

# American Experiments

## Head to Head: History Makers

Since the founding of the American republic, when the power of the nation was entrusted not in a monarchy but in its citizens, each generation has questioned and considered how to form “a more perfect union.”

The American Experiments suite of educational games builds off of this question by challenging students to think about their roles and responsibilities within their democracy. Head to Head invites students to think deeply about how American history has been shaped in countless ways by people in different eras and from diverse backgrounds.

The learning begins with the guiding question: Who changed America more?

This simple question has no one right answer and can open up new ways of understanding how the nation was shaped into what it is today. Through a sports-playoff-style bracket, students make their case, debate matchups, and ultimately choose who they think shaped America the most.

Through this, students will:

- Examine explicit and subtle ways that individuals can change the course of American history, through discussion with classmates.
- Analyze and respond to findings presented by others to examine bias, evidence, and logic through fast-paced debates.
- Practice skills of persuasion and negotiation with peers for the purpose of coming to collaborative decisions.

### Inside this Guide

Aligned Standards

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## Aligned Standards

### College, Career, and Civic Life (C3) Framework for Social Studies State Standards

- D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.
- D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
- D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
- D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

### Common Core Anchor Standards for Speaking and Listening

- CCSS.ELA-Literacy.CCRA.SL.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
- CCSS.ELA-Literacy.CCRA.SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

## Assessments

This lesson builds critical-thinking and discussion-based skills. Throughout the lesson, students’ learning can be formatively assessed through their participation in the small- and large-group discussion activities. This can be recorded using a simple tally like the table shown below. This tally could be completed by teachers or individual students to record their own progress.

Student Name	Participating in the learning task	Demonstrating skills of civil dialogue	Using evidence and logic to form and respond to arguments	Building consensus through persuasion and negotiation with others
Student A	✓ ✓	✓ ✓	✓ ✓ ✓ ✓	✓ ✓
Student B	✓ ✓	✓ ✓ ✓ ✓	✓ ✓	✓ ✓ ✓

Conduct a summative assessment using students’ reflections. Students should demonstrate an understanding of how the country has been and continues to be shaped by diverse individuals who take action to effect change, as well as how collaborative and evidence-based discussions can help illuminate complex questions and topics in American history.



## Pacing Guide

*Head to Head* is a flexible lesson that can be conducted over the course of one or several class periods. The pacing guide below shows an example of how to facilitate an eight-entry bracket as a 50- or 90-minute activity.

Learning Task	50-Minute Lesson	90-Minute Lesson
Warm-Up Task	3 minutes	5 minutes
Game Procedures Review	5 minutes	5 minutes
Research and Argument Building	5 minutes	15 minutes
Round 1 (eight contenders)	15 minutes	25 minutes
Round 2 (four contenders)	10 minutes	20 minutes
Round 3 (two contenders)	7 minutes	15 minutes
Reflection and Assessment	5 minutes	5 minutes
<b>Total</b>	<b>50 minutes</b>	<b>90 minutes</b>

## Glossary of Terms

**Argument:** A well-formed statement in support of an opinion or stance that is meant to persuade others.

**Consensus:** A general agreement on a topic or question among a group of people.

**Collaborate:** To work together to achieve an outcome or decision that all can generally agree upon.

**Discussion:** The action or process of talking about something with the purpose of exchanging ideas.

**History Maker:** An individual that has taken action, acted as a leader, or made a decision that changed the outcome of an event and has left a legacy that has shaped our world today.

**Match Up:** A contest between two topics to determine which will advance to the next round based on established rules.

**Negotiate:** To arrive at an answer or conclusion through discussion and compromise.

**Persuade:** To convince others to do or agree to something by appealing to reason and argument.



## Materials and Room Arrangement

Arrange desks into eight groups. These will be used for small-group (team) planning sessions. At each group, provide a copy of the bracket and list of the historical figures that will be examined during the game.

Prepare a blank information card for each historical figure that will be included in the game. A set of cards for 32 historical figures is included at the end of this guide. Blank templates are also included to create new cards for including additional historical figures.

