

Truman Presidential Museum & Library

Lesson Plans

<https://www.trumanlibrary.gov/education/lesson-plans>

Search Term: Desegregation

1948 Timeline

For this project the students will create a timeline for the year highlighting events in national and international, art, literature, entertainment, music, science, inventions, sports, fashion, and economics.

Author: Lawler, Carol Ann

View full lesson: [HTML](#)

A Time for Greatness: Tone Analysis of Kennedy Presidential Campaign Speeches

This unit will use primary documents to provide practice in close reading, in identifying tone, and in applying tone recognition to an analysis of nuance in content.

Author: Algaier, Chas

View full lesson: [HTML](#)

African American Women in the Military during WWII

To assist students in developing analytical skills that will enable them to evaluate primary documents and images such as photographs, political cartoons and posters related to African American women during World War II.

Author: Young, Michael

View full lesson: [HTML](#)

Breaking Barriers: The Right to Fight

To introduce analysis of primary documents to sixth through eighth grade students in preparation for History Fair's theme, "Breaking Barriers in History"

Author: Healy, Terry

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Civil Rights After Baseball: The Presidential Responses to Jackie Robinson

This will be a technology-based, analysis, assignment that will focus on primary source documents of President Truman's viewpoints on race and letters that Brooklyn Dodgers Hall-of-Famer Jackie Robinson wrote to former Presidents.

Author: Werner, Kurtis D.

View full lesson: [HTML](#)

Compare and Contrast the Civil Rights Accomplishments of the Truman Administration and the Eisenhower Administration

Students will attempt to answer the prompt: Compare and Contrast the Civil Rights accomplishments of the Truman administration and the Eisenhower administration by examining the documents and incorporating their knowledge of the time period.

Author: Johnson, Steve

View full lesson: [HTML](#)

Desegregating Armed Forces

Students will research the historical cause of desegregating the Armed Forces.

Author: Brosseau, Robert

View full lesson: [HTML](#)

Desegregation and Civil Rights

Students will be placed in groups to analyze primary documents relating to civil rights during the post-WW1 to 1948 time period (both pro and con regarding desegregation). Together, they will create a timeline of the documents given.

Author: Sutter, Kate

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Desegregation of the Armed Forces

Students will gain experiences in decision-making processes, analyzing primary source documents, technological research skills, and gain an understanding of President Truman's role in Civil Rights in America.

Author: Sneddon, Jeanne

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Desegregation of the Armed Forces

The students will analyze six groups of primary sources documents related to the desegregation of the armed forces on July 26, 1948. They will work together to gain a broader understanding of both the immediate and long-term ramifications.

Author: Schrag, Valerie

View full lesson: [HTML](#)

Desegregation of the Military

This activity will give students an awareness of the types of documents that advisors consider as they advise a president. Their analysis will help them see the different viewpoints to consider.

Author: Barnes, Kay

View full lesson: [HTML](#)

Jazzed, Boozed, and Busted: 1920

Students will be required to put together a PowerPoint or poster board presentation on a theme from the Roaring Twenties. The presentation (PowerPoint slides or poster board) must include pictures, descriptions, and various other items.

Author: Henke, Joe

View full lesson: [HTML](#)

President Truman's Civil Rights Policies Leading to Desegregation of the Military

After a review of African American military history, students will analyze three primary documents associated with President Truman's decision to desegregate the military.

Author: West, Steve

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Presidential Campaign of 1948: Using Political Cartoons

The Truman administration was no stranger to the sneers and jeers of political cartoonists. Facing such controversial issues as the desegregation of the armed forces, dropping of the atomic bomb, the cold war, the fair deal, the Republican takeover of Congress, and the 1948 presidential campaign, political and editorial cartoons were commonplace. President Truman, no matter how scathing, always professed a fondness for the cartoons and became an avid collector of them in his post-presidential years.

