. The Declaration of Independence was signed in August by 56 delegates. The Treaty of Paris effectively ended the war in 1783, stating that the boundaries of the United States were Canada and the Mississippi River. The Constitution of the United States of America was approved on September 17, 1787. Benjamin Franklin is the only man to sign all three founding documents.

7. Reasons for independence famously include “taxation without representation,” which essentially means the colonies were not represented in parliament and therefore saw no reason to pay taxes to remain a part of the empire. Taxes were imposed on common goods the Americans needed for comfort or necessity. Other reasons for rebellion include: unlimited search and seizure, forced quartering of soldiers by colonists, closure of the Boston port after the Boston Tea party, and the oppression of political protestors.

8. Starting a new government was difficult. The Founding Fathers had to decide how to be successful without being exactly like England. This meant a three-branch government: judicial, legislative, and executive. It also meant the right to vote for representatives, which created the issue of large state vs. small states: how to balance



larger states power? The House and Senate were formed to balance power. The federal government and state governments were also established so that one never had more power than the other. These issues are still debated today.

9. While we tend to focus on the American colonists as Patriots (loyal to the American cause), it is also important to talk about American colonists who were loyal to Britain during the Revolution called Tories. These people had legitimate reasons to oppose the rebels: the most were upper class with strong family ties to Britain, opposed violence in the colonies, and were put-out by mob rule. Many left the colonies after independence.

10. The founding documents of our nation have inspired hundreds of others including a financier of our Revolution, France. Our constitution, Declaration of Independence, and government have caused many other nations to follow suit. Our constitution has influenced the governments of Japan, France, Iraq, and Germany, among others.

#### **Questions for Discussion/Relation to Standards:**

**Standard 1:** What consequences did the rebels face by choosing to go against the King? What consequences did the Tories face by going against the rebels? What could have happened if their choices were not correct?

**Standard 2:** What rights and responsibilities did the colonists demand of England? What rights were they concerned about? What responsibilities did the British have to the colonies?

**Standard 3:** How did the ideas of the Founding Fathers influence our nation? How do they still today?

**Standard 4:** How have we changed since the Revolution? How have we stayed the same?

**Standard 5:** How did our relationships with France, Britain, the Tories, and the Native Americans change our nation?

#### **Notable artifacts:**

**1843 Copy of Declaration of Independence:** This copy of the 1843 Declaration of Independence has a history that actually begins in 1820 when William J. Stone was commissioned by Congress to create a facsimile of the original 1776 Declaration of Independence. The original document was moved about from city to city. Frequently hung in direct sunlight, its condition was quickly deteriorating. Secretary of State, John Quincy Adams, was chosen to head a project to reproduce the Declaration. He then hired William Stone, an engraver, to make a print of the Declaration. It is believed that Stone



used the wet ink transfer process, which entailed applying moisture to the original document and transferring some of the ink to a clean copperplate, creating a perfect copy. There is no way to confirm if this was the method used, however in 1881, a National Academy of Sciences committee agreed the poor condition of the original copy was partially due to the use of the wet ink method. In 1843, Peter Force was commissioned by Congress to print a series of books that became known as the “American Archives.” The purpose of the nine volume set was to create copies of the founding documents of the “United Colonies” for the public. The Stone copperplate was taken from storage and used to create the second edition of facsimiles. However, the books were wildly unpopular and the printing was halted at some point and so the exact number of copies produced is not known. Printed in 1848 on rice paper, this copy was folded and placed in the first volume of the fifth series of each set of books. The rarest signature on this document is Button Gwinnett, who signed the Declaration second after John Hancock. He was killed in a duel in a dispute over invading Florida. His signature is the most valuable of any other American in history; only 51 are known to exist.

**Alexander Hamilton’s Coat:** This coat is attributed to Alexander Hamilton by his family. The formal coat from the 1770s is dark blue wool with red trim on the cuffs, silk lining, an upright collar, and is heavily embroidered. Alexander Hamilton may have worn the coat as Secretary of the Treasury, or to Continental Congress sessions. Hamilton was killed in a duel by Vice President Aaron Burr.

Transition: Ask the students who signed the Declaration of Independence. They will know several names, including Ben Franklin, John Hancock, John Adams, etc. Almost every time someone will say George Washington, but Washington did not sign the Declaration as he was in New York commanding troops. Ask what his role was, and transition into the President’s Hall. If no one brings him up, ask who our first president was after the Revolution and move on.