Draw or project the bracket on the board. Eight-contender and 32-contender brackets are included at the end of this guide. Projectable PDFs of each bracket can also be found at the following links:

- 8 contenders (<https://s.si.edu/2L08HqG>)
- 32 contenders (<https://s.si.edu/2L0nHF8>)

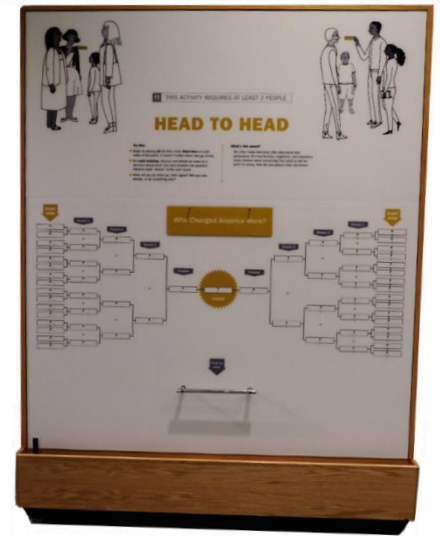


Image of the Head to Head bracket at the National Museum of American History

## Warm-Up Task: How Does Change Happen?

Begin the class by asking students to brainstorm a list of methods through which our country has been and continues to be changed. Prompt their thinking by showing images of objects that represent different approaches to this. The three objects below represent change that was created through political activism, pop culture, and innovation. Remind students that change can happen through a number of different means, and that they should think creatively as they add items to their list.



Student Protest T-Shirt  
National Museum of American History, Smithsonian Institution;  
Gift of William Rutledge  
[http://americanhistory.si.edu/collections/search/object/nmah\\_533369](http://americanhistory.si.edu/collections/search/object/nmah_533369)



Prince's Yellow Cloud Electric Guitar  
National Museum of American History, Smithsonian Institution;  
Gift of Paisley Park Enterprises through Skip Johnson  
[http://americanhistory.si.edu/collections/search/object/nmah\\_607482](http://americanhistory.si.edu/collections/search/object/nmah_607482)



DynaTAC Cellular Telephone  
National Museum of American History, Smithsonian Institution;  
Gift of Daniel Henderson  
[http://americanhistory.si.edu/collections/search/object/nmah\\_1191361](http://americanhistory.si.edu/collections/search/object/nmah_1191361)



## Game Procedures

Prepare students for the activity by reviewing the following. Reviewing these procedures will help build community and ready students for discussions that are productive, civil, and open-minded.

<b>Student Role</b>	Students will step into the role of advocates competing in a sports-style bracket tournament to determine who changed American the most. In teams, students will examine the actions and ideas of individuals throughout American history, present persuasive arguments, and compete to determine a winner.
<b>Teacher Role</b>	The teacher is the tournament emcee and will move the game forward, facilitate discussions, and observe how well students are playing the game. The teacher will also act as the tie-breaking vote if needed.
<b>Process</b>	As a class, students will examine a variety of historical figures who shaped American history and our world today. Through a fast-paced combination of presentation, discussion and voting, students will collaboratively decide which individual they think changed American the most.
<b>Goal</b>	The goal of this game is to collaboratively decide who the class thinks changed America the most. Students must discuss, persuade, negotiate, and build consensus using evidence and logic.
<b>Norms</b>	To help foster thoughtful, reflective, and responsive group work and discussions, have students create a class set of behavioral norms. (They can also be used in future lessons!)

Some suggestions include:

- Be respectful and open to new ideas.
- Share the floor.
- Stay on topic.
- Everyone participates.
- Seek first to understand, then to speak.

Once the list has been created, post it somewhere visible. As the authors, students are responsible for both adhering to these norms and reminding their peers to follow them.



## Build the Bracket

**This game can be conducted with eight, 16, or 32 contending historical figures. The description below is for a game with eight contenders. Repeat this procedure as necessary for games with 16 or 32 contenders.**

Select eight historical figures. This can be done at random or picked to represent a certain theme, such as a historical time period, unit of study, or type of occupation. Give one historical figure and their information card to each group.

Create the matchups on the bracket. Randomly selecting these pairs is recommended. Write the names of the selected historical figures on the bracket displayed on the board and have groups copy the information onto the brackets at their desks.

## Conduct a Practice Round

Discuss with the class how the bracket works, explaining that each contender will go up against another and present arguments to vie for audience members' votes. Conduct a rapid practice round to demonstrate how the activity will proceed using a list of foods and the prompt "Which food is more American?" A sample list of foods is included on page 14.

Have each group quickly prepare arguments for their assigned food and then start the bracket. Once it seems like students understand how the activity works, transition into preparing arguments for the main event, which will examine "Who changed America the most?"

## Prepare Arguments

Have each group prepare their argument for why their historical figure changed America the most. Using templates included at the end of this guide, teams should identify times and locations when the individual acted as a leader, addressed a problem, or created an innovation. Groups should also examine who was impacted by their actions, how their work affected America at the time, and what legacies they created that continue to resonate today.

Students can use evidence from classroom materials and/or trusted online sources. Brief information about each provided historical character can be found at the Smithsonian Learning Lab collection for this game (<https://s.si.edu/2lke55Z>).