Author: Adams, Mark

View full lesson: [HTML](#)

Presidential Powers

This lesson would be in a Junior level U.S. Government course, once they have a complete idea of the Articles of the Constitution and have had a chance to explore Article 1 and Legislative Branch. It will require the student to apply their growing base of knowledge on the Power/Role of the President to their knowledge of life in American(Present, Past and Future).

Author: Peuster, Brad

View full lesson: [HTML](#)

Protecting our Posterity from the Prejudices of our Past

Students will determine what facts, fictions, emotions, and/or events were involved between individuals and groups as they examine past prejudices in the cities of Pierce City, Missouri; Tulsa, Oklahoma; Little Rock, Arkansas; Wichita, Kansas.

Author: Ohmart, Nancy

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Reading Primary Sources

This lesson prepares students to use primary sources for research purposes. It provides students the opportunity to work on their analysis and research skills.

Author: Anderson, Ellen

View full lesson: [HTML](#)

The Civil Rights Presidents

The purpose of this lesson is to take a comparative examination of the Civil Rights Movement.

The actions of three Presidents at the forefront of the Civil Rights Movement will be examined to determine the effectiveness of each.

Author: Frieling, Derek

View full lesson: [HTML](#)

The Presidential Desegregation Movement: The role of the President in relation to Desegregation

The student will analyze the role of the President of the United States in the Civil Rights movement and desegregation.

Author: Henke, Joe

View full lesson: [HTML](#)

Timeline of Civil Rights through American History

Students will be able to identify a few relevant Civil Rights issues AND how the president of that era confronted/handled/resolved the issue, along with causes/effects; then students will reveal how many issues of the past affect their own lives today and explain how.

Author: Ohmart, Nancy

View full lesson: [HTML](#)

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To Desegregate the United States Military or Not ..

In this lesson, students will be asked to analyze two groups of the letters written to President Truman concerning the desegregation of the United States military. One group of letters will be supportive of the Desegregation of the US military and the second group of letters will voice opposition to the desegregation of the military.

Author: Henke, Joe

View full lesson: [HTML](#)

Truman and Civil Rights: Deciding to Desegregate the Military

Students will predict why Truman decided to desegregate the military. Students will then work in groups to analyze relevant primary documents to seek clarification for Truman's decision. Finally, each student will use evidence from the documents to write an essay arguing why Truman decided to desegregate the military.

Author: Werges, Jared

View full lesson: [HTML](#)

Truman and Executive Order 9981: Idealistic, Pragmatic, or Shrewd Politician?

Formulate a deeper level of understanding of Truman and Executive Order 9981 by allowing students to construct their own opinion based upon evidence from primary sources.

Author: Bauer, Jon

View full lesson: [HTML](#)

Truman, Civil Rights and the Desegregation of the Military

This activity will employ selected primary documents to explore Truman's views on the race question, from his days of courting Bess Wallace through his post-Presidential years.

Author: Kerr, John

View full lesson: [HTML](#)

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Truman, World War One and Desegregation

Students will read correspondence from Truman about desegregating the military as well as primary document background material about his experiences with minority groups during WWI.

They will work in groups to create a mini-presentation.

Author: Sutter, Kate

View full lesson: [HTML](#)

Truman's Desegregation of the Armed Services and Executive Order 9981

The students will read background material on civil rights movement relating to the armed services. They will analyze and discuss Executive Order 9981 and learn how the blinding of Sgt. Isaac Woodward affected President Truman. After reading and class discussion, the students will express their thoughts in a writing activity.

Author: Gardner, John F.

View full lesson: [HTML](#)

What Would You Do? Desegregating the Military

Students will analyze primary documents, make decisions in the role of Harry S. Truman, and participate in group discussion and debate to understand the complex decision making that went into Truman's decision to desegregate the U.S. military.

Author: Welch, Erin

View full lesson: [HTML](#)

World War II as a Watershed in Race relations

This lesson asks students to consider the war years as equally important in pushing for racial equality.

