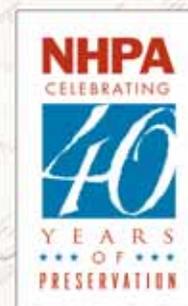
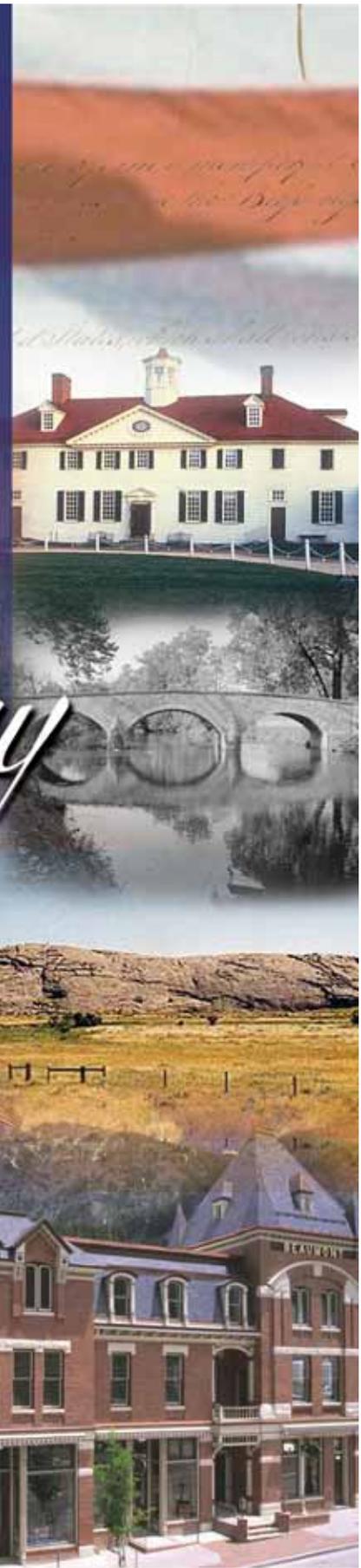
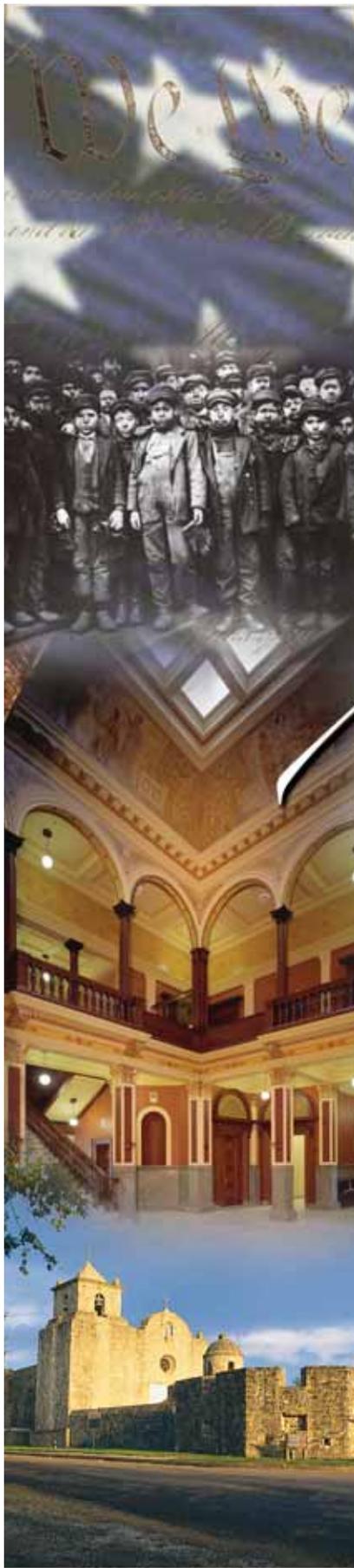


PRESERVING
AMERICA'S HERITAGE:
NATIONAL HISTORIC
PRESERVATION ACT

40th
Anniversary



The Washington Times



THE WHITE HOUSE
WASHINGTON

Dear Readers,

This issue of the Newspaper in Education insert is of particular interest to me because of its dedication to historic preservation and the 40th Anniversary of the National Historic Preservation Act.

In 1966, Congress and President Lyndon Johnson established a national framework to recognize and preserve the tangible evidence of our past. Building on that foundation, *Preserve America* is a White House initiative created by President George W. Bush to foster greater appreciation of our heritage sites and their importance to communities, states, and the nation. As Honorary Chair of *Preserve America*, I want everyone in the United States – especially young people – to learn about our country's heritage and enjoy our national treasures.

As the years go by, more and more places of historical importance around our country are at risk of being forgotten, damaged, or destroyed. Your help is needed to ensure their survival and appropriate use today so that they can continue to inform and benefit others tomorrow. I commend students, teachers, and all the people throughout the U.S. who work hard to preserve our incredible heritage resources and share their importance and their stories with others. And I urge everyone to learn more about the vital benefit of historic preservation to our economic, cultural and educational life.

Our land is the foundation upon which the nation's story is built, and our history is found in buildings, parks, towns and landscapes. When we are able to stand in those places and learn their roles in our country's development, history comes to life.

In this publication you will find some of the wonderful stories that are captured and interpreted for all of us in places saved by preservation efforts. You will also learn how to appreciate better and participate in *Preserve America* and other historic preservation initiatives in your community, your state and the nation. I encourage you to get involved!

With best regards,

Laura Bush

Preserve America: Toward a Historically Richer America

The Preserve America initiative began in March 2003, when President George W. Bush issued Executive Order 13287 and Mrs. Laura Bush, Honorary Chair of Preserve America, announced the program's initial components.

The Preserve America executive order, which supports the National Historic Preservation Act, recommits the federal government to historic preservation, encouraging federal agencies to care for heritage assets in federal stewardship.

In addition the initiative aims to increase awareness of cultural and natural heritage assets and build support for integrating these historic treasures into contemporary community life. Preserve America celebrates the history of each community in the country.

The principal components of the Preserve America initiative today include:

- Preserve America Community designation program,

which recognizes communities (including cities, towns, counties, Indian tribes, and urban neighborhoods) that celebrate and protect their heritage, use their historic assets for economic development and community revitalization, and encourage people to experience and appreciate historic resources through educational and heritage tourism efforts.

- Preserve America Presidential Awards, started in 2004, have recognized annually four outstanding efforts to preserve and share heritage assets.
- Preserve America Grants provide funding on a matching basis to help communities develop resource management strategies and sound business practices for continued preservation and use of heritage assets.
- A Preserve America History Teacher of the Year is



selected from finalists representing all 50 states and U.S. territories. Mrs. Bush presented the first two year's awards. The Gilder Lehrman Institute of American History facilitates this awards program.

- Educational Outreach with the History Channel's Save Our History

initiative to create a teacher's manual with lesson plans and volunteer ideas to involve students in preserving historic sites in their communities.

You will discover many of the places highlighted by the heritage stories in this publication are associated with the Preserve America initiative. ●

Web Resources:

www.preserveamerica.gov

www.whitehouse.gov/firstlady/preserve.html

The National Preservation Movement and Origin of the National Historic Preservation Act of 1966

In the 1950s, a frenzy of modernization and a growing post-World War II population and economy were leading to the wholesale destruction of historic places in the United States. Places like Savannah, GA, with a unique city plan dating to the 18th century containing hundreds of historic structures, were at risk from efforts to revitalize older communities or a disregard for how new construction would affect existing places.

Modernization threatened to destroy what was best and most worth keeping of the past. The federal government's sponsorship of highway projects through city centers and removal of decaying urban areas in the name of progress did not adequately consider the full spectrum of local concerns and interests.

While the United States has long enjoyed a preservation ethic (for example, creating Yellowstone National Park, the world's first national park, in the 1870s), cities nationwide began realizing in the 1960s that perhaps more was being sacrificed to progress than their communities and the nation could afford to lose.

It was in this atmosphere that local people began to band together to retain the special character that made their homes and environment special and unique. This grassroots effort was championed by the United States Conference of Mayors with significant assistance from the National Trust for Historic Preservation. These groups urged federal and state governments to consider the importance of historic places before they were destroyed. Indeed, in many cases federal construction and renewal projects had resulted in the destruction of places greatly valued by local citizens.

A major result of the public discontent was the report

"With Heritage So Rich," created by the Special Committee on Historic Preservation of the United States Conference of Mayors. Lady Bird Johnson, then First Lady of the United States, provided the foreword to that report. She described how the relentless pressure of growth had led to the destruction of almost half of the 12,000 structures listed on the national Historic American Buildings Survey, and she urged action for change.

As a result of this concern, the U.S. Congress passed the National Historic Preservation Act (NHPA), signed into law by President Lyndon Baines Johnson on October 15, 1966. NHPA created the national preservation structure that has saved untold thousands of places that make our communities richer economically, culturally, and aesthetically. Sustainable historic preservation, rather than a cost to society for maintaining the past, is, instead, a wise investment for the future.

On March 3, 2003, President George W. Bush issued Executive Order 13287, Preserve America, which aims to make the NHPA even more effective in the future than over the past 40 years. Mrs. Laura Bush, First Lady of the United States, is the Honorary Chair of Preserve America.

In this publication, following the motto of Preserve America, "Explore and Enjoy Our Heritage," you will learn why historic preservation is so important to your community and your country. You will experience epic stories of American history, as told by our heritage assets, and learn how these historic properties are fundamental to better understanding our national story. ●

National Historic Preservation Act Creates Framework for Local and National Efforts

In response to the destruction of older buildings and neighborhoods in the immediate post-World War II years, the National Historic Preservation Act of 1966 (NHPA) signaled America's commitment to preserving its heritage. The NHPA established the framework that focused local, state, and national efforts on a common goal of preserving the historic fabric of our nation.

The Act has many components, but the major features are that the NHPA:

- Conceived the national historic preservation partnership involving federal, tribal, state, and local governments along with the private sector. This structure today includes State Historic Preservation Officers (one in every state and U.S. territory), Indian tribal and Native Hawaiian organizations, and Tribal Historic Preservation Officers.
- Fostered the system by which federal agencies survey and identify districts, sites, buildings, structures, and

objects significant in American history, architecture, archeology, engineering, and culture, and use this information to plan projects so that, where possible, historic places are protected.

- Established the National Register of Historic Places that provides federal recognition to properties of local, state, and national significance.
- Created the Advisory Council on Historic Preservation – that advises the President and Congress on historic preservation matters and works with federal agencies to address historic resources in the fulfillment of their mission.
- Authorized matching grants to states, Certified Local Governments, and Indian tribes for historic preservation surveys, plans, and projects.

This year marks the 40th anniversary of the NHPA and the national preservation program it created. ●

Major Organizations in Historic Preservation

Advisory Council on Historic Preservation

An independent federal agency, the ACHP promotes the preservation, enhancement, and productive use of our nation's historic resources and advises the President and Congress on national historic preservation policy. It also provides a forum for influencing federal activities, programs, and policies that affect historic properties. In addition, the ACHP has a key role in carrying out the Administration's Preserve America initiative. www.achp.gov

National Park Service

The NPS is a bureau within the Department of the Interior. The NPS preserves the natural and cultural resources and values of the National Park System for the enjoyment, education, and inspiration of this and future generations. The NPS cooperates with partners to extend the benefits of natural and cultural resources conservation and outdoor recreation throughout this country and the world. www.nps.gov

State Historic Preservation Officers

Each state and territory has a State Historic Preservation Officer (SHPO) who administers the national historic preservation program at the state level. They locate and record historic resources; nominate significant historic resources to the National Register of Historic Places; foster historic preservation programs at the local government level; assist in creating preservation ordinances; provide funds for preservation activities; review federal historic preservation tax incentive projects; provide technical assistance; and review federal projects for their impact on historic properties. www.ncshpo.org

Tribal Historic Preservation Officers

Federally recognized Indian tribes may assume responsibilities for the preservation of significant historic properties on tribal lands and have generally parallel responsibilities to the SHPOs as described above. www.nathpo.org

National Trust for Historic Preservation

Created by Congress in 1949, the Trust is a private, nonprofit organization that provides leadership, education, advocacy, and resources to save America's diverse historic places and revitalize communities. Its 270,000 members are part of a movement that is saving historic properties nationally. www.nationaltrust.org

National Register of Historic Places

The National Register encourages citizens, public agencies, and private organizations to recognize and use the places of our past to create livable and viable communities for the future.