## Match Up Competitions

Have teams select a spokesperson for each round. Each spokesperson will present their team's argument and try to capture votes from the audience. Spokespeople should be energetic and persuasive! Other team members should answer questions and rally support from the audience.

When teams are not presenting, they become the audience. Audience members should pay close attention, ask questions, and decide which argument they feel is most persuasive. Scoring rubrics for this purpose are included on page 16.

For each round, teams should include different aspects of persuasive communication, as described below. In the first two rounds, give each team one to two minutes to make their case and respond to audience questions. For Round 3, allow ten minutes for debate. Following each matchup, have students individually vote for which people they think changed America more. Votes can be cast through a poll or a secret ballot.

**Round 1**  
**(8 contenders):** Tell a compelling and factual story about their historical figure using primary and secondary source evidence. Presentations should explain the impact made by this individual and why they are remembered today.

**Round 2**  
**(4 contenders):** Compare and contrast their historical figure with the one they are matched up against. Presentations should include reasoned and respectful arguments for why one historical figure had a greater impact on America than the other.

**Round 3**  
**(2 contenders):** For the final round, stage a debate between the two contending teams. Each spokesperson should present their opening claim, then engage in a back-and-forth discussion to raise new points and rebut the other's arguments, followed by closing statements.

After the first two rounds of matchups, discuss the results with the class using these prompts:

- Why were these individuals selected? What set them apart from the people they were matched against?
- Did the class come to a consensus on the selected winners? Why or why not?
- How might the spokespeople persuade more people to support their position in the next round?

After the third round, announce the winner of the eight-entry bracket. As a class, discuss the outcome and students' reactions. Talk about how this historical figure got to the top spot, and what strategies the winning team used to get there.



## Reflection

After students have completed the game, have them reflect on this experience and how they might apply what they have learned to their own lives in and out of school. The following prompts can be used to have students think individually or in small groups, and through writing, artistic, or verbal reflections.

### Game Review (the what)

- Where did your historical figure end their run in the bracket? Are you happy with the outcome? Why or why not?
- Were there historical figures that you did not know about prior to participating in this activity? Why might some of these individuals not be as well known as others?
- How did the class decide who was going to advance? Was this an effective strategy? Explain your reasoning.

### Connections to Democracy (the so what)

- Why was it important to have an informed and evidence-based argument? Outside of this game, how can having a well-thought-out and persuasive argument help people make better decisions?
- This game used voting to decide which historical figures would advance each round. Why might voting be a good way to build consensus among a large group of people?

### Next Steps (the now what)

- Coming to a consensus and making collaborative decisions is an important part of democratic participation. How can you apply the strategies you practiced in this activity to participate in conversations that have no one right answer?

**We'd love to know how you are using this lesson!  
Email us at [HistoryTeachers@si.edu](mailto:HistoryTeachers@si.edu) with questions,  
feedback, and suggestions.**

**The American Experiments lesson plans are made possible  
by a gift from the Julie and Greg Flynn Family Fund.**





## Suggested Modifications

- Small Groups** Facilitate this activity in small groups. Have each group complete an eight-contender bracket and then announce their winner to the class. This strategy can work well for classes of students that are not as comfortable with large-group discussion or need more small-group instruction.
- Bell Ringers** Use this as a warm-up activity to get students thinking and talking. Hold one or two matchups to start the class and record the winners on a bracket that stays up in the classroom for the duration of the game.
- Unit Review** After completing a unit of study, use *Head to Head* to review the individuals, events, or topics that were examined. Create new entry cards as needed to facilitate the activity. For example, a unit on the Civil War could include entries for politicians, military officials, abolitionists, and newspaper owners.

## Extended Learning Opportunities

- Museum of History Makers** Dig deeper into the lives and actions of the historical figures included in this guide. Have students investigate how each individual shaped their world, using primary and secondary sources. Students should visit the National Museum of American History's website (<http://americanhistory.si.edu/>) and the Smithsonian's Learning Lab (<https://learninglab.si.edu/>) for sources of information. Have students communicate their findings by creating a museum exhibit in the classroom that examines American History Makers.
- Keep the Discussion Going** Reflect on the guiding question for this lesson: Who changed American more? Have students think about whether or not this was a good question to ask, and evaluate if there are other questions that might be better for helping students think critically about how American history and our world today have been shaped. Have students develop their own "big questions" and list of people, then examine them through facilitated discussion or another round of *Head to Head*.
- Shaping the Future** Have students analyze historical figures who they feel have shaped American history to create a model of how individuals can affect change and shape their community or country. Using this information, students should create a manual on how individuals can be impactful today and shape our shared future. Manuals should take into consideration how people communicate and take action today, and incorporate lessons learned from the past.