Author: Harker, Cara

View full lesson: [HTML](#)

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Writing a Persuasive Paper on Civil Rights Legislation

Writing a Persuasive Paper on Civil Rights Legislation during the Truman Presidency

Author: Cooksey, Rhonda

View full lesson: [HTML](#)

Search Term: Woodard

Desegregation and Civil Rights

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Author: Sneddon, Jeanne

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Author: Schrag, Valerie

View full lesson: [HTML](#)

Orson Welles and the Story of Isaac Woodard: The Influence of the Media on Presidential Awareness and Decisions

Students will examine primary and secondary source material to draw connections while working individually, cooperatively with a partner, and during whole-group discussion.

Author: Lefeber, Josh

View full lesson: [HTML](#)

President Truman's Civil Rights Policies Leading to Desegregation of the Military

After a review of African American military history, students will analyze three primary documents associated with President Truman's decision to desegregate the military.

Author: West, Steve

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Author: Welch, Erin

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Search Term: African Americans

African American Experience in France

Students will read a variety of materials from articles on the topic to a letter home from an African American Soldier about his time in France.

Author: Peuster, Brad

View full lesson: [HTML](#)

African American Women in the Military during WWII

To assist students in developing analytical skills that will enable them to evaluate primary documents and images such as photographs, political cartoons and posters related to African American women during World War II.

Author: Young, Michael

View full lesson: [HTML](#)

African Americans in World War I

Students will work together to analyze primary resources about African Americans in the Great War.

Author: Rains, Keith

View full lesson: [HTML](#)

African Americans in World War I

The lesson incorporates an online exhibition from the National World War I Museum with primary and secondary sources regarding the African American experience in World War I.

Author: Schrag, Valerie

View full lesson: [HTML](#)

American Revolution vs. Arab Spring: Teaching with Primary and Secondary Source Documents

Students will research American Revolution and Arab Spring and compare and contrast the events to better understand both in terms of political, economic and social implications. The activity will utilize

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a wide range of sources and students will also learn how to analyze primary and secondary source documents.

Author: Peck, Brad

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Civil Rights After Baseball: The Presidential Responses to Jackie Robinson

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Author: Werner, Kurtis D.

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Author: Sneddon, Jeanne

View full lesson: [HTML](#)

Exodusters in Kansas

Students will learn about exodusters coming to Kansas during the reconstruction period.

Author: Mulligan, David

View full lesson: [HTML](#)

Home Was a Horse Stall

Students will be researching and analyzing the internment of Japanese Americans on the west coast of the US during WWII.

Author: Haywood, Diane

View full lesson: [HTML](#)

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Kansas City Jazz Reflection

Read book as a class and reflect over and discuss the book.

Author: Wilbanks, Rachel

View full lesson: [HTML](#)

Life During the Nifty Fifties - Was it really all that Nifty?

This unit will engage the students in discussions, independent reflection with written summaries, research, and others to guide students to answer the question, was life during the fifties really nifty?

Author: Blancarte, Anna

View full lesson: [HTML](#)

McCarthyism

The lesson will be a traditional lecture based lesson using primary source documents from President Truman and Joseph McCarthy. I will also incorporate a documentary movie on the HUAC trials and McCarthy. My main focus will be on the Red Scare.

Author: Scott, Joshua

View full lesson: [HTML](#)

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Author: Ohmart, Nancy

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Racial Politics in the 1920s

Students will be using the Internet to identify regional trends in post reconstruction presidential elections through the election of Herbert Hoover in 1928. Keeping in mind these regional trends, students will then analyze responses to the DePriest tea incident.

Author: Werges, Jared

View full lesson: [HTML](#)

Reading Primary Sources

This lesson prepares students to use primary sources for research purposes. It provides students the opportunity to work on their analysis and research skills.

Author: Anderson, Ellen

View full lesson: [HTML](#)

The DePriest Tea Incident and the Social Integration of the White House

Through the use of primary sources, students will learn about the social integration of the White House in 1929 during what became known as the DePriest Tea Incident.

Author: Schrag, Valerie

View full lesson: [HTML](#)

The Great Migration Lesson Plan

Students will learn about the Great Migration through discussion, analyzing primary sources in cooperative groups, watching a TED Talk, and reading an excerpt of a secondary source.