Authorized under the National Historic Preservation Act, the National Register of Historic Places has become the official list of the nation's historic places worthy of preservation. Part of a national program to coordinate and support public and private efforts to identify, evaluate, and protect historic and archeological resources, the National Register is administered by the National Park Service under the Secretary of the Interior. Properties listed include districts, sites, buildings, structures, and objects significant in American history, architecture, archeology, engineering, and culture including:

- All historic areas in the National Park System;
- National Historic Landmarks that have been designated by the Secretary of the Interior for their significance to all Americans; and
- Properties significant to the nation, state or community, nominated by State Historic Preservation Officers, federal agencies, and tribal preservation officers.

America's historic places embody our unique spirit, character and identity. Representing important historical trends and events, reflecting the lives of significant people, illustrating distinctive architectural engineering and artistic design, and imparting information about America's



past, historic places tell compelling stories of the nation, as well as states and communities throughout the country. The National Register of Historic Places helps preserve these significant historic places by recognizing this irreplaceable heritage, fostering a national preservation ethic, promoting a greater appreciation of America's heritage, and increasing and broadening the public's understanding of historic places.

Listing properties in the National Register often changes the way communities perceive their historic places

and strengthens the efforts by private citizens and public officials to preserve these resources. The National Register recognizes properties as diverse as a dugout shelter of an Oklahoma pioneer settler, the Breakers Mansion in Newport, RI, and a 12,000-year-old prehistoric site, helping many to appreciate the richness and variety of the nation's heritage.

One common question that property owners have about the National Register is, "Will there be restrictions on my property after listing?" Owners of private property listed in the National Register have no obligation to open their properties to the public, to restore them, or even to maintain them. Owners can do anything they wish with their property, provided no federal license, permit, or funding is involved. However, local historical commissions, design review committees, or special zoning ordinances established by state legislation or local ordinances, may link National Register listing to separate standards or restrictions. A State Historic Preservation Officer or local government official can provide additional information about how National Register listing may relate to state or local requirements.

For private owners, federal funding for historic buildings usually comes in the form of federal tax credits for rehabilitation of historic properties for income-generating projects. Owners of National Register properties who choose to participate in the preservation tax incentive program must follow the Secretary of the Interior's Standards for Rehabilitation and receive approval by the National Park Service of the rehabilitation project in order to receive the tax credit. ●

Save Our History® National Initiative

Save Our History is a national initiative launched by The History Channel to help supplement history education, support local historic preservation efforts in communities across America, and help preserve our nation's heritage for future generations. Specifically geared toward young people, Save Our History aims to inspire students to learn more about their local histories and share their passion for history with others. The History Channel is proud to work with Preserve America, a White House program committed to saving our nation's heritage, on this important endeavor.

Save Our History Educational Resources

The History Channel has created printed and online materials to provide information on this initiative and tips for how newcomers to historic preservation can get involved at many levels. The Save Our History Educator's Manual is a free offering for social studies and history teachers, youth groups, history museums, historic sites and civic agencies. This manual

gives background information on historic preservation efforts and activities, and details on how individuals and groups can receive grants from The History Channel to undertake new projects. Save Our History has provided more than \$500,000 in grants to more than 50 local history organizations working with local school systems. To receive a copy of this manual in the mail or

download one online, see www.saveourhistory.com. The aim of this grant program is to encourage teachers and school districts to forge educational partnerships with museums, historic societies, libraries or archives to help students make connections between the histories they explore in their classrooms and their own community heritage. Programs developed by teachers in association with local historic organizations have run the gamut from an urban archaeological dig that uncovered artifacts from the Civil War at the Johnson House, to a stop along the Underground Railroad in Philadelphia, to the preservation of a 40-foot totem pole in Haines, Alaska. These projects can include a diverse array of themes and approaches, from small-scale oral history projects to physical restoration efforts.



Bringing Historic Preservation into the Classroom

Save Our History Educator's Manual and lesson plans, designed in collaboration with the National Council for the Social Studies, also include lesson plans and activities for students at the elementary, middle, and high school level. In an easily accessible language, these activities introduce students to concepts of historic preservation and can help activate an interest in learning more about the histories that are all around them. Educators and parents can also sign up to receive additional free monthly lesson plans on significant American History topics (such as Westward Expansion, the Civil War, the Industrial Revolution, the Great Depression and the New Deal, World War II, the Civil Rights Movement, and International and Global Studies) via e-mail. All monthly lesson plans include hands-on experiential activities to utilize in the classroom and incorporate local history applications. These colorful lessons, linked to state standards and benchmarks, are designed to make history appealing to young people while maintaining the rigor of classroom lesson plans and course units in history and social studies.

Save Our History Special Presentations

Each year, The History Channel also features four documentaries highlighting significant historic preservation projects and issues throughout the nation. "Save Our History: Victorian Reborn," a 2006 special presentation, follows the restoration of a Queen Anne Victorian home in North Carolina after The History Channel teamed up with Lowe's and The Historic Salisbury Foundation of Salisbury, NC. Other specials have included an exploration of newfound discoveries about Jamestown artifacts, the recovery of stolen treasures through the handiwork of an FBI crime unit, and an examination of preservation practices used by NASA to keep a space shuttle intact for future generations to see. Together with Save Our History educational materials and outreach efforts, these documentaries serve to promote the value of our nation's history and the discovery of significant aspects of our past in the most unexpected places. To find out more about upcoming Save Our History programs, initiatives, and opportunities, see The History Channel's special website devoted to this effort: www.saveourhistory.com. ●

Benefits of Historic Preservation

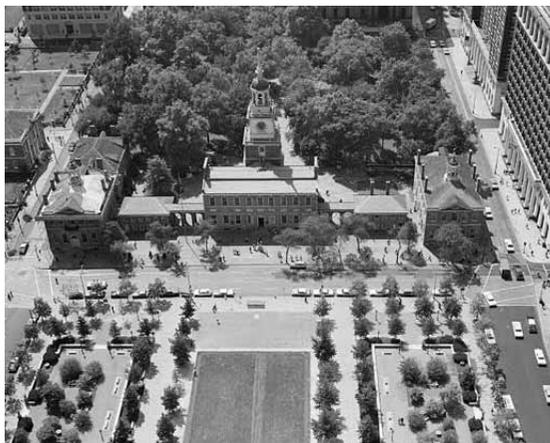
Sustainable historic preservation is a wise investment in the future.

The National Historic Preservation Act and the national preservation structure it created are not designed to prevent change. They were created to ensure the benefits of historic preservation are available to local communities, states, and the nation. Congress created them in response to a grassroots aversion to the unreasonable destruction of important places.

The preamble to the National Historic Preservation Act of 1966 explains its purpose as follows:

The Congress finds and declares that:

- The spirit and direction of the Nation are founded upon and reflected in its historic heritage.
- The historical and cultural foundations of the Nation should be preserved as a living part of our community life and development in order to give a sense of orientation to the American people.
- Historic properties significant to the Nation's heritage are being lost or substantially altered, often inadvertently, with increasing frequency.
- The preservation of this irreplaceable heritage is in the public interest so that its vital legacy of cultural,



educational, aesthetic, inspirational, economic, and energy benefits will be maintained and enriched for future generations of Americans.

- In the face of ever-increasing extensions of urban centers, highways, and residential, commercial, and industrial developments, the present governmental and nongovernmental historic preservation programs and activities are inadequate to insure future generations a genuine opportunity to appreciate and enjoy the rich heritage of our nation.
- The increased knowledge of our historic resources, the establishment of better means of identifying and administering them, and the encouragement of their preservation will improve the planning and execution of federal and federally-assisted projects and will assist economic growth and development.
- Although the major burdens of historic preservation have been borne and major efforts initiated by private agencies and individuals, and both should continue to play a vital role, it is nevertheless necessary and appropriate for the federal government to accelerate its historic preservation programs and activities, to give maximum encouragement to agencies and individuals undertaking preservation by private means, and to assist state and local governments and the National Trust for Historic Preservation in the United States to expand and accelerate their historic preservation programs and activities.

How remarkably different, and how much culturally poorer, the United States would be if it lost such iconic places as George Washington's Mount Vernon, Independence Park in Philadelphia, or Vicksburg National Battlefield in Mississippi. Such places hold obvious significance where America's legacies are held in trust for present and future generations. But less famous sites also are of vast importance to local communities and tell wonderful human stories of our nation's history. Preservation does not mean locking away or preventing use of heritage resources; rather it encourages the sustainable appropriate use of cultural and heritage assets. ●

Dollars and Sense: The Economic Side of the NHPA Coin

The National Historic Preservation Act has revitalized more than historic neighborhoods in its 40 years of existence. By encouraging a multitude of partnerships between state and federal agencies, private businesses and citizens, the NHPA has resulted in a far-reaching bang for its buck:

- More than \$19 billion from the private sector invested in neglected historic properties through federal tax credits
- More than \$8.6 billion from the private sector invested in 1,400 urban and village neighborhoods through the National Main Street Program (a program of the National Trust for Historic Preservation)
- 161,000 new jobs through the National Main Street Program

- 43,800 new businesses through the National Main Street Program
- 48,800 rehabilitated historic structures
- The establishment of more than 2,500 historic districts
- Increase in heritage tourism
- Increase in property values
- Lessening of crime due to revitalization of previously decaying neighborhoods ●

Source: Witness Statement to the Congressional Committee on Resources, Patricia H. Gay, Executive Director of the Preservation Resource Center of New Orleans

Practical Benefits from Historic Preservation

Heritage tourism boosts local economies

Many people, fascinated by the sites where American history occurred, are eager to experience these places themselves. International visitors or American citizens who travel to experience authentic historic places and learn directly from them are called "heritage tourists." Spending billions of dollars every year, they are among the fastest-growing variety of traveler. Their travels provide hundreds of millions of tax dollars. They take airplanes and rent cars, buy meals, stay in hotels, visit museums and theaters, and generally stimulate the economy of the areas they visit.

It's often cheaper and better to rehabilitate rather than raze and replace

Historic preservation can be less expensive than new construction. It can be cost-effective to rehabilitate structures for new or contemporary uses rather than tear them down and build new structures. Further, investing in rehabilitation of older urban areas tends to revitalize these areas, making them popular for residences and businesses while keeping existing jobs and creating new ones.

When population declines in urban areas, tax revenues fall, and businesses relocate outside the cities. Areas become blighted, falling into disuse and disrepair. People use more energy building new houses and businesses and commuting to their workplaces when they relocate outside established communities. Hundreds of cities across the nation have revitalized themselves by such actions as converting old factories or manufacturing facilities into apartments and condominiums, restaurants and other businesses, creating vibrant, interesting, and beautiful areas for people to live and work.

Historic structures tell our local and national story

Of course, there are less tangible but perhaps even more important reasons to preserve unique old structures and historic spaces. They often offer a more human scale than many contemporary structures. The way they were designed and how they were constructed tell us much about the cultures that created them, and the traditions and events from which our nation grew. Places of heritage provide a link to our history and make a community more aesthetically and intellectually interesting.

Historic preservation allows people today to understand their origins and connects them with the continuum of history. It is only by standing on or in the places where history took place that it is truly possible to understand what the people who participated in those events experienced. ●

The Importance of Learning From History

There's an old saying that whoever forgets the past is condemned to repeat it. That means, essentially, if you don't learn from experience you will continue to make the same mistakes in the future.

Too many people fail to grasp the fundamental importance of learning from the experiences of previous generations. We can profit from both the mistakes and the successes of people in the past by understanding how their situations reflect our own lives and times. Perhaps the single most powerful example in American history of the vital importance of learning from past experiences was the very formation of our system of government – after an initial false start.

The history of the United States of America explains how we arrived where we are today and suggests what paths we should take – or should not take – to the future.

When the Declaration of Independence was issued in 1776 and the Constitution of the United States was created and adopted later in the 18th century, the principles and ideas they contained grew out of centuries of experience in how nations had been governed. They proposed good ideas for the future based largely on a desire not to repeat the bad experiences of the past. Some of the ideas were as revolutionary as the war for independence itself, which was fought to secure the ultimate right to self-determination. Most of our nation's founders embraced a relatively new belief that reason and self-improvement were the keys to building a better individual and collective future. The philosophy underlying the Age of Reason itself grew out of the examination of past experience.

This entailed some trial and error. After the Revolutionary War, the first attempt at creating a national government for the United States did not endure. The same Continental Congress that adopted the Declaration of Independence wrote the Articles of Confederation in 1777. Because the 13 colonies in rebellion against the rule of Great Britain feared creating too strong a central government, the Articles of Confederation put most power into the hands of the individual states, which made the central government too weak to function in the long run. While the Articles of Confederation got the nation off to a good start, in the end they were a stopgap measure. That experience, plus the past experiences of people in many nations around the globe, led to the principles and ideas captured in the Constitution of the United States of America.