### **Presidents’ Hall (Grades 2, 3, 4, 5, 7, 8, 9-12)**

Our unique President’s Hall features the signature of every American President.

Things to know:

1. Term limits
2. Responsibilities
3. Requirements
4. How Elected
5. Political parties
6. Residence
7. Notable First Ladies
8. Succession
9. Income



## 10. Fun Facts

1. The President is elected every four years. The office can be held for two 4-year terms according to the 22nd Amendment of the US Constitution. This was put in place after Franklin D. Roosevelt was elected for a third term; he was the only president to do so. Historians generally believe that originally two terms were observed in honor of our first president because George Washington served two.
2. The President's decisions must be approved by the judicial and legislative branches of government. His role is chief executive of our nation and commander in chief of the armed forces. The President has the authority to send troops to war. He enforces laws, treaties, and court rulings, develops policies for both domestic and foreign affairs, prepares the national budget, and appoints officials. He vetoes or accepts acts of Congress and grants pardons.
3. The President must be 35 years of age, a natural born citizen of the United States, and must have lived in the country for at least 14 years.
4. The President is elected by both popular vote and the Electoral College. Americans vote for the president every four years on the first Tuesday after the first Monday in November. The Electoral College elects the president in December.
5. Historically, there have been 111 acknowledged political parties in American history. The current system usually elects one of five parties today: Democrats, Republicans, Green Party, Libertarian Party, or Constitution Party. Independents also run for office.
6. The President and his family live in the White House in Washington, D.C. Every president since John Adams (our 2nd president) has lived in the White House. The White house now houses the offices of the President, First Lady, a historical society, as well as a movie theatre, bowling alley, 35 bathrooms, 11 bedrooms, three kitchens, and six levels. It requires more than 570 gallons of paint to cover its surface.
7. The First Lady has held an important historic role in our society. The First Lady is usually the President's wife, but can be held by other women important to the President. This has happened few times, with our only bachelor President James Buchanan, whose niece served as First Lady and with Mary Arthur McElroy, sister of President Charles Arthur, whose wife died before he took office.
8. If a president dies, resigns, is disabled, or removed from office, the Vice President takes offices. This has happened nine times in our history.
9. Today, the president's salary is \$400,000 annually. In 1789, the salary was \$25,000, equivalent to \$566,000 in 2009 standards. In 1909, the salary was \$75,000 equivalent to \$1.714 million in 2009.
10. Fun facts: Washington's false teeth were actually not wooden; he had many sets made over his lifetime: They were made of lead, gold, hippo ivory, and sometimes other human teeth. He gave the shortest inaugural address in history (90 seconds) because of the pain they caused him.



Our tallest presidents were Abraham Lincoln and Lyndon B. Johnson at 6'4"; our shortest was James Madison at 5'4".

Our youngest president was Theodore Roosevelt (42), our oldest was Ronald Reagan (69). Presidents Lincoln, McKinley, Garfield, and Kennedy were assassinated in office. Twenty-six presidents were lawyers before taking office, twelve were generals. Martin Van Buren was the first president born an American citizen.

**Questions for Discussion/Relation to Standards:**

**Standard 1:** How do the president's choices (either present or past) affect American people?

**Standard 2:** What rights do we have in choosing our president? What responsibilities do we give the president?

**Standard 3:** How did the first few presidents influence our society? How does the president shape our society today?

**Standard 4:** How has the office/rights/responsibilities of the office of president changed over time? How has it remained the same?

**Standard 5:** How does the presidents relationship with the people/congress/worldwide leaders affect us/the world/our nation?

**Notable artifacts:**

**Replica Resolute Desk:** The real Resolute desk sits in the Oval Office. It was a gift from Queen Victoria of England and made of the timbers of a 19th century Arctic exploration ship the HMS Resolute, which was abandoned and lost. American explorers found it and returned it to the Queen in good faith. She thanked them by making the desk when the ship was retired. It has been used by every president since Hayes (except Johnson, Nixon, and Ford). The desk has twice been modified. First around 2" was added to the bottom of the desk to keep our tall Presidents from knocking their knees. The second modification was made by Franklin Roosevelt who requested that the kneehole be fitted with a modesty panel carved with the presidential seal (he preferred people not see his leg braces and often placed a waste basket in front of his desks), but he did not live to see it installed. However, President Truman liked the eagle motif and had it installed when he came into office in 1945. Since this was prior to Truman's decision to turn the head of the eagle in the presidential seal to face the olive branch of peace, the eagle in the Resolute's modesty panel faces the arrows of war.