Author: Schmidt, Janeal

View full lesson: [HTML](#)

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The Interplay of Political and Social Influences on Civil War Battles

Students will research a major battle of the Civil War and prepare a resource paper that outlines all aspects of the battle: the overall military objectives, the reasons for troop placement, the personalities and goals of the overall commanders on both sides.

Author: Winkler, Doug

View full lesson: [HTML](#)

The Other Side of the 1920s

Students will research in a group setting and prepare a written report or a PowerPoint presentation (complete with notes) about some aspect of the 1920s that does not fit the stereotype of this era.

Author: Winkler, Doug

View full lesson: [HTML](#)

Truman and Civil Rights: Analyzing Sources

This is a document-based-question assignment that requires the students to construct a coherent essay that integrates their interpretation of primary source documents and their knowledge of the time period referenced in the question.

Author: Williams, Emily

View full lesson: [HTML](#)

Truman and Civil Rights: Deciding to Desegregate the Military

Students will predict why Truman decided to desegregate the military. Students will then work in groups to analyze relevant primary documents to seek clarification for Truman's decision. Finally, each student will use evidence from the documents to write an essay arguing why Truman decided to desegregate the military.

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Truman and Executive Order 9981: Idealistic, Pragmatic, or Shrewd Politician?

Formulate a deeper level of understanding of Truman and Executive Order 9981 by allowing students to construct their own opinion based upon evidence from primary sources.

Author: Bauer, Jon

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Violent vs. Non-violent Protest: Which provides the best chance to advocate positive change?

This series of activities will incorporate individual work in interpreting primary sources, cooperative group learning in the form of class debates, and cross-curricular learning with language arts as students read and discuss famous civil-rights era literature.

Author: Shockey, Zach

View full lesson: [HTML](#)

What Would You Do? Desegregating the Military

Students will analyze primary documents, make decisions in the role of Harry S. Truman, and participate in group discussion and debate to understand the complex decision making that went into Truman's decision to desegregate the U.S. military.

Author: Welch, Erin

View full lesson: [HTML](#)

Where does your loyalty lie?

This lesson will help students understand how Americans felt about WWI before we entered it and understand that it was not necessarily widely supported like WWII.

Author: Forde, Laura

View full lesson: [HTML](#)

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Women and World War One

Students will read primary documents from suffrage workers and female WWI contributors to discover their feelings toward not being allowed to vote.

Author: Sutter, Kate

View full lesson: [HTML](#)

World War II as a Watershed in Race relations

This lesson asks students to consider the war years as equally important in pushing for racial equality.

Author: Harker, Cara

View full lesson: [HTML](#)

Search Term: Civil Rights

1948 Election

Students will work with the party platforms for the four major parties participating in the Election of 1948 (Democratic, Republican, States' Rights Democratic, and Progressive parties).

Author: Schrag, Valerie

View full lesson: [HTML](#)

A Best Laid Plan Derailed. Modern Supreme Court interpretation of the Need for the Voting Rights Act

Supreme Court rulings in the Shaw v. Reno (1995) and the Shelby County vs. Holder (2013) cases relied heavily on the reasoning behind the passage of the Voting Rights Act (1965). Students in AP Gov't and Politics are required to know both cases as part of the cannon of cases and the precedents set as part of the course standards.

Author: Vinson, Heather

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A Time for Greatness: Tone Analysis of Kennedy Presidential Campaign Speeches

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Author: Rains, Keith

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Arab-Israeli Conflict

Students will make predictions on the recognition of Israel by President Truman and compare it to what actually occurred. Students will research the views of the Israelis and Palestinians on five different issues with a partner and each student will present their research.

Author: Murphy, Maureen

View full lesson: [HTML](#)

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Author: Werner, Kurtis D.

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Cold War Study Unit

A series of lectures, document analysis, cooperative learning and individual assignments.