# Facilitation Strategies for Teachers

The American Experiments interactives provide students with the opportunity to lead and engage in their own conversation in which they can examine concepts and issues, learn through discussion, encounter new perspectives, and find common ground with others. As the facilitator, your role is to guide this discussion.

## What does it mean to be a facilitator?

Your job is to support the students as they think critically and engage in thoughtful discussions about complex concepts of democracy. Being a facilitator can be a challenging position to be in during a lively and engaging discussion because it requires you to be a neutral guide rather than a participant with an opinion.

But being neutral does not mean that the facilitator is passive! You are impartial about the topic, but not about the process. The facilitator must pay close attention to both the spoken and unspoken dynamics of the conversation to ensure that students feel welcomed and engaged, that the discussion remains civil and thoughtful, and that the activity achieves its intended goals.

This **to-do list** can help you get started:

### Be Prepared

- Understand the activity thoroughly. Brainstorm what ideas and views might be brought up and what might not be said. Be prepared to carefully present unvoiced perspectives to help the class dig deeper in to a question or prompt.
- Prepare prompting questions in advance, like “What do you think?” “Can you explain your thoughts?” “What example or evidence could you share to help us better understand what you are describing?”

### Set the Scene

- Go over the objectives so students understand their expectations and the goals of the activity.
- Review any procedures or rules.

### Manage the Discussion

- Keep track of who is talking.
- Take notes to capture points, thoughts, and tensions. Use your notes to develop questions and illuminate connections.
- Interject only as needed to clarify statements, move the conversation forward or deeper, defuse tension, and ensure all voices are heard.
- Keep an eye on time and know when to start winding down the conversation so that there is sufficient time to reflect individually and as a group.

### Coach your Students

- This can require the most energy during the discussion. See the next page for tips on managing a few specific instances that might come up in your classroom.



## Facilitation Strategies for Teachers, continued

Below are tips you can use when students:

### Don't stick to the class norms

- Keep the class norms posted where all participants can see them! Students will often moderate each other by reminding everyone of the rules.
- Take a five-minute break. During this time, invite a rule-breaking student to be a co-facilitator and talk with them about what it means to moderate the conversation. Putting a student in a new role may help them see the conversation differently.

### Dominate the conversation

- Ask the student to pause and invite others to react to what has been said.
- Give a general reminder that the goal is to hear all voices and a range of discussion, meaning the floor must be shared.

### Choose to not participate

- Start by going around the room or table and having each student say something. Simply saying a few words out loud in front of a group can release a bit of the pressure a student might be feeling and make it easier for them to speak later on.
- During the discussion, let the student know that you are going to ask for their thoughts after the next few people talk. This gives them time to either check back into the conversation or prepare what they want to say.
- Explain that part of this learning experience is to understand that even if someone opts out, they are still making a conscious choice to participate or not—which is a key concept of democracy. If a student chooses to not participate, ask them to explain their choice to “sit this one out,” or invite them to be a co-facilitator.

### Struggle to explain their thoughts

- Encourage students to think of an example that could illustrate what they are thinking. For example, a student might not be able to say which amendment gave women the right to vote, but they may be able to describe the woman suffrage movement.
- Pause the activity for a ten-minute research break. During this time, students can grab a textbook or access the internet to pull together evidence that might help them make their case.