**Lincoln's Cane:** This cane was Abraham Lincoln's, but it was too short for him. He traded this cane for another that was more his size and the man who he traded with kept





it. It was passed down through the generations until the most recent family member loaned it to the Museum. It is a great example of how our presidents were real people and how they, too, made mistakes. Not everyone was perfect, not even the most power figures in the world.

**Signatures:** The presidential signatures range from letters to land grants to resolutions. They are all presented in facsimiles (copies), which are used to keep the original documents safe for future generations. The real documents are in storage in the Museum's curatorial space.

### **American Civil War (Grades 2, 3, 4, 5, 7, 8, 9-12)**

The American Civil War started in 1861, has complicated reasons and outcomes, and was the bloodiest war in American history with over 750,000 casualties.

Things to know:

1. Causes
2. Key Players
3. Key Areas
4. Key Battles
5. Important dates
6. Outcome
7. Children & Women
8. Military history
9. Reconstruction
10. Lessons Learned

1. The causes of the American Civil War often get boiled down to slavery, but much more plays in like states rights, sectionalism (north and south being separated by economic, social, and cultural differences) tariffs, and the economy. President Abraham Lincoln's election also caused controversy because he was not a proponent of slavery. The Civil War started in January, 1861, when South Carolina seceded from the nation; the first shots were fired on Fort Sumter on April 12, 1861.

2. Key players include Harriett Beecher Stowe who famously wrote a tome against slavery, *Uncle Tom's Cabin*; on the Union (northern) side: President Abraham Lincoln, Gen. Ulysses S. Grant, Frederick Douglass (slave who became abolitionist). On the Confederate (southern) side: President Jefferson Davis, Gen. Robert E. Lee, Gen. Thomas "Stonewall" Jackson.

3. Key areas include Kansas, Washington D.C. (at that time called Washington City), and Appomattox Courthouse. Dozens of battle sites exist. Bleeding Kansas was a big part of the Civil War. Free-Staters and Pro-slavery proponents fought in skirmishes on the border of KS-MO, the city of Lawrence was sacked in a raid by Quantrill and his



men in 1863 killing 150-200 men. Washington City was where Lincoln did most of his advising; it was also where he was assassinated. Appomattox Courthouse, Virginia, is not a courthouse, it is a town. At the McLean house there, Gen. Lee surrendered to Gen. Grant, signaling the end of major battle.

4. Both sides had different names for the same battles. We usually call the battles by their Union name; (Confederate names are in parenthesis). The First Battle at Bull Run (Manassas), Shiloh (Battle of Pittsburg Landing), Antietam (Battle of Sharpsburg), Gettysburg, and the Siege of Vicksburg are the most notorious battles.

a. First Battle at Bull Run, July 21, 1861, Virginia: Gen. Winfield Scott (Union) led his untrained and ill-prepared troops into battle. Lost and an embarrassing and chaotic retreat back to Washington ensued.

b. Shiloh, April 6, 1862, Tennessee: Gen. Grant led Union troops against Gen. Albert Sidney Johnston and PGT Beauregard. Thanks to reinforcements in the night after the first unsuccessful day, Grant was victorious.

c. Antietam, September 17, 1862, Maryland: The bloodiest single-day battle in American history with over 23,000 casualties. The victory gave Lincoln the push he needed to announce the Emancipation Proclamation.

d. Gettysburg, July 1-3, 1863, Pennsylvania: The battle with the largest number of casualties in the Civil War. Turning point as Gen. George Meade (Union) stopped Gen. Lee's advancement into the north.

e. Vicksburg, May 18-July 4, 1863, Mississippi: This campaign was essential as the seizure of the city final resulted in the recapture of the Mississippi River for Union forces.

5. Important dates include January 1, 1863, when Lincoln's Emancipation Proclamation essentially freed the slaves. November 19, 1863, when the Gettysburg Address was given in which Lincoln said the war was to preserve a nation "of the people, by the people, and for the people." April 9, 1865, marks the surrender of Lee to Grant.

6. The Union forces won the war, resulting in the eventual outlawing of slavery with the 13th Amendment to the US Constitution. A long road lay ahead for the states to be reunited, and Reconstruction began. President Lincoln was assassinated by a pro-slavery fanatic, John Wilkes Booth, on Good Friday (April 14, 1865).