Author: Pearson, David

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Collecting Perspectives: Glimpses of Civil Liberties Found in Children's Literature

Students will be responsible for collecting a portfolio (18 or more titles) of children's literature addressing the subject, giving examples, or dealing with the issue of civil liberties outlined within the Bill of Rights

Author: Rotole, Jennifer

View full lesson: [HTML](#)

Compare and Contrast the Civil Rights Accomplishments of the Truman Administration and the Eisenhower Administration

Students will attempt to answer the prompt: Compare and Contrast the Civil Rights accomplishments of the Truman administration and the Eisenhower administration by examining the documents and incorporating their knowledge of the time period.

Author: Johnson, Steve

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Containment and the Truman Doctrine

Cooperative learning/using primary sources/critical thinking

Author: Rains, Keith

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DePriest Tea Incident

Individual research to find contrasting evidence for change based on the 1929 DePriest Tea Incident.

Author: Brosseau, Robert

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Author: Schrag, Valerie

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Eleanor Roosevelt, Marian Anderson, and the Daughters of the American Revolution

Analyzing Eleanor Roosevelt and her role in the early civil rights movement.

Author: Gardner, John F.

View full lesson: [HTML](#)

Evolution of Freedom of Speech

Cooperative Learning - groups of two will research and report back to class. Class draws conclusion(s) as a group.

Author: Brosseau, Robert

View full lesson: [HTML](#)

Gaines v. Canada Mock Trial

In a cooperative learning project, students will participate in a mock trial, arguing the facts and constitutional ramifications of the 1938 Supreme Court case Gaines v. Canada [Univ. of Missouri].

Author: Kaiman, Mike

View full lesson: [HTML](#)

Harry S. Truman and Civil Rights

Author: Seim, Stephanie

View full lesson: [HTML](#)

Hello, Mr. President

Analyze and compare the presidency of Harry Truman and Lyndon Johnson.

Author: Kriz, Mera

View full lesson: [HTML](#)

Home Was a Horse Stall

Students will be researching and analyzing the internment of Japanese Americans on the west coast of the US during WWII.

Author: Haywood, Diane

View full lesson: [HTML](#)

Identity Politics in the 1960s and 1970s: Women & Native Americans

In this lesson, the students will apply their knowledge of the tactics and strategies used during the Civil Rights Movement to the movements for women's rights and Native American rights. The students will use both primary and secondary sources.

Author: Schrag, Valerie

View full lesson: [HTML](#)

Integrating the Military

Students will advise Truman on the integration of the US military after WWII. They will play the role of individuals who advise the President based on primary sources.

Author: Forde, Laura

View full lesson: [HTML](#)

Japanese Internment Camps

To assist students in developing analytical skills that will enable them to evaluate primary sources and images such as documents, photographs, political cartoons and posters related to the Japanese Internment Camps during World War II.

Author: Young, Michael

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Kansas, Missouri, and the Civil War, 1854-1865

Students will utilize Google Earth to build a route map of a participant in the Border War between Missouri and Kansas, noting stops and events along their path in the war.

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Author: Frieling, Derek

View full lesson: [HTML](#)

LBJ Diaries

Students are required to analyze the presidential diaries of Lyndon B. Johnson. Research is combined with analysis to identify people and groups mentioned in the diary.

Author: Basinger, Matt

View full lesson: [HTML](#)

LBJ-- Escalation in Vietnam and Domestic programs

Each student will complete concept maps on the sections on Vietnam, LBJ's Administration, and Civil Rights Movement.

Author: Harmon, Kevin

View full lesson: [HTML](#)

Life During the Nifty Fifties - Was it really all that Nifty?

This unit will engage the students in discussions, independent reflection with written summaries, research, and others to guide students to answer the question, was life during the fifties really nifty?

Author: Blancarte, Anna

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Make Nixon President in 1960

Students will create a Social Media Campaign for Richard Nixon in hopes of him winning the 1960 Election.

Author: Campos, Josue

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McCarthyism

The lesson will be a traditional lecture based lesson using primary source documents from President Truman and Joseph McCarthy. I will also incorporate a documentary movie on the HUAC trials and McCarthy. My main focus will be on the Red Scare.