### Are ready to find common ground or reflect

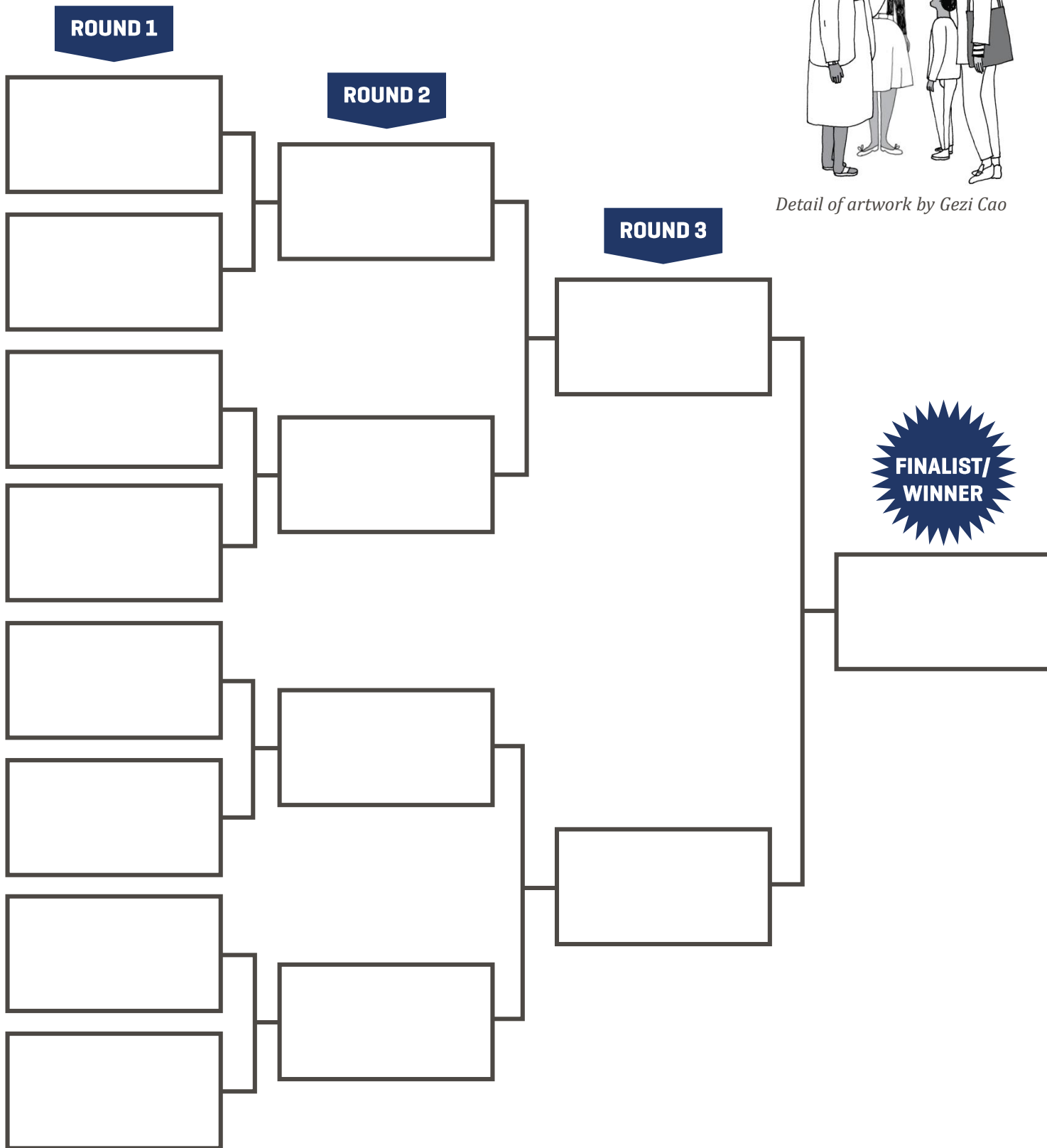
- As the conversation or available time winds down, encourage students to reflect on what they learned about themselves as a member of a democracy and about the role of discussion in making wise decisions about public issues.
- Ask students to share their thoughts on why discussion is an important part of a thriving democracy. Identify where students' ideas overlap—in other words, where do they share common ground?