7. Children and women had important roles in the Civil War. This is a topic that is good to talk about with young children. Around 20% of soldiers were under the age of 18. Drummer boys as young as 8 were incredibly important and served as a kind of mascot to troops. Boys whose fathers went to war were in charge of farms and homes. Women were often nurses on the battlefields or were even soldiers themselves; it is estimated that over 400 women disguised as men fought.

8. Military history and the Civil War go hand-in-hand. With more than 50 major and 5000 minor battles (yes, you read that right), it is one of the most complex and misunderstood wars. The technological advances that followed or developed during the war have shaped warfare even today. Things like machine guns, submarines, repeating





rifles, telegraphs, and railroads still directly influence our lives and were improved upon during the Civil War.

9. The re-joining of the North and South is referred to as Reconstruction. This was not a smooth or quick process, and the Reconstruction Era lasted from 1865-1877. It resulted in the 13th, 14th, and 15th amendments, enfranchisement for freed male slaves, and a complicated decade. Eventually, Reconstruction failed because the south became a poverty-stricken, white supremacist environment once again.

10. When talking to children about this war, it is best to help them understand the repercussions of conflict and how compromise can solve problems. Help them understand the lesson learned in which making sacrifices can prevent conflict from escalating. Compromise is the key here – if the North and South compromised from the beginning, perhaps lives would have been spared.

### **Questions for Discussion/Relation to Standards:**

**Standard 1:** What consequently happened after South Carolina seceded from the nation?

**Standard 2:** What rights did slaves have before the Civil War? What responsibilities did people have to their own homes/states/country?

**Standard 3:** What ideas were different in the North and South, and how did that lead them to conflict?

**Standard 4:** How did the country change after the Civil War? How did it remain the same?

**Standard 5:** How did relationships among generals who all graduated from West Point influence their decisions? Do you think it was difficult for them to fight against their friends?

### **Notable artifacts:**

**Grant's Surrender Cigar:** Ulysses S. Grant always had cigars. His 20-a-day habit during the war resulted in cancer later on. During the Civil War he was known for handing his comrades cigars as rewards. This is one of those cigars, presented to a person present at the surrender at Appomattox Courthouse.

**Henry Repeating Rifle:** "The original Henry rifle was a .44 caliber rimfire, lever-action, breech-loading rifle designed by Benjamin Tyler Henry in 1860. The Henry was an improved version of the earlier Volcanic Repeating rifle. The Henry used copper (later



brass) rimfire cartridges with a 216 grain (14 g) bullet over 25 grains (1.6 g) of gunpowder. Nine hundred were manufactured between summer and October 1862; by 1864, production had peaked at 290 per month. By the time production ended in 1866, approximately 14,000 units had been manufactured.” These were a point of pride for soldiers to own during the Civil War.

**LeMat Revolver:** Around 2,900 of these unique guns were produced. “The distinguishing characteristic of LeMat's revolver is that its 9-shot cylinder revolves around a separate central barrel of larger caliber than the chambers in the cylinder proper. The central barrel is smoothbore and can function as a short-barreled shotgun (hence the name "Grape Shot Revolver") with the shooter selecting whether to fire from the cylinder or the smoothbore barrel by flipping a lever on the end of the hammer. Flipping the lever down caused the moveable striker to fall upon the primer set directly under the hammer, discharging the lower barrel, while leaving it in the standard position fired the chambers in the cylinder, much like any other revolver.”

**Zouave Confederate Drummer Boy Uniform:** Light infantry regiments in the Civil War adopted the name Zouave from French styles and tactics. They stood farther apart than normal infantry and loaded their rifles while flat on their backs. Their uniforms were baggy and North-African inspired, and very popular among drummer boys. Drummer boys were trained to help troops communicate by using different drum rolls. The intent was to train them young so they stayed in military service and became adult drummers. The youngest person injured in the Civil War was 12-year old drummer boy William Black.

### **World War I (Grades 2, 3, 4, 5, 7, 9-12)**

World War I was initially supposed to “be over by Christmas.” The four-year long conflict dragged on in stalemate after stalemate. Series of diplomatic alliances ignited the war, which was originally called The Great War, The Big War, or the War to End All Wars. Some historians say we are still fighting the results of WWI.