The Constitution begins with the stirring phrase "We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general



welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America." That sentence sums up the purpose of the Constitution wonderfully, but it notes that it aims for a "more perfect" union, not a perfect one.

Even when the Constitution was being created, its drafters recognized that it was imperfect and would need future attention and improvement. George Washington said as the Constitutional Convention ended that "I do not expect the Constitution to last for more than 20 years."

Thomas Jefferson, although not directly involved in creating the Constitution because he was representing America's interests as ambassador to France at that time, believed that as a nation grew, its Constitution would have to change. He said it was as foolish to believe a man in middle age should continue to wear the same size and style of coat as he did when he was a youth as to expect a constitution created for a new nation to continue to serve as the nation changes, grows, and gains maturity.

For example, it was impossible for the drafters of the Constitution to agree on a wide and farsighted policy regarding the institution of human slavery. One result was a compromise that resulted in the peculiar constitu-

tional formulation that a slave would be counted as three-fifths of a free person when calculating the number of U.S. Representatives each state was entitled to in the House of Representatives. So the slavery issue was left unresolved for many decades, settled in large part by the



Civil War of 1861 to 1865 – the worst war the United States of America has ever suffered – and more fully addressed by society as a whole a full century after the Civil War through the Civil Rights Movement that culminated in the 1960s.

Today the Constitution recognizes emancipation and universal suffrage for law-abiding citizens, which is a very different situation from the nation's original constitutional provisions when Washington and Jefferson thought it would not long endure. Today it seems silly to think a human could be

considered three-fifths of a person, but it made sense then to some of the greatest thinkers of their times.

The U.S. Constitution is the oldest such governing document still in use. Like the Constitution, history is alive. What has happened in the past still echoes in this morning's newspaper headlines. Congress and the President and the courts continue to define and reshape the balance of power created by the Constitution. But history cannot inform the present and benefit the future without people who are aware of the lessons of the past sharing them with others. This is especially important in a unique nation such as ours, which depends upon an informed public making wise choices in selecting leaders, policies, and programs to guide local, state, and national policy for the common good. In the United States, it is up to the individual to be aware of what has, and has not, worked in the past so he or she can help make wise choices for the future.

And the best way for people to understand history is not merely by reading words and looking at pictures on a Web page or in a history book, but by actually experiencing the places in America where our history took place and by understanding how their own family history and the many human stories that took place in their communities connect to the overall story of the United States of America. There is no substitute for being there. The history of the United States is written as clearly upon its special places and unique architecture as it is upon the pages of history texts. Both are essential to truly understand this nation's heritage and the lessons it offers for the present and future. ●

Web Resources: www.wethepeople.gov
www.gilderlehrman.org/teachers/modules.html

Newspaper Lesson:

Life in colonial America was very different than life in England at that time. Read newspaper stories about countries around the world.

Based on those stories, how does our life in America now compare with life in other countries? How do the rights we enjoy in America compare with the rights in those countries?

In colonial America only white men were allowed to own land and vote. Find articles in today's newspaper about minorities and women. Is there evidence that they have equal rights and freedoms? Do you believe that minorities and women have attained equality in our modern society? Write an essay explaining why or why not. Use facts from the newspaper articles and

other sources to support your claim.

Find articles in the newspaper about elected officials enacting laws or acting on behalf of citizens. Are these elected officials local, state, or national representatives? Discuss the limits those elected officials may have based on what level of government they represent.

Find newspaper articles that illustrate our system of separation of powers and checks and balances. Use the articles to create a bulletin board for your classroom.

Find newspaper stories where the executive or judicial branches of government are using their power to carry out, enforce, or deliberate a law enacted by Congress. Which cabinet office of the executive branch or what level of the judicial branch is taking the action? Write a summary of what occurred and how the branch was involved. ●

What's Historic?

What's historic, and who decides? The answers may surprise you.

Historic preservation is important for educational, cultural, and economic reasons. But how do you determine what is historic and, of those things that are historic, what is worth preserving?

First, just because something is old does not mean it is historic. And something that is quite new can be historic. The determination can be made in many ways, but under the National Historic Preservation Act and most other state and local ordinances, the assessment usually begins at the local level. The people who live in an area where the historic properties are located are often the best authorities on what is most historic and important. Occasionally, however, the opposite can be true. There are historic sites of which the majority of local people



may be largely unaware or ashamed of, but the story they tell may still be important.

We all realize buildings and structures can be historic. The U.S. Capitol is obviously an important historic structure that is essential to preserve, both because it is so unique as a structure and because so many important events and historical figures are associated with it.

But what about the house you were born in or grew up in? Is that historic? Maybe you wouldn't think so, but certainly, if you become president of the United States or discover a cure for cancer, many people in the future would think the place where you spent your childhood was historic. What about the house where the family that first settled your city lived? Is that historic? If it's in good or at least salvageable condition, the answer is probably "yes." After all, it's how your community got its start and is a physical reminder of that period in history.

Buildings also can be historic because of their unique architecture, or because they are one of a few remaining examples – perhaps the only remaining example – of a type of building or a building that remains to mark the place where a community once existed. An old stone bridge that crossed a river along the National Road, the nation's first public highway, can be historic, especially if it figured in a major Civil War battle, as did the Burnside Bridge at the Battle of Antietam in Maryland.

Places can be historic

The Battle of Yorktown marked the turning point of the Revolutionary War. The Battle of Gettysburg and the Battle of Vicksburg together marked the turning point of the Civil War, which preserved the United States as a single, unified nation. The locations of the battles obviously are historic. The places where George Washington or explorer William Clark carved their names in stone are historic, worthy of saving just for the connection with these important figures. The place where the first transcontinental railroad was completed is historic, as are the wagon ruts created by tens of thousands of westbound pioneers. The place where gold was discovered in California in 1849 is historic because the subsequent gold rush changed the face of the west and the nation.

But what about a place where an unknown-to-history Native American carved the representation of a bighorn sheep on a rock in the desert? What about an entire mountain or valley, lake or river, which is considered of special significance to an Indian tribe or nation? These too can be historic, and be designated as such.

The way the streets and lots and public spaces in cities like Charleston, SC, Williamsburg, VA, Monterey, CA, or Boston, MA were designed – or not designed – can also be historic. Such things are part of the fabric of our nation.

Cultures can be historic

Today we are forcibly reminded that entire cities like New Orleans, LA, and the regions that surround it are historic, as we deal with the devastation created by Hurricane Katrina in 2005 and struggle with the potential loss to local culture that took place when those places were so heavily damaged and their residents dispersed. From its founding in 1718 until the early 19th century, New Orleans remained far removed from the patterns of living found in Massachusetts or Virginia. Established a century after these seminal Anglo-Saxon settlements, it remained for the next hundred years an outpost of the French and Spanish empires until Napoleon sold it, with the rest of the Louisiana Purchase, to the United States in 1803. New Orleans is not a museum. It is – perhaps like your hometown – a historic community whose heritage and unique cultures were and are essential to what the nation is as a whole.

Landscapes can be historic

Everyday scenes can be historic because of their uses or origins. There are landscapes spiritually important to American Indian peoples that are known as Traditional Cultural Properties.

The Mississippi River and Columbia River may be spiritually sacred to some Americans, and of vast historic significance to all Americans, but they are still daily places of transportation, work and recreation.

The Interstate Highway System reminds us of the legacy of President Dwight David Eisenhower and his times, and some of the lessons the nation learned in World War II about the importance of good transportation networks to a nation's economy and security. But while the interstate system is a historic achievement and structure, its purpose remains transporting people and goods in the most efficient and safe manner possible.

Central Park in New York City, designed by Frederick Law Olmsted and Calvert Vaux, is an urban example of landscape design and is a National Historic Landmark. It offers an urban oasis planned by outstanding landscape architects of their day.

Objects can be historic

Railroad engines that opened up the Rocky Mountains to the commerce of mining and the Great Plains to agricultural development are historic. Ships like the *Monitor* in the Civil War were so historic that the very first U.S. National Marine Sanctuary was created to preserve the location and the remnants of the shipwreck. Airplanes, cars, submarines, tractors, threshing machines, cotton gins, and all sorts of objects can be historic.

If it's historic, can it change?

Just because someplace is historic doesn't mean it should be a museum or otherwise kept untouched behind glass. The U.S. Capitol may seem like a museum to visitors, but it actually is a busy place where the legislative business of federal government is accomplished every day. The same is true of the White House, the top office for the executive branch of government, which also is home to the president and his family and often bustles with visitors. It is a living museum, telling its past while continuing to serve its intended functions. Both structures have often been modified so they can continue to evolve to meet changing needs. In that regard, they resemble, in physical form, the changes in the U.S. Constitution, as something created beautifully in the past continues to serve in slightly altered form into the future.



What is historic? This publication gives a better sense of the wide scope of historic resources in America. But for a working definition for our purposes of education and learning, almost anything that tells a story of history can be considered historic.

Your role in history

We have to be alert to the stories being told on our streets, in our neighborhoods, in our towns, states, and regions and how those stories connect to our national heritage. America's motto is "E Pluribus Unum," or, "Out of many, one." Our national story is the individual story of millions of people and incidents. We often falsely assume that the story of history is the story of great men and great women doing great things. It is so much more than that. It is the story of our families and our communities, how they lived in America

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and how they came to America and interacted with those who were already here, and how those stories blend with the millions of other stories essential to understanding who we are as a people, what we are capable of doing and accomplishing for both good and ill. History is just the story of how people lived and worked in circumstances similar to ours and very different from ours. The best way to understand these stories is to experience and explore the tangible structures where they unfolded, the places where they took place, and the objects that were involved in the story.

Finally, who decides what is historic? To a large extent, you do. By creating and supporting an understanding of history and a preservation ethic in your community, in cooperation with local and state governments, by working to preserve important heritage resources as a volunteer or researcher or involved citizen, you help determine what is historic and worth saving. Through these articles you will meet students and others who have revived history in their communities, people who decided that someplace was too important to be lost, and who combined with others to save them. All the places presented here exist today only because someone decided they should be saved. Sometimes it was the federal or a state government who decided. More often, it was the determination of individuals. ●

Web Resources:

- National Register of Historic Places: www.cr.nps.gov/nr/about.htm
- National Trust for Historic Preservation: www.nthp.org/help/preservation_basics_meaning.html
- Advisory Council on Historic Preservation: www.achp.gov/hhpp.html
- National Park Service: www.cr.nps.gov/whatwedo.htm

Newspaper Lesson:

The newspaper is the daily record of history. Read articles about major events taking place in the news. As a class, discuss which events

you think will have a long-term impact on history. In the story is there a place, object, image, document, or culture that should be preserved for future generations to learn from? Who should take preservation action? What actions could you take to preserve this history?

Find newspaper articles related to historic preservation in your community, state or nation. What has been preserved? Why is it important that it was preserved? What can you learn from this preservation of history?

We Came From Everywhere

The one thing all citizens of the United States of America have in common is this: at some point, even if more than 10,000 years in the past or just yesterday, either our ancestors or ourselves came to the United States from somewhere else.

History, genetics, and the archeological record all underscore the fact that we are a nation of immigrants.

We all know when the first Europeans arrived on this continent; American Indians had been here for millennia.

Their ancestors were the first to people the continents.

Norse voyagers not only landed but established small settlements in parts of northeastern North America. They were the first Europeans known to have arrived. But their presence was small and did not continue.

There are tantalizing theories that Phoenicians, Egyptians, Chinese or Japanese might have arrived before the Norse. But as of now, all that is certain is that when the Europeans arrived they found a land already well settled. Christopher Columbus and his voyages mark the time when Europeans first came flooding into the Americas, followed eventually by people from all parts of the world.

Everyone knows the stories about the Pilgrims, Plymouth Rock, and the first Thanksgiving. But the story of the nation's settlement is vastly longer, richer and broader. ●

Canyons of the Ancients National Monument

Exactly how long people have lived in North and South America and how people first arrived on these continents is something of a mystery, but experts agree that human habitation goes back more than 10,000 years.

There also is no dispute that when Europeans, Africans, and Asians arrived in the Americas during historic times, there were thriving diverse civilizations already long in existence from the southernmost tip of South America to the ice floes of the Arctic.

Even though this habitation is very old, some discoveries and knowledge are amazingly new. Consider the Canyons of the Ancients National Monument, located near the Four Corners area where Arizona, Colorado, New Mexico, and Utah meet, which was created on June 9, 2000. In creating the monument, the Presidential proclamation said about the area:

"Containing the highest known density of archaeological sites in the Nation, the Canyons of the Ancients National Monument holds evidence of cultures and traditions spanning thousands of years. This area, with its intertwined natural and cultural resources, is a rugged landscape, a quality that greatly contributes to the protection of its scientific and historic objects. The monument offers an unparalleled opportunity to observe, study, and experience how cultures lived and adapted over time in the American Southwest."