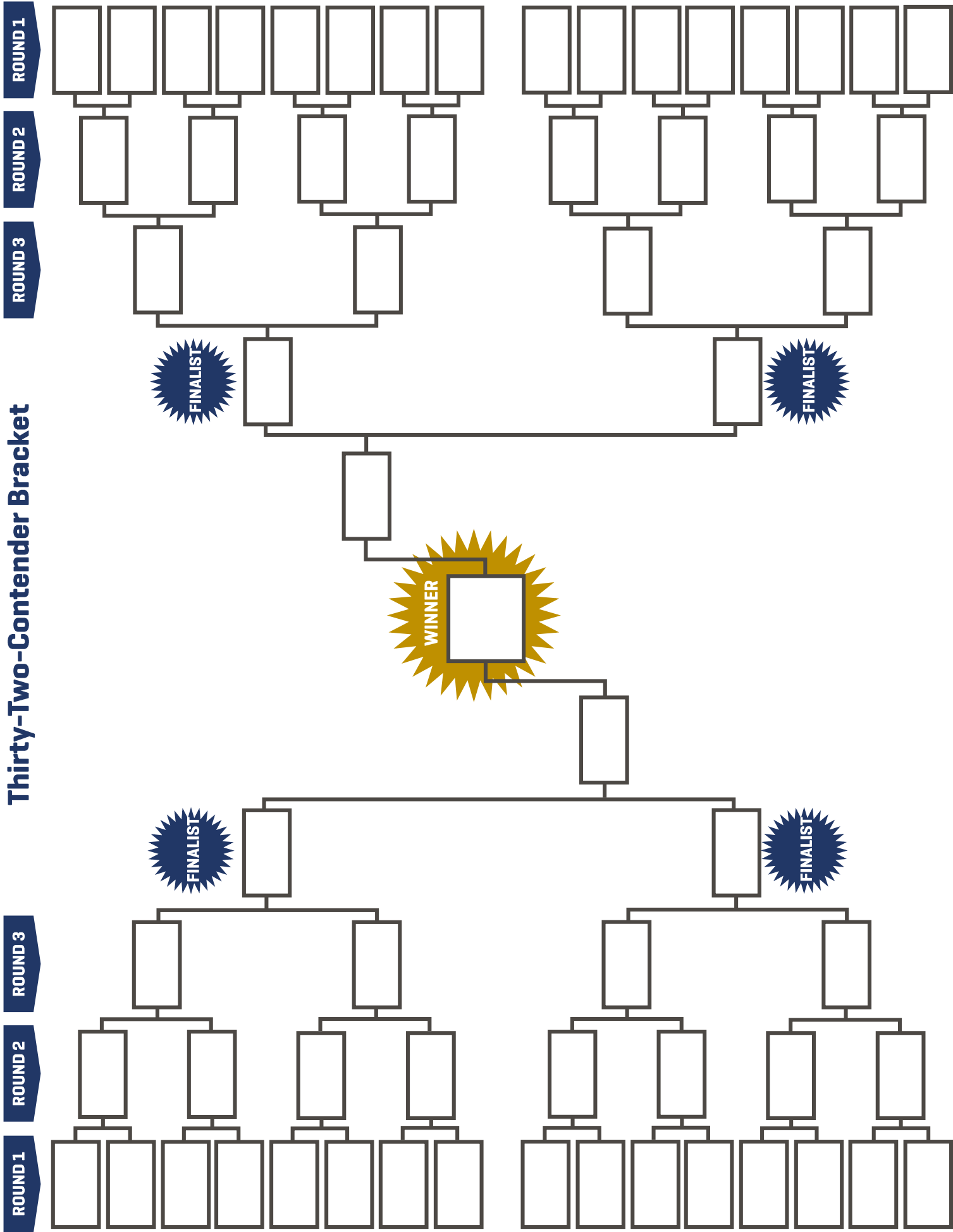
# Eight-Contender Bracket



Detail of artwork by Gezi Cao



# Thirty-Two-Contender Bracket



## Sample List of Foods for the Practice Round

**Cheese**

**Peanut Butter**

**French Fries**

**Steak**

**Hot Dogs**

**Hamburgers**

**Clam Chowder**

**Burritos**

**Squash**

**Fried Chicken**

**Ketchup**

**Salsa**

**Corn on the Cob**

**Gravy**

**Bacon**

**Gumbo**

**Sushi**

**Eggs**

**Green Beans**

**Bananas**

**Turkey**

**Tofu**

**Peaches**

**Chili**

**Yogurt**

**Bagels**

**Rice**

**Canned Tuna**

**Pizza**

**Sunflower Seeds**

**Pancakes**

**Spaghetti**



## List of History Makers for the Main Event

**Robert E. Lee** Led Confederate Army during the Civil War

**Theodore Roosevelt** President who supported progressive reforms and the environment

**Sacagawea** Shoshone woman who interpreted for Lewis and Clark expedition

**Neil Armstrong** First human to walk on the moon

**Henry Ford** Founder of the Ford Motor Company

**Susan B. Anthony** American social reformer and suffragist

**The Wright Brothers** Aviation pioneers

**Muhammad Ali** Boxing champion who advocated for civil rights

**Ronald Reagan** Conservative, optimistic president during the Cold War

**Thomas Jefferson** Wrote the Declaration of Independence and served as the third president of the United States

**Thomas Edison** American inventor and businessman

**Robert Oppenheimer** Helped develop the atomic bomb

**Celia Cruz** Popularized salsa music across the world

**Martin Luther King Jr.** Leader in the 1960s Civil Rights Movement

**Eleanor Roosevelt** Drafted Universal Declaration of Human Rights

**Abraham Lincoln** Led the United States as president during the Civil War

**George Washington** First president of the United States and commander of the Continental Army during the Revolutionary War

**Walt Disney** Created Disneyland and Mickey Mouse

**Margaret Sanger** Founded the modern birth control movement

**Franklin Delano Roosevelt** Led the United States as president during the Great Depression and World War II

**Clara Barton** Founded the American Red Cross

**Alexander Hamilton** Developed the U.S. financial system

**Cesar Chavez** American civil rights activist and labor leader

**Oprah Winfrey** Television personality and businesswoman

**Jackie Robinson** Desegregated Major League Baseball in 1947

**Albert Einstein** Developed the general theory of relativity

**Harriet Tubman** Led enslaved people to freedom through the Underground Railroad

**Diane Nash** Student leader in the 1960s Civil Rights Movement

**John Deere** Invented the first commercially successful steel plow

**Yo-Yo Ma** Award-winning classical cellist

**Rosa Parks** Defied segregation and fought for civil rights

**Steve Jobs** Invented the Apple computer



## Audience Scoring Rubrics for Presentations: Rounds 1, 2 & 3

<b>ROUND 1</b> Did this presentation...	<b>0</b> (not included)	<b>1</b> (minimal)	<b>2</b> (average)	<b>3</b> (excellent)
Tell a compelling story?				
Use evidence and facts to build arguments?				
Explain the impact of the individual then and now?				