Things to know:

1. Causes
2. Key Players
3. Key People
4. War Tactics
5. Key Areas
6. Key Dates
7. Resolution
8. Results
9. Technology
10. Impact

1. The main cause most students hear about is the assassination of the Austrian Archduke Franz Ferdinand and his wife on June 28, 1914, by Serbian nationalist Gavrilo Princip, which indeed was the final straw in a series of conflicts among major European nations. Other causes include: the growth of nationalism across Europe, unresolved territory disputes, diplomatic alliances, balance of power issues, and imperial, colonial, military, and economic rivalries. Instead of reacting quickly to the problem, Austria-Hungary made a treaty with Germany, and Serbia made a treaty with Russia (who had treaties with France and Britain). When Austria declared war on July 28, 1914, most of Europe was entangled in a buddy-buddy alliance system.

2. The alliance systems were like this: Allied Forces: France, United Kingdom, Russia; Central Powers: Germany, Austria-Hungary. Over 30 countries eventually got involved, including the United States under President Woodrow Wilson (who's campaign slogan, "He kept us out of war" was soon false as he declared war on Germany a month after taking his office in his second term).

3. Key people include: Kaiser Wilhelm II, emperor of Germany; Woodrow Wilson, president of United States; John J. Pershing, commander of all US troops; Tsar Nicholas II, ruler of Russia (eventually assassinated in 1918 in the Bolshevik revolution); Franz Joseph I, emperor of Austria until his death in 1916; Paul von Hindenburg, commander of German troops; David Lloyd George, Prime Minister of Britain; George V, King of England.

4. The Schlieffen Plan was created by Alfred Graf von Schlieffen, who was the chief of the German general staff from 1891 to 1905. Schlieffen believed that it would take about six weeks for Russia to mobilize their troops and supplies. So, if Germany placed a nominal number of soldiers in the east, the majority of Germany's soldiers and supplies could be used for a quick attack in the west. Since Germany was facing this exact scenario of a two-front war at the beginning of World War I, Germany decided to enact the Schlieffen Plan. While Russia continued to mobilize, Germany decided to attack France by going through neutral Belgium. Since Britain had a treaty with Belgium, the attack on Belgium officially brought Britain into the war. While Germany was enacting its Schlieffen Plan, the French enacted a prepared plan, called Plan XVII. This plan was



created in 1913 and called for quick mobilization in response to a German attack through Belgium. As German troops moved south into France and the French and British troops moved north to meet them, the massive armies met each other in a stalemate. By September 1914, neither side could force the other to move, so each side began to dig trenches. For the next four years, the troops fought from these trenches. From 1914 to 1917, soldiers on each side of the line fought from their trenches. They fired artillery onto the enemy's position and lobbed grenades. However, each time military leaders ordered a full-fledged attack, the soldiers were forced to leave the "safety" of their trenches. The only way to overtake the other side's trench was for the soldiers to cross "No Man's Land," the area between the trenches, on foot. Out in the open, thousands of soldiers raced across this barren land in the hopes of reaching the other side. Most were hewn down by machine-gun fire and artillery before they even got close. Because of the nature of trench warfare, millions of young men were slaughtered in the battles of World War I. The war quickly became one of attrition, which means that with so many soldiers being killed daily eventually the side with the most men would win the war. By 1917, the Allies were starting to run low on young men.

5. Western Front: The North Sea to the Swiss Frontier in France; Eastern Front: from the Baltic Sea in the West, Minsk in the East, Saint Petersburg in the North, and the Black Sea in the South; Southern Theatre: The Balkans, Serbia, and Macedonia; Ottoman Empire, Italy, Romania, India, Atlantic Ocean.

6. 1914: Germany invaded Belgium; Britain declared war on Germany; Japan joins Allied Forces, Ottoman Empire joins Central powers; War spreads to the seas. 1915: Stalemate on Western Front; ship Lusitania sunk propelling USA into war; London attacked by German zeppelins. 1916: 1 million casualties in 10 months; Conscription for 18-41 year old males. 1917: US joins the war with the Allies, British Royal family change their name from Saxe-Coburg and Gotha to Windsor to sound less German. 1918: Germany launches major Western Front attacks; Allies defeat opposition; Armistice signed November 11, 1918 at 11:11am.