"The complex landscape and remarkable cultural resources of the Canyons of the Ancients National Monument have been a focal point for archaeological interest for over 125 years. Archaeological and historic objects such as cliff dwellings, villages, great kivas, shrines, sacred springs, agricultural fields, check dams, reservoirs, rock art sites, and sweat lodges are spread across the landscape. More than 5,000 of these archaeologically important sites have been recorded, and thousands more await documentation and study."

"People have lived and labored to survive among these canyons and mesas for thousands of years, from the earliest known hunters crossing the area 10,000 years ago or more, through Ancestral Puebloan farmers, to the Ute, Navajo, and European settlers whose descendants still call this area home."

The Canyons of the Ancients is administered by the Bureau of Land Management, part of the Department of the Interior. ●

Web Resources: www.co.blm.gov/canm



Ooh La La: Louisiana and Points North Along Mississippi Retain French Accent

New Orleans and Louisiana are the most celebrated and recognizable areas of former French settlements in the United States. The French connection to Mobile, AL, might be less known, but is nonetheless important.

But to really get in touch with the French colonial experience in America, go upriver on the mighty Mississippi until you get to Sainte Genevieve, MO, a small town 60 miles south of St. Louis, and visit the Louis Bolduc house and other places where the French settled in



North America and left their physical and linguistic traces.

Bolduc Historic Properties maintains two houses in a French Colonial settlement along the Mississippi River that document and interpret the French experience in North America. Among them is the circa-1785 Bolduc House Museum, a National Historic Landmark that has been in the care of the Colonial Dames of America in the State of Missouri since 1950. The structure has been accurately restored and completely furnished with rare French pieces, some original to the house.

These efforts earned the Colonial Dames a Preserve America Presidential Award in May 2005.

As you might guess by the name, St. Louis also originated as a French settlement. However, a major fire in

The First Successful English Settlement at Jamestown

On May 14, 1607, the first successful long-term English colony in North America was established at Jamestown, VA. Although the site of this English colony is extremely important as the second-oldest successful European settlement in North America – the Spanish settled St. Augustine in what is now Florida 42 years earlier, in 1565 – its history is one of unrelenting struggle to survive.

The English earlier had attempted to establish colonies, but they did not endure. One of them, the famous Lost Colony of Roanoke Island, which tried to locate along the coast of what is today North Carolina, vanished with few traces, and its fate remains unknown. It is possible that people from another European nation who were trying to keep the English out of the area exterminated the Lost Colony. It is possible that the Lost Colony's settlers were incapable of providing for themselves and went to live with the Indians in the area, merging and disappearing among tribal members by the time more ships arrived from England. No one knows for certain. Visitors today can find its story at the Fort Raleigh National Historic Site.

But Jamestown succeeded and marks its 400th anniversary in 2007. Amazingly, considering its historic importance, recent and ongoing archeological studies still are bringing a fuller story of Jamestown to light.

Jamestown is the place where Pocahontas and John Smith walked four centuries ago. It was the site of the first legislative assembly in the American colonies of England in 1619, before the Pilgrims landed farther north in what is today the state of Massachusetts in 1620. And it was saved for posterity long before the present era of historic preservation began when its core 22.5-acre site was donated by private owners Mr. and Mrs. Edward E. Barney to the Association for the Preservation of Virginia Antiquities. In 1934 the National Park Service acquired the rest of the 1,500-acre Jamestown Island. This tradition of private generosity, local public spirit, and effort, combined with government assistance, is a model that has protected thousands of important historic sites across the nation. ●

Web Resources: www.nps.gov/jame/index.htm
www.apva.org/jr.html
www.historicjamestowne.org
http://edsitement.neh.gov/view_lesson_plan.asp?ID=269

1849 and subsequent riverfront development obliterated much of the city's colonial remnants.

Web Resources:
Bolduc House: www.bolduchouse.com

Newspaper Lesson:

Many languages and cultures are reflected in the American landscape. Research newspaper articles and images for examples of places, names, language, etc., that reflect the cultural background of your area. Based on your research, what cultures or groups settled your area? What impact did they have on your area, your state, or the nation?

Mission San Luis Restores Spanish Era's History in Southeast

Americans are familiar with the Spanish-Mexican roots of California and much of the southwestern portion of the United States. However, the Spanish were first on the scene in the southeast, too, and that story is being revived and retold by a bold archeological, research, and interpretative effort in the state capital of Florida, Tallahassee.

Juan Ponce de Leon arrived in what is now the southeast United States in 1513, and Spain laid claim to ownership of areas from the Florida Keys to Newfoundland, Canada. Other European countries failed to honor that claim, especially the English, French, and Dutch who entered into active and sometimes hostile efforts to assert ownership of parts of the New World. However, the Spanish were first to create a permanent settlement in the future United States of America. After a few false starts beginning in 1526 along today's Georgia coast, St. Augustine (Florida) was founded in 1565 and became the first permanent European settlement established within the United States.

St. Augustine became the eastern capital of Spanish America. However, a string of more than 100 Spanish missions and settlements stretched from St. Augustine to Mission San Luis, which was the western capital of Spanish America during the 16th and part of the 17th centuries. During battles with English colonists and forces over control of the east coast, many of these missions were destroyed and abandoned.

Mission San Luis was located on land where an Apalachee village once existed and was visited by Hernando de Soto's expedition for several months during the winter of 1539-1540. It stood where the modern city of Tallahassee was later established. Happily, the location of the site was never lost nor built upon and thus was available for investigation. However, when the state purchased the site in 1983, by which time it had become a National Historic Site under the National Historic Preservation Act, very little was known about Mission San Luis. More than 20 years of extensive archeological work and academic research with original historic material resulted in the painstaking reconstruction of the mission. This effort was recognized with a Preserve America Presidential Award in May 2006, one of only 12 such honors presented by the White House to date.

Researchers and archeologists and historians discovered the pattern of colonial life in the Spanish southeast was much different from the pattern and experience of English colonies to the north. In Mission San Luis, Spaniards and Indians lived and worked in close proximity. They were more intermingled than was generally the case elsewhere in the Americas. The Spanish encouraged intermarriage with the native population, and many Apalachee tribal members seem to have embraced both Spanish culture and the Christian religion. The several

hundred Spanish and more than 1,000 Apalachee at Mission San Luis lived together in a town laid out on the Indian pattern. The round common area at the center of Mission San Luis, near which most important structures were located and leaders lived, included a space for ball games that were an important part of the cultural life of the Apalachees.

While a mission church was an important feature of the combined Spanish-Indian site, the most impressive structure was an Apalachee council house that could accommodate between 2,000 and 3,000 people. The council house was more than 140 feet in diameter, five stories high, and now has been meticulously reconstructed from archeological and historic evidence. When it was being reconstructed, Zulu people from South Africa, who are still expert in thatched roofing similar to what was used by the Apalachee at the time of Mission San Luis, were hired to do the work correctly, using more than 100,000 palm fronds to finish the task.

The historic and archeological record shows how thoroughly the two populations blended. The records indicate that Apalachee leaders sought out church officials and asked for Christian religious instruction for themselves and their people, a circumstance that was not typical elsewhere in the Americas. Apalachee leaders were buried in



the church in places usually used elsewhere only for church officials, and hundreds of Indians chose to be interred elsewhere beneath the church floors in keeping with the customs of the time. ●

Web Resources: www.missionsanluis.org

Did you know?

When the Spanish came to North America, the importance of the civilization of the Apalachee Indians was so great and impressive that other native tribes in the region told explorers that the riches the Europeans sought could be found among this particular tribe. Information such as this ultimately led to the naming of an important geographic feature after the tribe – the Appalachian Mountains.



Angel Island and Ellis Island: Centers of Immigration History

Following the Colonial Period, immigration to the new nation became largely a matter for states to regulate as they chose. Political instability, religious persecution, lack of economic opportunity, and other adverse conditions in the nations of the Old World quickly led to the greatest human migration in history during the 19th and early 20th centuries.

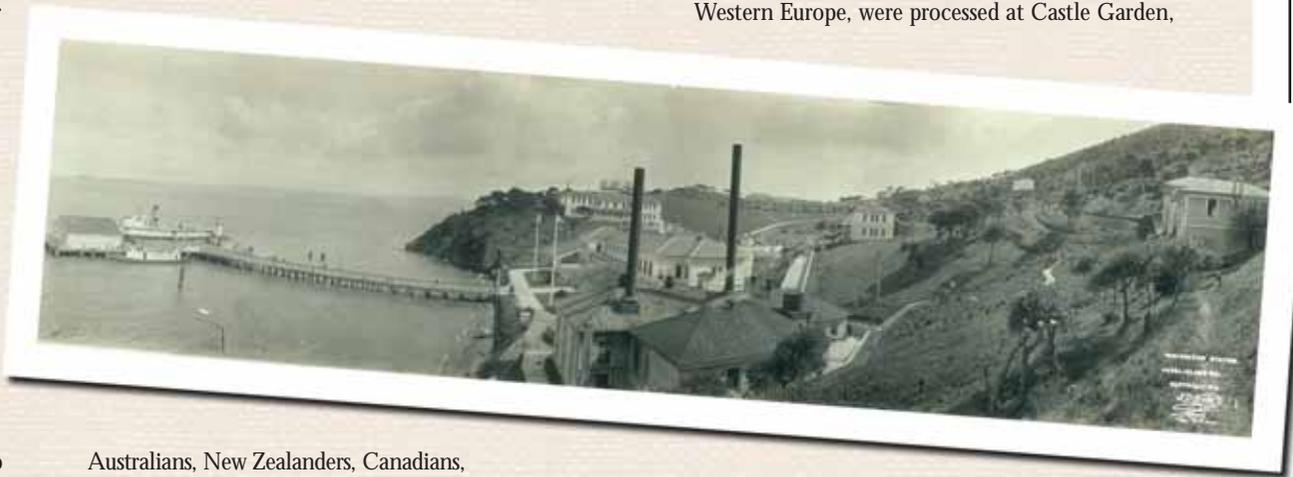
In the east, millions of immigrants came through ports such as Boston, Philadelphia, Baltimore, Savannah, and New York. New Orleans was another important entry point for immigrants. After California came into the United States following the Mexican-American War, the subsequent gold rush fueled dreams of prosperity for millions, and immigrants from Asia and Russia entered through ports on the west coast, especially San Francisco.

When the state-by-state immigration system proved impractical, Congress charged the federal government to take responsibility beginning in 1890. This change resulted in creating two extraordinary places for today's Americans to experience the history of immigration in the United States.

Angel Island was home to the Miwok Indians for more than 6,000 years. In August 1775

west coast so Americans now and into the future can experience that story.

West Coast immigrants were largely Asians, but also



Australians, New Zealanders, Canadians, Mexicans, Central and South Americans, and Russians.

The history of Chinese immigration is particularly significant to Angel Island and the Angel Island Immigration Station. The first Chinese entered California in 1848, lured like others by the gold rush. Within a few years, discrimination resulted in legis-

lation forcing them out of gold exploration and mining and into menial jobs.

Turning to other work, they laid tracks for the Central Pacific Railroad that connected the continent shortly after the Civil War, turned marshland in the Sacramento delta into productive agricultural land and construction sites, created shrimp and abalone fisheries, and provided cheap labor. Subsequent laws beginning in the 1880s known as the "Chinese Exclusion Laws" made it very difficult for Chinese people to emigrate to the

United States, a practice that ended only when World War II made China an ally.

Long before Ellis Island in New York Harbor became the most famous portal for American immigrants in 1890, it had been important to Indians, Dutch, and English colonists as a place to obtain oysters and catch shad. In fact, one of its earlier names was "Oyster Island" before it was obtained by Samuel Ellis. Aside from the great fishing and oystering opportunities, it was a place pirates were taken to be hanged. It was then the location of one of the forts protecting New York Harbor, an ordnance depot (to

store ammunition and other explosives and weaponry) called Fort Gibson.

According to the National Park Service, which has preserved and administered Ellis Island for many years, between 1892 and 1954 more than 12 million immigrants entered the United States here, near the site of the Statue of Liberty. Over the years, the island grew from its original 3.3 acres to 27.5 acres by landfill obtained from the ballast of ships, excess earth from the construction of the New York City subway system, and other sources.

Before Ellis Island became the major immigration point on the east coast, from 1855 to 1890 approximately 8 million immigrants, mostly from Northern and Western Europe, were processed at Castle Garden,

another site along New York Harbor. These early immigrants came from nations such as England, Ireland, Germany and the Scandinavian countries and constituted the first large wave of immigrants that settled and populated the United States.