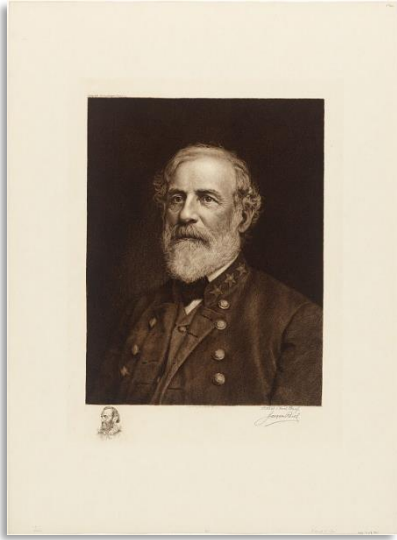
<b>ROUND 2</b> Did this presentation...	<b>0</b> (not included)	<b>1</b> (minimal)	<b>2</b> (average)	<b>3</b> (excellent)
Compare and contrast the historic figure with their opponent?				
Present well-thought-out arguments about why the individual was more impactful?				
Demonstrate respectful discussion skills?				

<b>ROUND 3</b> Did this presentation...	<b>0</b> (not included)	<b>1</b> (minimal)	<b>2</b> (average)	<b>3</b> (excellent)
Include a strong opening statement articulating why this individual changed America the most?				
Effectively present arguments and rebut claims made by the opposing side?				
End with a persuasive and memorable closing statement?				





## History Makers



Robert E. Lee, National Portrait Gallery, Smithsonian Institution; gift of Oswald D. Reich

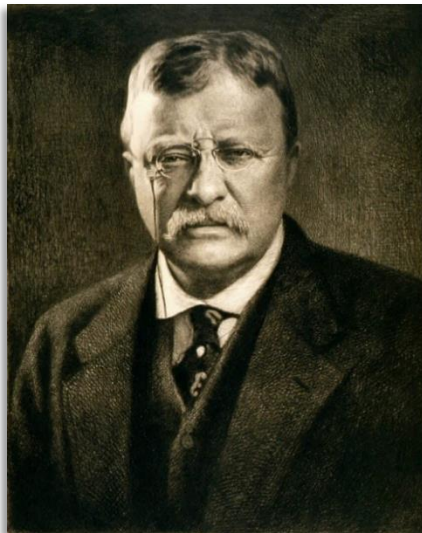
### **Robert E. Lee** **Led Confederate Army during the Civil War**

When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

How has this person's actions impacted our world today?

Why should they advance to the next round?



Theodore Roosevelt, National Portrait Gallery, Smithsonian Institution; gift of Milton and Ingrid Rose

### **Theodore Roosevelt** **President who supported progressive reforms and the environment**

When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

How has this person's actions impacted our world today?

Why should they advance to the next round?



## History Makers



Sacagawea on stamp, National Postal Museum, Smithsonian Institution; Copyright United States Postal Service.

### Sacagawea

**Shoshone woman who interpreted for the Lewis and Clark expedition**

When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

How has this person's actions impacted our world today?

Why should they advance to the next round?



Neil Armstrong, National Portrait Gallery, Smithsonian Institution; gift of *Time* magazine

### Neil Armstrong

**First human to walk on the moon**

When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

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## History Makers



Henry Ford on stamp, National Postal Museum, Smithsonian Institution

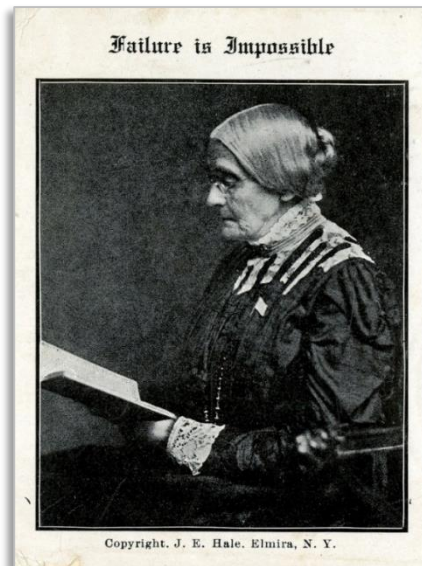
### **Henry Ford** **Founder of Ford Motor Company**

When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

How has this person's actions impacted our world today?