7. An armistice was signed on November 11, 1918, and the peace Treaty of Versailles was hammered out in the months that followed. The end of World War I resulted in the formation of the League of Nations (which the United States did not join), and some controversial line items that led to World War II including the stipulation that Germany take blame for the war, pay an enormous amount of damages, had to disarm, leave its treaties with Austria, and lose large portions of its land.

8. World War I resulted in over 37 million casualties. Total deaths are around 16 million.

9. Technological advances during the war are marked by the fact that this was the first major European war in 100 years. Advances include: trench warfare, chemical war and gas masks, machine guns, zeppelins, railways, aircraft warfare, tanks, naval warfare including submarines, and flame throwers.

10. The impact of World War I is still debated. Some historians claim we are still fighting the war today: Modern Iraq was pieced together with the Treaty of Versailles,



ignoring the warring tribal communities that did not want a unified country; The British Mandate carved out the controversial lands of Jordan that are fought over by Israelites and Palestinians today; The Soviet Union essentially started because the Tsar Nicholas was seen as weak during World War I, causing the Cold War and issues with Russia and the US for decades; Vietnamese leader Ho Chi Minh attended the Versailles Peace Conference in an attempt to be rid of its overseer, France, he was turned away without a hearing. France's bad relationship with Vietnam eventually dragged the US into a brutal conflict in the 1960s and 1970s.

### **Questions for Discussion/Relation to Standards:**

**Standard 1:** What consequences did the Germans face when the bombing of the Lusitania killed American civilians?

What choices did the peace committee make that had major consequences on history?

**Standard 2:** What were some of the responsibilities of a soldier in the trenches?

**Standard 3:** How did Europe's alliances shape the war?

**Standard 4:** How did Europe change and stay the same after the war?

**Standard 5:** How did alliances lead to the First World War? How did relatives, both royal and civilian, deal with the alliances?

### **Notable artifacts:**

**Trench:** Our replica trench is a good example of what the soldiers in the Western Front were living and fighting in. It's good to point out to people that the squeaky wooden floor was muddy, wet, and filthy as a result of eating, sleeping, and relieving themselves in such a place. Notable story: On Christmas Day, 1914, German and English soldiers stopped their fighting to play a game of soccer in no-man's land between the trenches. They heard each other singing carols the night before, and had a free-for-all 50-man team game the next day during which they exchanged cigarettes, hats, food, and other items. It only stopped when an irate officer called them back to the trenches.

**Water-cooled machine gun:** This non-functioning machine gun represents the new technology that soldiers had access to. The barrel cools down the mechanics in the gun by using water. Around 2.5 gallons were needed to make it work, which adds to conflict for soldiers: do you use your fresh water on your machine gun, or for your own health?



Sometimes they did both by drinking the water and then urinating in their gun. The air-cooled barrel came shortly after.

**Horse gas mask:** This unique object represents another technological advance, poison gas. Because cavalry units were still in use, soldiers had to protect their horses just as they protected themselves. Most horses confused their gas masks with feed bags and destroyed them, but the temporary solution helped keep horses alive. Hundreds of thousands of horses died during World War I, which was the last war to use major cavalry units.

**Ammonia bottle/human gas mask:** This combination kept soldiers safe during gas attacks. A small gas mask was covered in ammonia soldiers kept to deter the gasses from harming them. Although the process did not always work, it was better than the alternative. If soldiers did not have a bottle of ammonia left, they urinated on their gas masks.

Transition: After World War I, the Treaty of Versailles was signed and blamed Germany for the war. Germany had \$31.5 billion in war debts to pay (this amount was just paid off in 2010), was forced to demilitarize its armed forces, and give up all colonies and sections of European land. This did not make the Germans happy, and Nazi Germany got a lot of its supporters by stating that the treaty was unfair. In the 1930s, Nazi Germany took Austria in an act called the Anschluss and then took a German-speaking part of Czechoslovakia called the Sudetenland. These acts were all but ignored by the major European powers and Hitler's Germany began taking lands in earnest when it invaded Poland and thus began World War II.

### **World War II: Sharing the Story (Grades 2, 3, 4, 5, 7, 9-12)**

World War II happened in part as the result of tension and resentment from World War I. Other reasons for the war include nationalism and new governments.