Despite the island's reputation as an "Island of Tears," the vast majority of immigrants were treated courteously and respectfully, and were free to begin their new lives in America after only a few short hours on Ellis Island. Only two percent of the arriving immigrants were excluded from entry. The two main reasons why an immigrant would be excluded were if a doctor diagnosed a contagious disease that would endanger the public health, or if a legal inspector thought the immigrant was likely to become a public charge or an illegal contract laborer. ●

Web Resources: Ellis Island National Park Service: www.nps.gov/elis
 Angel Island Immigration Station Foundation: www.aiisf.org
 Angel Island State Park: www.angelisland.org



a Spanish ship arrived to survey and map the famous San Francisco Bay. That ship, the *San Carlos*, anchored by the largest island in the bay and named it Angel Island. Russian sea otter hunters found temporary shelter there in the early 1800s. After the war with Mexico in 1846, the island became primarily an American military post for a century. Now it is largely a California State Park, where the state, a nonprofit foundation, and the National Park Service are rehabilitating and interpreting what was formerly the most important point of immigration on the

Newspaper Lesson:

America is still experiencing waves of immigrants, and it is front-page news. Study newspaper articles about immigration in your

community or across the nation. Where are immigrants coming from? Why are they coming to America? What are the arguments for or against immigration and how do they compare to those of past generations? Is immigration good or bad, why? What legislation is Congress debating or preparing to implement, and what impact may it have on immigration?

Touching the Lewis and Clark Expedition at Pompeys Pillar

The Lewis and Clark Expedition, which took place from 1803 to 1806, was launched by President Thomas Jefferson after the Louisiana Purchase doubled the size of the territory belonging to the United States.

The purpose of the expedition, also known as the Corps of Discovery, was to explore the Louisiana Purchase territory and discover what this land contained. Meriwether Lewis and William Clark also were seeking to discover whether a water connection from the Mississippi River to the Pacific Ocean existed. Rivers were the highways of that time, as no railroads, highways, or engines to drive machinery existed. Travel was on foot, by horse, or by boat, and boat was the most efficient way to transport heavy goods over long distances.

President Jefferson and many others hoped there would be a network of rivers that would tie together the Pacific Ocean with the states bordering the Atlantic Ocean.

This would greatly facilitate settlement and trade and help tie the rapidly expanding nation together. The centuries-old search for the so-called Northwest Passage across North America effectively ended when the expedition found no such link existed.

The Lewis and Clark Expedition is one of the most epic tales of the American west and the settlement of the nation. It took the Corps of Discovery almost three years to explore the Missouri River, cross the Rocky Mountains, descend the Columbia River to the Pacific Ocean, and return with news of what they had discovered and accomplished.

Lewis and Clark also served as ambassadors to the people already living in the territory they traversed. While the United States government and its citizens knew little about this area, it had been a beloved and familiar home for millennia to many American Indian tribes who inhabited the region. Without the support and assistance of these first Americans, Lewis and Clark almost certainly would not have succeeded.

One of the most significant people on the trip was a Shoshone Indian woman named Sacagawea, who made the entire trip in the company of her husband, a French-Canadian trapper named Toussaint Charbonneau, hired by Lewis and Clark to serve as a guide when they encountered him during the winter of 1804-1805 in what is now western North Dakota.

Sacagawea had been stolen from her tribe years earlier by another tribe and was living with Charbonneau at Fort Mandan, where the Corps passed their first full winter. Despite the fact that she had just given birth to a son, Jean Baptiste, on Feb. 11, 1805, she and the boy – whom Clark nicknamed “Pompy” – accompanied the expedition to the Pacific and back to where they had joined the Corps.

Sacagawea was a vital member of the expedition. When a boat she was riding in overturned, she fearlessly saved many important articles from being lost. When the expedition nearly foundered and urgently needed horses to get over the Rocky Mountains before the deep snows and cold of winter trapped them in the mountains, Sacagawea was instrumental in obtaining horses and assistance from her own tribe, with which she was joyfully reunited when the expedition reached Shoshone territory in what is now western Montana. Her familiarity with the land and the peoples served the Corps very well on many occasions. Also, her presence on the otherwise all-male expedition served as a symbol that the expedition was not a war party to the Indians they encountered along the way.

Today, the only known remaining physical reminder of the Lewis and Clark Expedition is Clark’s signature and the date July 25, 1806, which he carved in a rock formation along the Yellowstone River that he named “Pompy’s Tower”



in honor of Sacagawea’s son. The name of the rock formation later was changed to “Pompeys Pillar.”

The spelling change is not surprising, as spelling was not standardized at the time, and Lewis and Clark were dealing with names that were not English in origin. Sacagawea’s name was spelled “Sah-kah-gar-wea” in Clark’s journal of the trip, her husband said her name would best be spelled in English as “Tsakaka-wias,” and the variants “Sacajawea” and “Sakakawea” are preferred by some modern writers.

The survival of that sole remaining physical remnant of the expedition’s passing at Pompeys Pillar is itself a wonderful tale of people who realized its significance and who sought to protect it. Due to their concern, people today and tomorrow can visit this place and learn about Pompy, his mother Sacagawea, Lewis, Clark, the other members of the Corps of Discovery, and their epic odyssey through the west at a place that certainly was actually touched by them.

For many years Pompeys Pillar was in private ownership, and preservation-minded owners and citizens who wanted to save it ultimately arranged to sell it to the federal government so it could be both protected and visited. In 1991 the sandstone formation became Pompeys Pillar National Historic Landmark. It is now in the ownership of the people of the United States through the Bureau of Land Management, U.S. Department of the Interior, and in 2001 it became Pompeys Pillar National Monument. ●

Web Resources:

www.mt.blm.gov/pillarmon/index.html
<http://lewisandclarktrail.com>
www.lewisandclark.com

Newspaper Lesson:

Find newspaper articles about minorities or women making a historic difference. What are they accomplishing?

Using newspaper articles and editorials as a reference, write an essay about minorities and/or women and whether you think they have attained equal rights.

Language changes over time as in the story above. Find words or the names of places in the newspaper that come from foreign languages or cultures. Which language or culture are they from and/or what is the word’s root? Why was the word added to the English language?



Americans are People on the Move

Since the beginning, Americans have been a people on the move. Transportation has always been, and continues to be, vital to the nation and its character. From birch bark canoes to SUVs, how we move has shaped us. Over the years, technology has greatly changed the means of transportation for people and goods.

Before the European colonists, America's original settlers walked or used boats to get where they were going and to



move items from one place to another. They also employed pack animals, sleds, and travois systems that were dragged behind people, dogs, caribou, or other animals native to the Americas. Lakes, rivers, mountain passes, canyons, and similar geographic features largely determined the routes people used for travel. There were no horses in the Americas during times of earlier human occupation. Horses, mules and oxen arrived with the Europeans.

In colonial times and in the early period following invention of the steam engine, the most efficient means of moving heavy or large quantities of goods, and often for traveling, was by water transportation. As in most of the world, settlement was concentrated on places with good water access and ports, on bays and along rivers. Canals were dug to make navigation easier and to reach areas that were not handy to natural water transportation. The introduction of horses and wagons made roads practical and important arteries of travel. Walking continued to be popular among those who could not afford, or chose not to, maintain horses or who did not live near navigable waterways.

With the steam engine, railroads emerged, and the importance of waterborne transportation began to diminish and change. Then, with the internal combustion engine, cars, trucks, and airplanes began to displace earlier modes of transportation, making modern roads essential to the economic well-being and unity of the nation. In time, these roads themselves became historic places and contributed mightily to the national culture. ●

Newspaper Lesson:

Find newspaper articles about various forms of transportation of people and goods. How do the transportation systems affect the individual and the economy? How have transportation systems evolved from those used a century or more ago.

Cumberland, Maryland, Provides Window into the Origins of America's Transportation System and Nationwide Model for State Heritage Area Development

Congress authorized the National Road, the first federally financed highway project, in 1806 when Thomas Jefferson was president. Built westward from Cumberland, MD, in 1811, it is the direct ancestor of today's interstate and national highway system. The National Road generally followed a route established during the French and Indian War, along a military road created to take troops and supplies west from the more populated part of the British Colonies in North America. General Edward Braddock, the British commander at the beginning of that war, originally established the route. George Washington served and traveled with him as a member of his staff.

Originally intended to stretch from Baltimore, MD, to St. Louis, MO, the road was never completed in its originally envisioned form, making it only as far west as Vandalia, IL, by the early 1840s. While never as long as anticipated, it did open up the Midwest and especially the Ohio River Valley to greater commerce and settlement. Today, U.S. Route 40 generally follows the old National Road through Wheeling, WV, across Central Ohio, and into Illinois.

The Federal Highway Act of 1921 established a federal program to assist states in creating an "adequate and connected system of highways, interstate in character." At this time, the National Road became U.S. Route 40, with some historic structures on the road becoming businesses serving contemporary travelers. In 1956, the Federal-Aid Highway Act created the interstate highway system, which diverted much traffic from older highways like U.S. Route 40. However, the old National Road is experiencing a surge in heritage tourism.

Cumberland has become one of the best places in the United States to gain an understanding of how the national transportation infrastructure began and developed, and how local initiative and state governments are preserving and presenting history to today's Americans. While today this Maryland Preserve America community is a richly historic city of 25,000 people, in the early 1800s it was a thriving commercial and transportation hub.

Established in 1787 at the mouth of Wills Creek, a tributary of the Potomac River, the settlement grew near the former site of Fort Cumberland (1754-1765), one of George Washington's outposts during the French and Indian War. Washington later visited the area as President in 1794 in order to review troops mustered to put down the Whiskey Rebellion. Cumberland's early growth depended upon a natural feature known as The Narrows, a cut through Wills and Haystack mountains, known as the "Gateway to the West." The pass facilitated commerce, travel, and migration between Cumberland and the west.

Because of its location, Cumberland was not only the eastern starting point for the National Road, but also an important site for canal transportation and later a key corridor for early railroads west. It became home to many businesses serving these transportation arteries and by 1880 was the second largest town in Maryland. But changes in transportation led to business decline. Local citizens and officials, searching for an answer, determined that the city's future lay in its past: a downtown historic district which contains more than 100 historic structures, plus the remnants of its transportation glory days and natural setting remain.

At nearly the same time, in the mid-1990s, Maryland state government determined that historic preservation and heritage tourism were of fundamental importance to the economic well-being and future of the state and to communities like Cumberland. The state government created the Maryland Heritage Areas Program, a statewide initiative that received a 2006 Preserve America Presidential Award because it serves as a model for other states. The Maryland Heritage Areas Authority leads the program. Certified heritage areas are geographic areas in Maryland containing high concentrations of unique historical, cultural, and natural resources, and where motivated community partners are dedicated to the protection and development of those resources through heritage tourism.

You may never have heard of Cumberland before, but it played a great role in the transportation history of the United States. Similarly, tens of thousands of communities nationwide, by telling their individual stories, tell the larger story of the birth and development of the United States. To understand the way the country is bound together by its transportation system, the story of Cumberland is the story of a nation. ●

Web Resources:

Roadside Architecture: www.roadsidepeek.com
 Military Heritage Tourism: www.denix.osd.mil/denix/Public/Library/NCR/heritagetourism.html?fm-culres
 National Register Travel Itineraries: www.cr.nps.gov/nr/travel
 Cultural Heritage Tourism: www.culturalheritagetourism.org



General Grant Makes Key Civil War Decision at Dillon's Plantation, Mississippi

On May 12, 1863, Generals Ulysses S. Grant and William T. Sherman were headquartered at Dillon's Plantation near Raymond, MS. They were maneuvering their Union military forces to capture Vicksburg, seeking to secure the vital Mississippi River corridor, cut the Confederate States of America in two, and deny it the economic and military use of the river. A sharp skirmish was fought in the area of the Dillon Plantation that day while the Battle of Raymond raged nearby, as Confederate forces fought desperately to blunt the Union drive.

That evening, receiving news of the favorable outcome of the Battle of Raymond, the two generals conferred on how the campaign was unfolding. Grant decided to change the route of the Union troops' advance, electing to move decisively against Jackson, the capital of Mississippi, before turning on Vicksburg as he had originally planned. This brilliant and daring decision resulted in the destruction of railroads and war materials in Jackson, forcing the retreat of a sizeable Confederate army, thereby preventing it from joining ranks with the defenders of Vicksburg. These actions assured Union success in the Vicksburg campaign, contributing directly to the outcome of the Civil War and reunification of the nation.

The story of this decision was largely unknown but recently has been resurrected, largely because Dillon's Plantation suddenly became available to the public through actions taken by the U.S. Department of Agriculture's Farm Service Agency (FSA). This is a historic preservation story that shows how the process works to save special places of American heritage.