Author: Scott, Joshua

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Orson Welles and the Story of Isaac Woodard: The Influence of the Media on Presidential Awareness and Decisions

Students will examine primary and secondary source material to draw connections while working individually, cooperatively with a partner, and during whole-group discussion.

Author: Lefeber, Josh

View full lesson: [HTML](#)

President Harry Truman and Civil Rights In America

What is the difference between what Truman said and what he did on the subject of race

Author: Winer, Linda

View full lesson: [HTML](#)

President Truman's Civil Rights Policies Leading to Desegregation of the Military

After a review of African American military history, students will analyze three primary documents associated with President Truman's decision to desegregate the military.

Author: West, Steve

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Presidential Campaign of 1948: Using Political Cartoons

The Truman administration was no stranger to the sneers and jeers of political cartoonists. Facing such controversial issues as the desegregation of the armed forces, dropping of the atomic bomb, the cold war, the fair deal, the Republican takeover of Congress, and the 1948 presidential campaign,

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political and editorial cartoons were commonplace. President Truman, no matter how scathing, always professed a fondness for the cartoons and became an avid collector of them in his post-presidential years.

Author: Adams, Mark

View full lesson: [HTML](#)

Presidential Power and Action Through Words

Students will use online resources from presidential libraries, Library of Congress, other websites that have presidential executive orders and other policies. Students will understand how a president (or multiple presidents) used presidential power of speech and words to enact legislation

Author: Easterday, Kurt

View full lesson: [HTML](#)

Presidential Powers, Executive Orders, and Civil Rights

As part of a unit on the United States Government, students will examine the powers of the President. They will examine Executive Order 9981 and Executive Order 8802 in relation to implicit powers and civil rights.

Author: Mischler, Ann

View full lesson: [HTML](#)

Protecting our Posterity from the Prejudices of our Past

Students will determine what facts, fictions, emotions, and/or events were involved between individuals and groups as they examine past prejudices in the cities of Pierce City, Missouri; Tulsa, Oklahoma; Little Rock, Arkansas; Wichita, Kansas.

Author: Ohmart, Nancy

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Race and Society in Professional Baseball: 1880s-1972

There will be cooperative learning as students will be working in groups of 4-5 and analyzing secondary sources concerning Cap Anson and primary sources from after Jackie Robinson's playing days.

Author: Werner, Kurtis D.

View full lesson: [HTML](#)

Reading Primary Sources

This lesson prepares students to use primary sources for research purposes. It provides students the opportunity to work on their analysis and research skills.

Author: Anderson, Ellen

View full lesson: [HTML](#)

The 101st Airborne goes to Little Rock

Based on the group work, each student will write a 2-3 paragraphs (4-6 sentences) defending or disagreeing with the President's decision to send the 101st Airborne to Little Rock citing evidence from the readings.

Author: Harmon, Kevin

View full lesson: [HTML](#)

The Civil Rights Presidents

The purpose of this lesson is to take a comparative examination of the Civil Rights Movement. The actions of three Presidents at the forefront of the Civil Rights Movement will be examined to determine the effectiveness of each.

Author: Frieling, Derek

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The Presidential Desegregation Movement: The role of the President in relation to Desegregation

The student will analyze the role of the President of the United States in the Civil Rights movement and desegregation.

Author: Henke, Joe

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The Whistle Stop Tour, The Electoral College, and Demographics

Students will complete a set of analytical questions (on paper or electronically) while using primary and secondary map resources individually, pair-share, and then discuss as a class/group as a formative assessment or review tool over the Electoral College and demographics.

Author: Barnes, Jessica

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Timeline of Civil Rights through American History

Students will be able to identify a few relevant Civil Rights issues AND how the president of that era confronted/handled/resolved the issue, along with causes/effects; then students will reveal how many issues of the past affect their own lives today and explain how.

Author: Ohmart, Nancy

View full lesson: [HTML](#)

To Desegregate the United States Military or Not ..