Things to know:

1. Dates
2. Key Players
3. Allies
4. Military Technology
5. US involvement
6. Holocaust
7. Resolution
8. Aftermath
9. Impact
10. Veterans





1. Key dates to know in this conflict are: Jan. 30, 1933: Hitler becomes Chancellor of Germany; May 1, 1937: FDR signs the neutrality act; 1938: Hitler takes Austria for Germany; Jews warned to leave Germany; Hitler acquires Sudetenland; Thousands of Jews sent to concentration camps; 1939: Hitler takes all of Czechoslovakia; Germany invades Poland; Britain and France declare war; US begins sending munitions to France and UK; 1940: Hitler takes Denmark, Norway, Belgium, Holland, Luxembourg; Hitler defeats France; US fleet moved from San Diego to Pearl Harbor; US enters first peacetime draft; 1941: Lend-Lease Enacted enabling US to send supplies to be paid after the war to allies; Germany invades the Soviet Union, violating a treaty; US extends Lend-Lease to USSR; Dec 7, 1941: Pearl Harbor attacked by Japanese; US declares war; 1942: Largest US budget in history accepted by Congress; fighting in Africa; June 6, 1944: D-Day, 3 million troops on beaches of France; Germany retreats; 1945: FDR, Hitler, Mussolini all die; Germany surrenders; US drops atomic bombs on Japan; September 2, 1945: Formal surrender.
2. Over 100 countries were indirectly or directly involved in World War II. Key players were: Adolf Hitler of Germany, Benito Mussolini of Italy, Franklin D. Roosevelt of the US, Hermann Goering of Germany (military leader), Winston Churchill of the UK, Josef Stalin of the USSR, Harry S. Truman of the US, Hirohito of Japan, Chiang Kai-shek of China.
3. Allies include: Germany, Italy, Japan, Hungary, Romania, Bulgaria (Axis Powers); Soviet Union, USA, UK, China, France, Poland, Canada, Australia, New Zealand, South Africa, Yugoslavia, Greece, Norway, Netherlands, Belgium, Czechoslovakia, Brazil, and others (Allied Powers).
4. Military technology included updated tanks including amphibious tanks, aircraft carriers, semi-automatic rifles, assault rifles, aircraft including jets and the use of planes as bombers, reconnaissance, and fighters, chemical and atomic weaponry, radar, and code.
5. The US got involved in World War II with the Lend-Lease Act. While it was supposed to remain neutral, the US was quite obviously choosing a side when it allowed allies to lease weapons and ammunitions to the British, Soviets, and China. The US was officially at war after the December 7, 1941, attacks on Pearl Harbor. Without the US, many believe the war would have been won by the Axis powers.
6. One of the most infamous aspects of World War II was the Holocaust, also known as the Shoah. The Holocaust was the systematic murder and attempted genocide of Jewish persons by the Nazis. Some historians argue that homosexuals, gypsies, and specific ethnic groups like Czechs and Poles should be included in the Holocaust, but they are not included in the Shoah. Over 6 million European Jews (2/3 of the entire Jewish population) were killed in concentration camps or on the way to such camps. In countries like Poland, Germany/Austria, and the Baltic countries, over 90% of the Jewish population died. Most of what we know from the atrocities committed in the camps is from people like Rudolf Vrba, who escaped Auschwitz at the age of 19 and gave a report



to authorities. The Holocaust is often not talked about in tours because of the delicate and graphic histories.

7. On April 30, 1945, the German military was defeated. Hitler and Mussolini were dead, by suicide and execution respectively. The Axis powers collapsed and the Allies were on the verge of victory, but Japan would not surrender. According to the treaties written in the Potsdam Conference, Japan was supposed to surrender unconditionally or face “prompt and utter destruction.” In early August, the US dropped two atomic bombs on the nation, prompting Japan to surrender.

8. The Allies set up occupation administrations in Austria and Germany. Germany was split into two zones, east and west, and governed by the Western Allies and USSR. Ex-Nazis were tried and punished, removed from power, and in some cases allowed back into society. Most Eastern and Central European countries ended up being under the USSR’s power and therefore became satellite states ruled by communism; this in turn propelled the US into the Cold War. The US emerged richer than any other nation, Japan’s economy became one of the world’s most powerful by 1980, and many other nations experienced positive economic growth with the exception of Great Britain, which suffered for decades.

9. The impact of World War II is still seen today. The formation of the United Nations helps control genocidal acts like the Holocaust and helps keep nations at peace. The Cold War started as a result of World War II. Wars in Korea and Vietnam have roots in WWII as well.