Under Section 106 of the National Historic Preservation Act, federal agencies and offices are required

to review historic resources when considering the effects of their actions. On Dec. 26, 2000, the FSA foreclosed on a 470-acre farm in Hinds County, MS. Fulfilling the required review of the property before placing it on the market to sell, the FSA contacted the Mississippi State Historic Preservation Officer (SHPO). The SHPO notified the FSA that the property was associated with an important Civil War action and was eligible for listing on the National Register of Historic Places.

This coincided with a Congressional authorization to the National Park Service (NPS) in November 2000 of a study on how to better preserve Civil War battlefields along the Vicksburg Campaign Trail, considered of national significance to the history of the United States. The Vicksburg National Military Park investigated the site of Dillon's Plantation and reported that since the area today appears much as it did in 1863, "preservation of the site is crucial to the establishment of the Vicksburg Campaign Trail."

As a result, on Jan. 9, 2003, the FSA transferred the property to the Natchez Trace Parkway, part of the NPS. The property will now be surveyed and researched by archeologists and other experts. Educational exhibits and markers will be prepared to interpret the events surrounding the decision that played a part in ending the Civil War – and preserving the United States of America.

The key battlefields for both of these places are preserved and interpreted by the NPS. ●

Web Resources:

Gettysburg: www.nps.gov/gett/index.htm
www.cr.nps.gov/museum/exhibits/gettex/
 Vicksburg: www.nps.gov/vick/index.htm

Gettysburg and Vicksburg Settled Ultimate Military Fate of Confederacy

In a stunning one-two blow delivered in the first days of July 1863, Union forces sealed the military fate of the Confederacy.

While the possibility of a political settlement of the Civil War remained in the minds and hopes of many even after these crushing victories, the fact that the Confederate States of America almost certainly could



not win the war by defeating the Union on the battlefield was settled around the towns of Gettysburg, PA, and Vicksburg, MS, from July 1-4, 1863.

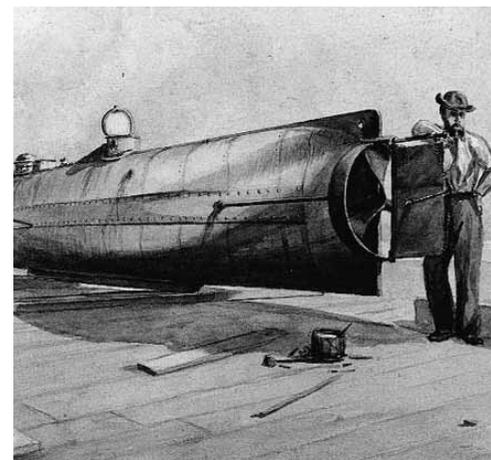
Vicksburg was the last significant Confederate stronghold on the Mississippi River. Once Union forces captured it, the Confederacy would be split and Union forces could freely navigate the river. Vicksburg fell on July 4, 1863 to Union forces under the command of General Ulysses S. Grant, who later assumed command of the entire Union army and, after the war, was elected President of the United States.

On July 4, 1863, Confederate forces under the leadership of General Robert E. Lee retreated from Gettysburg after losing the bloodiest multi-day battle of the Civil War July 1-3, 1863. That retreat marked the last time the Confederate army ever posed a major invasion threat to the United States. ●

H. L. Hunley Was First Submarine to Successfully Sink Enemy Ship

For 131 years the *H.L. Hunley* laid at the bottom of the sea just outside Charleston, SC, her whereabouts unknown since the Confederate submarine became the first undersea craft to sink an enemy ship in battle, the USS *Housatonic*.

While the *Hunley* was not the first submarine, it was the first to successfully attack another ship in warfare. As far back as the Revolutionary War, a small submarine called the *Turtle* had failed in its



attempt to hook explosives on a British ship and sink it in New York Harbor. During the Civil War, both the Union and Confederate sides had built unsuccessful versions of submarines in addition to the *Hunley*. ●

Learn more about the history as well as recovery and conservation of the *Hunley* by checking the Web sites below.

Web Resources:

Naval Historical Center: www.history.navy.mil
 Friends of the Hunley, Inc.:
www.hunley.org/index.asp

Newspaper Lesson:

War has occurred throughout human history. Find newspaper articles about civil wars or other conflicts between peoples throughout the world. What are the reasons for the conflict? Who are the parties involved, and what can be done to resolve the conflict? How will history look upon the conflict? What should be preserved from the conflict for future generations to learn from, and what do you think the lesson will/should be?

George Washington at Center of Both Birth of Nation and Birth of Historic Preservation Movement

Appropriately, the person most identified with the birth of the United States of America, and the historic personality whose beloved home is credited with sparking the birth of the historic preservation movement more than a century and a half ago, is the same person: George Washington.

While the National Historic Preservation Act of 1966 created today's national structure for historic preservation, the historic preservation movement in the United States



is considered to have begun in 1853 with the preservation of Mount Vernon, George Washington's Virginia home on the Potomac River near Washington, DC. Without Mount Vernon, it would be far more difficult to walk in the footsteps and experience the real person who became the near-mythic "Father of His Country."

Washington loved Mount Vernon, and he died there in 1799. Over the next 50 years the house and grounds proved too much for his successors to maintain, and Mount Vernon fell into severe disrepair. Washington's

great-great-nephew attempted unsuccessfully to sell the estate to the United States and Virginia governments.

In 1853, resolved to save the house, Ann Pamela Cunningham of South Carolina founded the Mount Vernon Ladies' Association and launched a national campaign to buy and preserve Mount Vernon. By gathering support for the salvation of Mount Vernon, the Association was able to purchase the property by 1860, a year before the Civil War began. The ladies then engaged in a lengthy and successful effort to raise public awareness and funds for the restoration of Mount Vernon. This is considered the birth of the historic preservation movement in the United States, and it created a model that is still being followed.

The Mount Vernon Ladies' Association still owns, maintains, and interprets Mount Vernon. In keeping with contemporary concepts of authentic experience, the group continually improves both the physical property and the educational experience offered to visitors. Mount Vernon has undergone extensive analysis, and efforts to find and reclaim original furnishings and authentically reproduce contents such as carpets and drapes has intensified. The result is that the property is closer to its 1799 appearance today than at any time since this magnificent preservation effort commenced.

The estate is located 16 miles from Washington, DC and is open every day. ●

Web Resources: www.mountvernon.org
www.nbm.org/Exhibits/current/Mount_Vernon.html
 George Washington Birthplace:
www.nps.gov/gewa/index.htm

Lincoln's Legacy Lives On In His Old Kentucky Homes



On Feb. 12, 1809, in a rude log cabin measuring less than 20 feet by 20 feet, Abraham Lincoln was born to Thomas and Nancy (Hanks) Lincoln at Sinking Spring Farm, KY. Listed on the National Register of Historic Places, the farm was named after an impressive spring located near where the cabin was built. A few miles away is Knob Creek Farm, where the family moved when the title to Sinking Spring Farm was invalidated.

Abraham Lincoln's earliest memories were from Knob Creek Farm, where he lived until he was 7, helping his father with carpentry work and farming. ●

Web Resources: Lincoln Birthplace, National Park Service Web site www.nps.gov/abli

Newspaper Lesson:

U.S. Presidents and other leaders of other countries are often in the news making history. Find newspaper articles about our President or other national leaders. What are the stories about and how will they affect the U.S. or the world? Is what is occurring historic in nature? Are there places or documents in the story that should be preserved because they are of historic nature important to future generations?

Structures Aren't the Only Places Needing Historic Preservation – Consider Independence Rock

Historic preservation is not limited to structures or "built environments." There are also landscapes and natural places so historic and significant that their preservation is vital. Yellowstone National Park is one obvious example, but there are many others as well.

Consider a less known but still incredibly important heritage asset – Independence Rock in rural Wyoming. This natural and historic feature is part of the Wyoming state park system and is known as Independence Rock State Historic Site.

The rock was also known as the "Great Register of the Desert" because of the longstanding custom of passersby inscribing their names, the date visited, and other such information upon it. Myth ascribed the name Independence Rock to its location in the geographic area traditionally reached near July 4 – Independence Day –

by overland wagon trains bound west in the 1800s on the California and Oregon Trails. However, the name actually refers to the day it was visited by a particular group who named it, as travelers passed literally all year long.

The rock and the high pass it occupies offer amazing views of beautiful open country, and the graffiti scrawled by thousands of westward pioneers and the ruts of the

wagons they traveled in are now historic human elements added to that part of that scene. ●

Web Resources:
<http://wyoshpo.state.wy.us/trailsdemo/independence/rock256k.htm>



African Burial Ground Changes Nation's Historical Perspective



In May 1991, the U.S. General Services Administration (GSA), a federal agency that among other essential activities provides office space and buildings for federal agencies to occupy, made a startling discovery.

GSA was planning to build a new federal building on lower Broadway in New York City. Because the site was located in an older part of Manhattan considered historic, GSA was required to do an archaeological investigation on the site before constructing the new building. (Federal agencies are required by law to do so to be sure their construction work does not destroy historic artifacts or resources below the ground.) Just as the archaeological investigation was about to be completed, the archaeologists discovered skeletons and other remains from human burials. The building site was located on a graveyard! The graveyard was buried deep beneath layers of earth and later development and had been hidden from view for centuries.

The present is often literally built on the past, so finding human remains in an urban area was not particularly shocking. But this particular cemetery would turn up not only the forgotten resting places of perhaps 20,000 people, but also uproot some popular contemporary misconceptions of American history.

With the discovery, work stopped temporarily on the new federal building, because under the National Historic

Preservation Act (NHPA) federal agencies have to consider the impact their activities may have on historic resources, even if they were unknown when work began. Other laws and regulations deal with the importance of proper, respectful treatment of human remains. It is also essential to inform and include other people, groups, levels of government and organizations that might have a legitimate interest in the historic resources involved in such cases.

Once that process began, the story began to emerge. During the Colonial period in New York, first under the Dutch and later under the English and finally extending into the era of the early years of the United States of America, slavery was widespread there and throughout the Americas. Many people mistakenly believe that this practice was largely confined to a specific region of the United States. In fact, the practice was prevalent from the time of the first Spanish settlers. Including all of the Western Hemisphere during the centuries before the practice was outlawed, it is believed that close to 10 million people were forcibly removed from Africa, and those who survived the voyage to the New World were made to work for others and live in bondage without what today would be considered the most basic of human rights. Ten million people is about equal to the entire population of Los Angeles County, CA. In 2006, only eight of the 50 states have total populations that exceed 10 million people.

As the Revolutionary War era began, New York contained the second-largest population of enslaved Africans in the North American colonies. Only South Carolina had more. And there was a growing population of free Africans. A New York census of 1746 recorded 2,444 persons as black – or about 20 percent of the population.

The African Burial Ground, which it came to be known, reclaimed historic facts that were largely forgotten or unknown because there had been little physical evidence reminding current generations about past practices.

While work on the federal building prompted the discovery of the resting place of more than 400 men, women, and children, it was quickly clear that the cemetery once covered a far greater area that was largely built over by earlier development. Evidence suggests as many as 20,000 people had been interred by 1794 in what was then known as the “Negros Burial Ground.”

Study of the bones yielded information on health and nutrition, diet, gender, and age at death. The study demonstrated that many of those interred in the African Burial Ground had lived harsh and often short lives.

Nine percent of the burials were children under the age of two, while another 32 percent were below the age of puberty. This indicates the death rate among African children in Colonial New York was high. Developmental defects in teeth and bones indicated a high rate of malnutrition and recurrent illness.

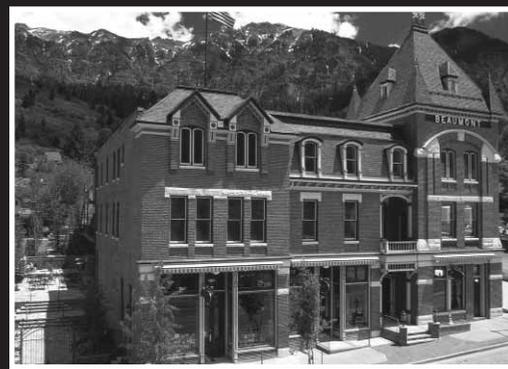
Arm, leg, and shoulder bones of the adult men showed evidence of muscles that had been torn from the bones in life, indicating they had endured labor beyond the limits of physical endurance.

The caskets, coffins, and articles buried with these more than 400 people also told a lot of stories to today's researchers. Interestingly, one decorative item found was an Ashanti symbol called the “Sankofa,” which carries the meaning “Return to the Past to Build the Future,” which is exactly why historic preservation and the study of history matter. This symbol links the person buried with it to the Ghana-Ivory Coast region of Africa. Some teeth were found to have been filed, which was a practice among adolescent children in many parts of West and Central Africa.