In this lesson, students will be asked to analyze two groups of the letters written to President Truman concerning the desegregation of the United States military. One group of letters will be supportive of the Desegregation of the US military and the second group of letters will voice opposition to the desegregation of the military.

Author: Henke, Joe

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Truman and Civil Rights: Analyzing Sources

This is a document-based-question assignment that requires the students to construct a coherent essay that integrates their interpretation of primary source documents and their knowledge of the time period referenced in the question.

Author: Williams, Emily

View full lesson: [HTML](#)

Truman and Civil Rights: Deciding to Desegregate the Military

Students will predict why Truman decided to desegregate the military. Students will then work in groups to analyze relevant primary documents to seek clarification for Truman's decision. Finally, each student will use evidence from the documents to write an essay arguing why Truman decided to desegregate the military.

Author: Werges, Jared

View full lesson: [HTML](#)

Truman and Executive Order 9981: Idealistic, Pragmatic, or Shrewd Politician?

Formulate a deeper level of understanding of Truman and Executive Order 9981 by allowing students to construct their own opinion based upon evidence from primary sources.

Author: Bauer, Jon

View full lesson: [HTML](#)

Truman's Commission on Civil Rights

Students will read a section from To Secure These Rights: The Report of the President's Committee on Civil Rights and analyze the directions under the executive order and the interpretation by the committee of what they were supposed to accomplish.

Author: Whipple, Susan

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Truman, Civil Rights and the Desegregation of the Military

This activity will employ selected primary documents to explore Truman's views on the race question, from his days of courting Bess Wallace through his post-Presidential years.

Author: Kerr, John

View full lesson: [HTML](#)

Truman, World War One and Desegregation

Students will read correspondence from Truman about desegregating the military as well as primary document background material about his experiences with minority groups during WWI. They will work in groups to create a mini-presentation.

Author: Sutter, Kate

View full lesson: [HTML](#)

Truman's Desegregation of the Armed Services and Executive Order 9981

The students will read background material on civil rights movement relating to the armed services. They will analyze and discuss Executive Order 9981 and learn how the blinding of Sgt. Isaac Woodward affected President Truman. After reading and class discussion, the students will express their thoughts in a writing activity.

Author: Gardner, John F.

View full lesson: [HTML](#)

Violent vs. Non-violent Protest: Which provides the best chance to advocate positive change?

This series of activities will incorporate individual work in interpreting primary sources, cooperative group learning in the form of class debates, and cross-curricular learning with language arts as students read and discuss famous civil-rights era literature.

Author: Shockey, Zach

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Warren G. Harding and the 1920 Election: Women Pave the Way

This lesson will allow advanced middle school or high school students to analyze primary source documents concerning the women's rights movement in the United States to end suffrage and propose a constitutional amendment for the right to vote.

Author: Werner, Kurtis D.

View full lesson: [HTML](#)

What Would You Do? Desegregating the Military

Students will analyze primary documents, make decisions in the role of Harry S. Truman, and participate in group discussion and debate to understand the complex decision making that went into Truman's decision to desegregate the U.S. military.

Author: Welch, Erin

View full lesson: [HTML](#)

Who Moves to Kansas? The Exoduster Migration

Students will use primary documents to determine the views and dreams of freedmen in the Exoduster migration to Kansas using a photo of an Exoduster family in NE, the Kansas Emigrant Song, and NARAs document analysis form.

Author: Sutter, Kate

View full lesson: [HTML](#)

Women and World War One

Students will read primary documents from suffrage workers and female WWI contributors to discover their feelings toward not being allowed to vote.

Author: Sutter, Kate

View full lesson: [HTML](#)

World War I as a Pivotal Point in History

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Students will present an argument for what was the most significant result of World War I to change the development of the world.

Author: Frieling, Derek

View full lesson: [HTML](#)

World War II as a Watershed in Race relations

This lesson asks students to consider the war years as equally important in pushing for racial equality.