10. Veterans of World War II include some of our own volunteers, like Charles Chauncey who was involved with the firebombing of Tokyo. For more information on veterans and people in Kansas during the war who participated in Home Front activities, please listen to and learn the stories on the kiosk in front of the exhibit.

### **Questions for Discussion/Relation to Standards:**

**Standard 1:** What choices did German leaders make that led to World War II? What consequences did they face if they failed, or succeeded?

**Standard 2:** What rights and responsibilities did the Jewish community have during World War II in Eastern Europe?

What responsibilities did allies of nations in the war have to help their comrades?

**Standard 3:** How did Hitler’s Nazi regime shape society in Germany?

**Standard 4:** How did Europe change after World War II? How did it stay the same?



**Standard 5:** How did the relationships between allied countries help or hinder their actions in the war? How did relationships between soldiers and their new comrades impact their lives?

**Notable Artifacts:**

**Photo of Hitler in WWI:** This photo allows students or guests to see the changes in Hitler from his time as a World War I soldier and then as a German leader. Cover the label and have the students guess which one Hitler is. They rarely get it right.

**Models of USS Arizona, USS Missouri:** These models help transition into how the US got involved in the war. The bombing at Pearl Harbor can be compared to September 11, 2001. Almost 1200 men lost their lives aboard the USS Arizona when it was bombed. The memorial straddles the sunken hull of the boat, which still leaks around 9 quarts of oil daily. The USS Missouri is the ship on which the Japanese surrendered in Tokyo Harbor.

**Soviet Women's Uniform:** The Soviet Union employed women extensively within their World War II armed forces. The uniform on display was acquired from Kseneya Ivanovna Davidenko, who actually wore it during World War II. It consists of the Russian Army field service shirt (Gymnastiorka), army pants, Soviet belt and buckle, captured German ankle boots and a cap with Soviet insignia (Pilotika). Kseneya served as a Railroad Signaler for Russian Military Supply trains using red and yellow signal flags to guide Soviet military transport trains when they arrived at Army supply depots. The stolen German Mess tin is what she used to heat up her meals

**Electrified Uniforms:** The two fur-collared uniforms in the case are electrified like an electric blanket. This technology was used before planes had heat, especially when pilots were in planes that were in cold areas or at high altitudes. These uniforms were no longer used after B-29s included heat. The Japanese (white furred collar) and American (brown furred collar) uniforms used the same kind of technology. The only problem was that sometimes the airmen using them got zapped by their uniforms instead of heated up.

**Nazi Flag (around the corner):** The swastika symbol is ancient; it has been around for over 3,000 years. It is used by many cultures around the world including China, Japan, India, southern Europe, England, and Sweden and in South America by Native Americans. The word "swastika" comes from the Sanskrit svastika- "su" meaning "good," "asti" meaning "to be," and "ka" as a suffix. The swastika was used by many cultures to represent life, sun, power, strength, and good luck. Even up to the early twentieth century, this symbol had a positive meaning for example, the swastika was a common decoration often found on cigarette cases, postcards, coins, and buildings. During World War I it could even be found on the shoulder patches of the American 45th



Division and on the Finnish Air Force until after World War II. By the end of the nineteenth century, the swastika was the official emblem of the German Gymnasts' League. In the beginning of the twentieth century, the swastika was a common symbol of German nationalism. In 1920, Adolf Hitler chose to give the Nazi Party its own emblem and flag using the Swastika as an Aryan symbol. The flag itself: After the Allied forces stormed the beaches of Normandy, they pressed through the French countryside eventually liberating Paris and all of France from Nazi control. While one platoon of American soldiers was bedding down for the night in a convention hall near the town of LeMans, the tech sergeant noticed this Nazi flag hanging in the hall. He promptly removed it, had some platoon members sign it, and sent it home to his parents in Springfield, Illinois. Unfortunately when he arrived home after the war, his parents said the flag never arrived. The whereabouts of the flag for the 60 years after the war are unknown, but in 2007 the flag turned up as a part of collection being donated to the museum by a local Wichita businessman. The Museum researched and contacted the names written on the flag and eventually ended up getting in touch with Cyril Leuelling of Morton, Illinois, the very tech sergeant who pulled the flag down in the first place. Leuelling came to the Museum to see the flag on display in 2013, when we unveiled representations of the medals he earned. These medals were donated by service people who were inspired by his story. Leuelling still has his original medals.

**Vietnam and Korean Wars** Will be included after renovation in the fall of 2014.

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