Because of the importance of the site, on Feb. 27, 2006, President George W. Bush signed a proclamation establishing the African Burial Ground National Monument in Lower Manhattan, at the corners of Duane and Elk streets. ●

Web Resources: www.africanburialground.gov

Some Preservation Successes – Like the Beaumont Hotel – Are Individual Efforts



When the first Preserve America Presidential Award winners were selected early in 2004, the smallest project in scale was large in another sense. It epitomized what individual vision and commitment can accomplish to save and reuse a slice of American history.

The Beaumont Hotel in the mountain high community of Ouray, CO (elevation more than 7,000 feet) was built in the 1880s when the town was the center of a gold and silver boom. In its former glory days, the hotel had hosted Presidents Theodore Roosevelt and Herbert Hoover, actress Sarah Bernhardt and King Leopold of Belgium. It also served as a great high vantage point from which to watch the occasional miners' brawl spill out into the street from the nearby Bucket of Blood Saloon. Though listed on the National Register of Historic Places in 1973, that didn't save it from being closed for 34 years, slowly decaying and falling into ruin in the middle of the Ouray National Historic District.

Mary and Dan King, who utilized the appropriate building standards and expertise to preserve its historic integrity while modernizing it, brought the hotel back from the brink of destruction. In December 2003 it reopened, revitalizing the historic core of the community while serving contemporary heritage tourism needs. ●

Newspaper Lesson:

Find newspaper articles of successful African-Americans in the news. Choose a person to do a report on using newspaper

articles and other research. Identify who they are, what their area of expertise is, what are they accomplishing, what education level have they attained to be able to do their work, and other information as requested by your teacher.

Based on articles in the newspaper and online resources, discuss as a class whether African-Americans or other minorities have equal rights and opportunities.



The House That Launched the Savannah Preservation Movement: The Isaiah Davenport House

During a visit to Savannah, GA, in 1946, Lady Nancy Langhorne Astor said the city was like “a beautiful woman with a dirty face.” Lady Astor, the first woman to serve in the British House of Commons, had married into the English branch of the Astor family, one of the wealthiest families in the United States during the 19th century. She was also an American, born in Virginia in May 1879.

She recognized that underneath the city’s grime and decay lay something extraordinary. The planned city of squares and wards was designed by the colony’s founder, General James Edward Oglethorpe, in 1733 and was capital of England’s 13th colony. By the 1950s, the city’s historic downtown, rich with character and beauty, had been all but abandoned as residents and businesses left for the new suburban development occurring on Savannah’s south side. Two years after Lady Astor’s comments, a newspaper article read, “One of the city’s former beautiful residences which has been left to fall into decay is the Davenport House”

Unimproved for over a half century, it faces an impoverished, unimproved square. Local lovers of beauty and of Savannah have long sighed over its plight. Now they weep”

Like most of downtown, the Davenport House had lost its luster. Built by master builder Isaiah Davenport in 1820 for his growing household and situated on Columbia Square, one of the historic squares which give the city its distinct, garden-like character, the Federal-style home “is a high point in Savannah architectural development,” wrote Walter Hartridge, architectural historian and native Savannahian. But in 1954, it had become a rundown tenement building targeted for demolition to make room for much needed parking for the busy funeral home across the street.

Today, the Davenport House hosts thousands of visitors each year who come to experience history preserved in this 19th century home, now a house museum and interpretive

site. Savannah no longer has a “dirty face.” Instead, it is a model of historic preservation which drives the city’s growing tourism and hospitality industry. The Davenport House won a 2005 Preserve America Presidential Award for its privately-funded restoration and creative interpretation committed to historical accuracy as well as for its role as the birthplace of Savannah’s historic preservation movement.

So, what is the story behind the story of the Davenport House?

By 1954, a significant number of important 18th and early 19th century buildings had been torn down and replaced with modern, commercial buildings in hopes of bringing shoppers back Downtown. That same year, the U.S. Congress had launched its urban redevelopment program, also known as urban renewal, encouraging cities to “be cleansed of their ugly past and reclothed in the latest modern attire.”

With the threat to demolish the Davenport House, local residents awoke to the need to protect what was historic and unique about their city. It took a local group of dedicated citizens to move beyond just wishing something would be done to actually taking action. In 1955, seven Savannah ladies founded the Historic Savannah Foundation, Inc., and kicked off a grassroots effort that would help save more than 300 historic buildings. Once organized, these seven ladies raised the \$22,500 necessary to buy the Davenport House and began planning for its rehabilitation and reuse.

Saving the Davenport House was the catalyst for a movement. Once the building’s future was secure, Historic Savannah Foundation had the confidence, commitment and experience to save other buildings. No local zoning laws existed in Savannah at that time to protect historic structures, thus the Foundation developed a comprehen-



sive strategy to promote preservation through private sector involvement.

Over time and with trial and error, Historic Savannah Foundation became an innovator in the preservation movement. The Foundation and its members supported the listing of seven other historic districts in the city of Savannah on the National Register, which each hold their own collection of federally recognized buildings and sites. While the Foundation has moved far beyond its initial endeavor to save the Davenport House, committed Davenport House supporters continue to make the house museum their primary concern. The Isaiah Davenport House Museum opened to the public in 1963, and in the late 1990s and early 2000s the museum was restored and reinterpreted to more accurately depict the life and times of the builder and his household. A vibrant historic site, it stands as a beacon of civic concern and group action. Asked what he likes most about the Davenport House, one museum supporter noted, “Because it symbolizes what a group of determined people – the seven ladies – can do and how they made a major difference in our community.” ●

Web Resources:

Davenport House Museum:
www.davenportmuseum.org
 National Council for Preservation Education:
www.uvm.edu/histpres/ncpe/chart.html

Yellowstone National Park: American Icon Where Tourists Pay to Volunteer

Yellowstone National Park in Wyoming, Idaho, and Montana is a world-renowned icon of global preservation. Yellowstone was the world’s first national park, established in 1872, only seven years after the end of the Civil War. In 1978 it became a United Nations Educational, Scientific and Cultural Organization (UNESCO) World Heritage Site. The park contains 1,106 historic structures, 13 historic districts, five National Historic Landmarks, and more than 1,000 known archeological sites. Including the iconic “Old Faithful,” there are more than 300 geysers in Yellowstone, or two-thirds of all known to exist on earth. Its 3,470 square miles also are home to a large concentration of free-roaming wildlife and more than 1,000 plant species.

Yellowstone today hosts 3 million visitors annually. Visitation has grown by 50 percent since 1980. The National Park Service exists to both protect such mar-



velous areas, and make them available to the public. This is a delicate balancing act.

Tauk World Discovery, an 80-year-old escorted tour operator, received a 2006 Preserve America Presidential Award for its innovative effort to turn the adverse impacts of too many tourists into a partial solution. More than 5,000 vacationers to date have voluntarily donated nearly 10,000 hours of labor valued at more than \$160,000 to help preserve and protect park assets. In this manner, Tauk has transformed the very human visitation that inevitably causes some adverse impacts to natural and historic resources, by turning it into a positive force for preservation while building visitor understanding, appreciation, and pride.

An anonymous online survey conducted among 600 of the guest volunteers found that 86 percent said volunteering enhanced their tour experience, and 94 percent said they would volunteer again if given the opportunity.

One such traveler, Mrs. M. Rosen, noted: “It was nice to do something for the national parks, so that those who come to visit them later can view their beauty, history, and splendor as

Lackawanna Heritage Area: From a Valley of Fear to a Valley of Historic Education in Northeastern Pennsylvania

If you have read *The Valley of Fear*, the final Sherlock Holmes novel by Sir Arthur Conan Doyle, you have had a glimpse of one aspect of the hard life of anthracite coal miners living in northeastern Pennsylvania in 1875.

For millions of immigrants who came to America their first stage was often a backbreaking job in the northeastern United States. The Lackawanna Heritage Valley tells the story of the breaker boys – as young as age 8 – whose job was to stay hunched for up to 16 hours a day over streams of moving coal and extract slate and rocks from the anthracite. Their plight helped ignite the labor movement that resulted ultimately in child labor laws.

The site also tells the story of millions of immigrants who fled their homelands to build a new life for themselves and their families. As the Lackawanna Heritage Authority Web site explains, “The Lackawanna Valley embodies the

American experience. The region’s anthracite coal, railroads, and iron works fueled the nation’s massive industrial expansion. Its industry staged some of the great battles between capitalism and social responsibility, and its people, the thousands of immigrants who came here to build a new life, ended up building a new nation.”

By 1900, the valley was a hub of commerce, manufacturing, and transportation, which had attracted a population of more than 250,000. Towns sprang up throughout the valley as immigrants poured in seeking new jobs, new opportunities, and new lives. Distinct ethnic enclaves quickly formed. The Lackawanna Valley initially was not so much a melting pot as a quilt of languages, ethnic traditions, and cultures all co-existing in one of the most densely populated places of 19th century America.

Among its many “firsts” was the very first electric trolley car mass transit system in the world, installed in Scranton in 1886. By 1915 it had grown to include hundreds of miles of track and that year recorded more than 34 million passenger trips. Trolley cars had a major impact on American cities through the era of World War II, as they were affordable, clean, quick, and covered from the weather. The valley was also the site of the nation’s first steam locomotive demonstration, when the Delaware & Hudson Canal Company in 1829 sent the “Stourbridge Lion” on its inaugural run.

The Lackawanna River Heritage Valley Authority received a 2004 Preserve America Presidential Award for its outstanding efforts in preservation and education. ●



Web Resources:

Lackawanna Heritage Valley Authority:

www.lhva.org/main.html

National Park Service National Heritage Areas:

www.cr.nps.gov/heritageareas

Did You Know?

In 1891, Thomas J. Foster realized that the miners in Northeastern Pennsylvania would require specialized education if they ever hoped to work their way out of the mines. However, their work schedules made conventional classroom education almost impossible. Foster brought the classroom to them by creating the world’s first distance learning program, establishing the International Correspondence School (ICS). Many of America’s most famous public works, including the Panama Canal, the Coulee and Hoover Dams, the San Francisco Bay Bridge, and Pittsburgh’s former Forbes Field, were designed and/or built by ICS alumni.



we did. Thank you for allowing me the experience of giving back to this great country in which we live.” ●

Web Resources: www.nps.gov/yell

Volunteer Opportunities

National Trust for Historic Preservation:

www.nationaltrust.org/volunteer/search.asp

National Park Service volunteer information:

www.cr.nps.gov/getinvol.htm

Preservation organizations in your state, or community:

www.nationaltrust.org/help/statewide_org.asp

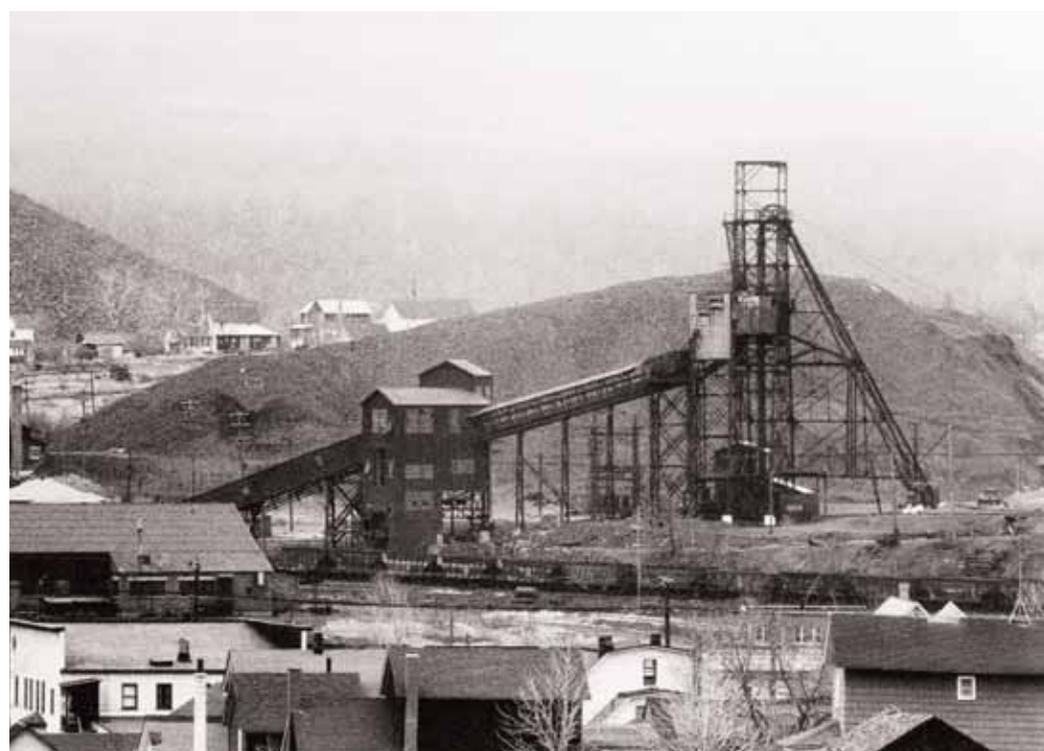
www.preservationatlas.org/nthpviewer/contacts.aspx

Save Our History:

www.saveourhistory.com/educators/volunteer_guidelines.html

Newspaper Lesson:

Find newspaper stories about environmental issues. How might the environmental issues affect historic sites like Yellowstone or a historic natural resource in your community or state? What can be the government, the public, or you do to help address the environmental issue.