Author: Harker, Cara

View full lesson: [HTML](#)

Writing a Persuasive Paper on Civil Rights Legislation

Writing a Persuasive Paper on Civil Rights Legislation during the Truman Presidency

Author: Cooksey, Rhonda

View full lesson: [HTML](#)

Search Term: 9981

African American Women in the Military during WWII

To assist students in developing analytical skills that will enable them to evaluate primary documents and images such as photographs, political cartoons and posters related to African American women during World War II.

Author: Young, Michael

View full lesson: [HTML](#)

Breaking Barriers: The Right to Fight

To introduce analysis of primary documents to sixth through eighth grade students in preparation for History Fair's theme, "Breaking Barriers in History"

Author: Healy, Terry

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Civil Rights After Baseball: The Presidential Responses to Jackie Robinson

This will be a technology-based, analysis, assignment that will focus on primary source documents of President Truman's viewpoints on race and letters that Brooklyn Dodgers Hall-of-Famer Jackie Robinson wrote to former Presidents.

Author: Werner, Kurtis D.

View full lesson: [HTML](#)

Compare and Contrast the Civil Rights Accomplishments of the Truman Administration and the Eisenhower Administration

Students will attempt to answer the prompt: Compare and Contrast the Civil Rights accomplishments of the Truman administration and the Eisenhower administration by examining the documents and incorporating their knowledge of the time period.

Author: Johnson, Steve

View full lesson: [HTML](#)

Desegregating Armed Forces

Students will research the historical cause of desegregating the Armed Forces.

Author: Brosseau, Robert

View full lesson: [HTML](#)

Desegregation and Civil Rights

Students will be placed in groups to analyze primary documents relating to civil rights during the post-WW1 to 1948 time period (both pro and con regarding desegregation). Together, they will create a timeline of the documents given.

Author: Sutter, Kate

View full lesson: [HTML](#)

Desegregation of the Armed Forces

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Students will gain experiences in decision-making processes, analyzing primary source documents, technological research skills, and gain an understanding of President Truman's role in Civil Rights in America.

Author: Sneddon, Jeanne

View full lesson: [HTML](#)

Desegregation of the Armed Forces

The students will analyze six groups of primary sources documents related to the desegregation of the armed forces on July 26, 1948. They will work together to gain a broader understanding of both the immediate and long-term ramifications.

Author: Schrag, Valerie

View full lesson: [HTML](#)

President Harry Truman and Civil Rights In America

What is the difference between what Truman said and what he did on the subject of race

Author: Winer, Linda

View full lesson: [HTML](#)

President Truman's Civil Rights Policies Leading to Desegregation of the Military

After a review of African American military history, students will analyze three primary documents associated with President Truman's decision to desegregate the military.

Author: West, Steve

View full lesson: [HTML](#)

Presidential Powers

This lesson would be in a Junior level U.S. Government course, once they have a complete idea of the Articles of the Constitution and have had a chance to explore Article 1 and Legislative Branch. It will require the student to apply their growing base of knowledge on the Power/Role of the President to their knowledge of life in American(Present, Past and Future).

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Author: Peuster, Brad

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Presidential Powers, Executive Orders, and Civil Rights

As part of a unit on the United States Government, students will examine the powers of the President. They will examine Executive Order 9981 and Executive Order 8802 in relation to implicit powers and civil rights.

Author: Mischler, Ann

View full lesson: [HTML](#)

Protecting our Posterity from the Prejudices of our Past

Students will determine what facts, fictions, emotions, and/or events were involved between individuals and groups as they examine past prejudices in the cities of Pierce City, Missouri; Tulsa, Oklahoma; Little Rock, Arkansas; Wichita, Kansas.

Author: Ohmart, Nancy

View full lesson: [HTML](#)

Reading Primary Sources

This lesson prepares students to use primary sources for research purposes. It provides students the opportunity to work on their analysis and research skills.

Author: Anderson, Ellen

View full lesson: [HTML](#)

The Civil Rights Presidents

The purpose of this lesson is to take a comparative examination of the Civil Rights Movement. The actions of three Presidents at the forefront of the Civil Rights Movement will be examined to determine the effectiveness of each.

Author: Frieling, Derek

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