Traces of World War II Found from Hawaiian Islands to New Mexico Desert

The United States of America has many preserved reminders of World War II on its home soil, probably far more than commonly realized.

The surprise attack on Hawaii on Dec. 7, 1941, brought the United States fully into the war as a combatant. While the Navy fleet at Pearl Harbor was the prime strategic focus of the attack, the U.S. Army and its Air Corps – the forerunner of today's Air Force – were also struck, as were U.S. Marine facilities.

The attack lasted less than two hours, and left 2,280

American servicemen and 68 civilians dead and more than 1,100 Americans wounded. The most horrific single incident was the explosion of the USS Arizona, where 1,117 crewmen perished when the ship sank in less than nine minutes. More than 1.5 million people a year visit a memorial in Pearl Harbor above the ship.

However, also still preserved are structures and strafing marks in concrete at some of the other targets. Ewa Marine Corps Air Station, Hickam, Wheeler, and Bellows airfields, Schofield Barracks, and Kaneohe Bay



Naval Air Station jointly suffered hundreds of casualties and hundreds of planes destroyed.

Along the East Coast, in places like Cape Henlopen State Park, DE, concrete towers used for sentries watching for German submarines that attacked shipping all along the coast still exist and can be visited. The submarine battle was far greater than people at the time fully realized. Beginning immediately after war was declared, German submarines sank many ships before effective countermeasures began to take effect.

Perhaps the greatest unknown historic resource—only now being studied and readied for public presentation -- are the sites connected with the Manhattan Project, the desperate top-secret race to develop the atomic bomb before our enemies did during World War II.

The U.S. Department of Energy traces its origins directly to the Manhattan Project, which brought World War II to an end when two atomic bombs were dropped on Japan, resulting in the capitulation and unconditional surrender of the Japanese Empire. Thanks to the Department of Energy's historic preservation activities under the National Historic Preservation Act, places and structures associated with the Manhattan Project like Oak Ridge, TN, Los Alamos, NM, the Nevada test site where the bombs were exploded, and Hanford, WA, will be interpreted, and the story of the Manhattan Project will be accessible in places where it happened.

Certainly your community is home to one or more veterans of World War II and many people who remember what the nation went through during those difficult years on the home front. Students in many places are collecting oral histories from these people. Projects like this can really drive home the incredible changes that have occurred in only 60 years, and make the past come alive for people who were born after the war. ●

Web Resources: Wendover Airbase:
www.wendoverairbase.com
 History of Department of Energy:
www.mbe.doe.gov/me70/history/overview.htm

World War II Created Today's World

Participation in World War II capped the centuries-long rise of the United States of America from a small, somewhat remote cluster of European exploration and colonies to its present eminence in the world.

If the Civil War eight decades earlier can be said to have determined what kind of nation the United States would become, U.S. participation in World War II from 1941 to 1945 and the war's aftermath largely determined the kind of world we live in today.

Dec. 7, 1941, was when the world changed forever. On that day, the Japanese Empire attacked Hawaii, then an American territory, catapulting the United States into World War II. Because Japan was aligned with fascist governments controlling Germany and Italy, the attack resulted in Adolf Hitler, dictator of Germany, declaring war on the United States. Italy followed suit. The United States, which already had been supporting the war effort of Great Britain, Australia, the Soviet Union, and others fighting the Axis powers by supplying weapons and food and other essential goods and services, now officially committed its substantial resources to active engagement in the war with the strong support of the American public. ●



Granada High School Students Save, Restore Essential Piece of America's Story at Camp Amache

Information Courtesy Amache Preservation Society and Thomas Carr, Staff Archaeologist, Colorado Historical Society

On Feb. 10, 2006, Secretary of the Interior Gale Norton formally designated the Granada Relocation Center as a National Historic Landmark, the highest form of federal recognition associated with the National Historic Preservation Act.

That just goes to show what a small town high school teacher and a bunch of students can accomplish together when they set out to educate not only themselves but also their community about a history in the process of being forgotten.

Shortly after the Japanese attack on Pearl Harbor on Dec. 7, 1941, which forced the United States into World War II, President Franklin D. Roosevelt signed Executive Order 9066 on Feb. 19, 1942, which authorized creation of the War Relocation Authority. This caused 120,000 Japanese Americans, most of them U.S. citizens, to be removed from their homes, businesses, and jobs and placed in 11 internment camps, due to the fear that people of Japanese origin or descent might sympathize with and aid Japan in the war. A similar program took place in Canada where 23,000 people were displaced. The harsh measure was challenged in court, but ultimately the U.S. Supreme Court upheld the legality of the law.

In the U.S., the camps – officially labeled “relocation centers” – were located in Arizona, Arkansas, California, Colorado, Idaho, and Utah. One of them, the Granada Relocation Center, was built near the town of Granada, CO.

The Granada Relocation Center, called Camp Amache, was unique in several respects. While most of the camps were built on federal land, Granada was built on 10,500 acres of formerly private land that was taken by the government from 18 owners, mostly ranchers and farmers, which naturally caused some initial hard feelings. However, it allowed the relocated Japanese residents to farm and grow much of their own food, taking advantage of existing fields and irrigation canals. When the camp finally closed, the town of Granada purchased much of the central camp area from the federal government.

By the early 1990s, foundations and other subdued evidence of the camp's existence, along with a war memorial placed on the site in 1983 and a small cemetery used by the internees were about all the physical remnants still in place.

Efforts to preserve this nationally significant site were initiated in the 1990s by students at Granada High School. They formed the Amache Preservation Society and established a close partnership with Amache survivors and their descendents who were also members of the Denver Optimists Club. The site was listed on the Colorado State Register of Historic Places in 1994. Other preservation partners included the Colorado Council for the Arts, Colorado Preservation Inc., the National Trust for Historic Preservation, and the Colorado Historical Society. ●

Web Resources: Granada High School Amache Preservation Society: <http://amache.org>
www.cr.nps.gov/history/online_books/anthropology74/index.htm



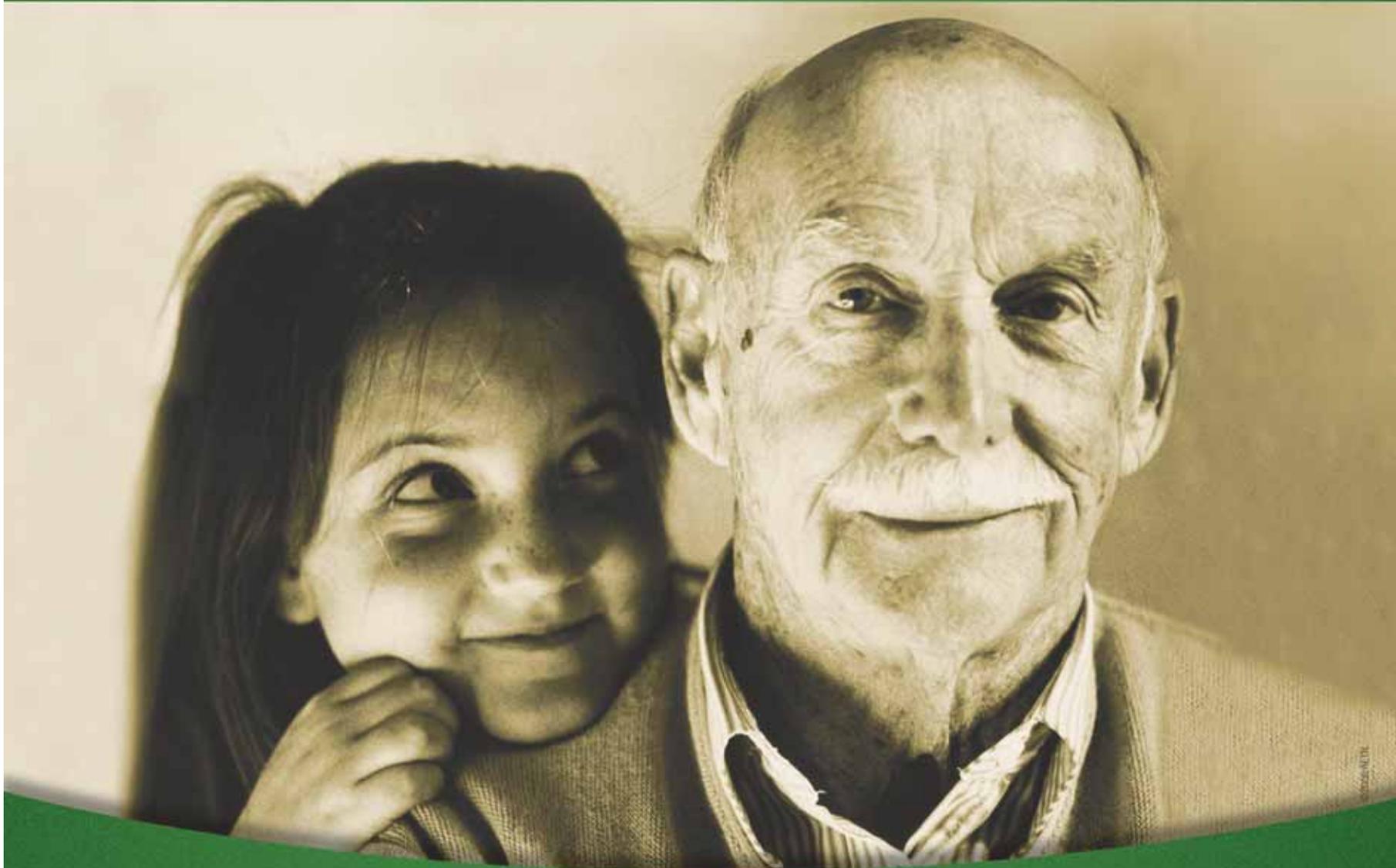
Historic Preservation Teaching Resources Online

Adventures in the Past: www.blm.gov/heritage/adventures/index.html
Archeology for Kids: www.cr.nps.gov/archeology/public/kids/index.htm
Archeology - National Park Service Program: www.cr.nps.gov/archeology/public/index.htm
Archeology - Bureau of Land Management: www.co.blm.gov/ahc/links.htm
Architecture: www.architeacher.org/historic/historic-styles
Lesson Plans by State: www.cr.nps.gov/nr/twhp/state.htm
Great American Landmarks Adventure: www.cr.nps.gov/hps/pad/adventure/landmark.htm
Historic Jamestowne 400th Anniversary: www.apva.org/jr.html
www.historicjamestowne.org/
National Oceanic and Atmospheric Administration ((NOAA): www.preserveamerica.noaa.gov
National Park Service - Junior Rangers Program: www.nps.gov/learn/juniorranger.htm
Researching Old Buildings: www.kshs.org/resource/oldbuildings.htm
Newspaper in Education – (more preservation text): www.NIETeacher.org
Save Our History: www.saveourhistory.com
Teaching with Historic Places: www.cr.nps.gov/nr/twhp/index.htm
Teaching With History and National Register Travel Itineraries: www.cr.nps.gov/nr/about.htm
The Gilder Lehrman Institute of American History: www.gilderlehrman.org/teachers/index.html
The History Channel: www.history.com

Historic Preservation Online Resources:

Advisory Council on Historic Preservation (ACHP): www.achp.gov
www.achp.gov/economicstudies.html
National Association of Tribal Historic Preservation Officers: www.nathpo.org
National Conference of State Historic Preservation Officers: www.ncshpo.org
www.ncshpo.org/HPFPreservation/EconomicImpacts.htm
National Register of Historic Places: www.cr.nps.gov/nr/publications/bulletins/brochure
National Trust for Historic Preservation: www.nationaltrust.org
Preserve America: www.PreserveAmerica.gov
Revitalize Your Commercial District: www.mainstreet.org
Military Heritage Tourism: www.denix.osd.mil/denix/Public/Library/NCR/heritagetourism.html

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