Why should they advance to the next round?



Susan B. Anthony on woman suffrage postcard, National Museum of American History, Smithsonian Institution

### **Susan B. Anthony** **American social reformer and suffragist**

When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

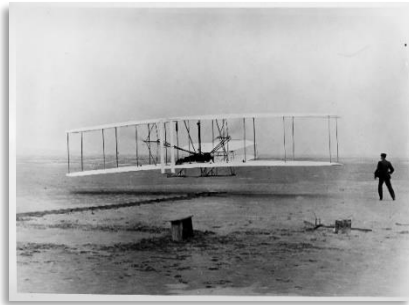
How has this person's actions impacted our world today?

Why should they advance to the next round?



## History Makers

### **Wilbur and Orville Wright** **Aviation pioneers**



The Wright Brothers' first flight at Kitty Hawk, North Carolina, Smithsonian Archives, Smithsonian Institution

When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

How has this person's actions impacted our world today?

Why should they advance to the next round?



Muhammad Ali, National Portrait Gallery, Smithsonian Institution; gift of Estrellita Karsh in memory of Yousuf Karsh

### **Muhammad Ali** **Boxing champion who advocated for civil rights**

When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

How has this person's actions impacted our world today?

Why should they advance to the next round?



© Smithsonian

## History Makers



Ronald Reagan, National Portrait Gallery, Smithsonian Institution; gift of *Time* magazine

### **Ronald Reagan**

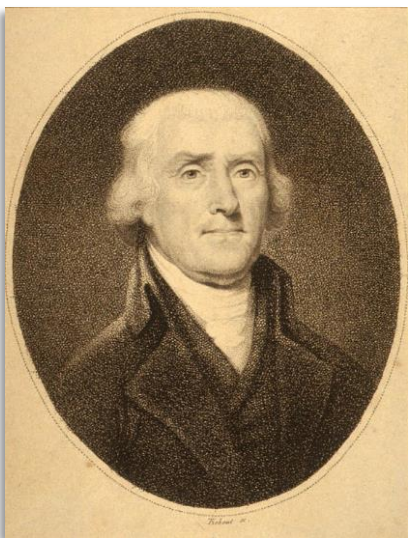
**Conservative, optimistic president during the Cold War**

When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

How has this person's actions impacted our world today?

Why should they advance to the next round?



Thomas Jefferson, National Portrait Gallery, Smithsonian Institution

### **Thomas Jefferson**

**Wrote the Declaration of Independence and served as the third president of the United States**

When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

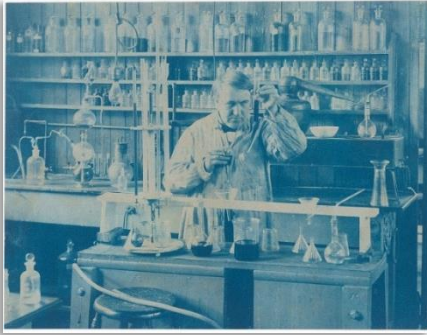
How has this person's actions impacted our world today?

Why should they advance to the next round?



## History Makers

### **Thomas Edison** **American inventor and businessman**



Thomas Edison, National Portrait Gallery, Smithsonian Institution

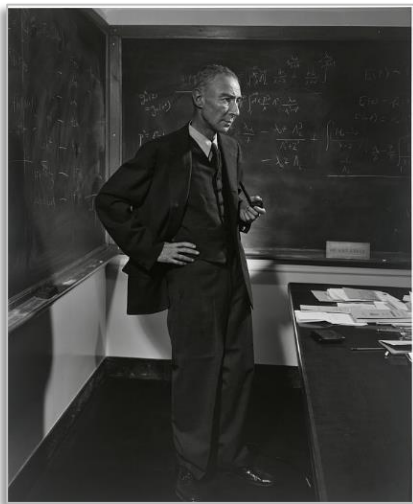
When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

How has this person's actions impacted our world today?

Why should they advance to the next round?

### **Robert Oppenheimer** **Helped develop the atomic bomb**



J. Robert Oppenheimer, National Portrait Gallery, Smithsonian Institution; gift of Estrellita Karsh in memory of Yousuf Karsh

When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

How has this person's actions impacted our world today?

Why should they advance to the next round?



## History Makers



Celia Cruz on stamp, National Postal Museum, Smithsonian Institution, Copyright United States Postal Service.

### **Celia Cruz**

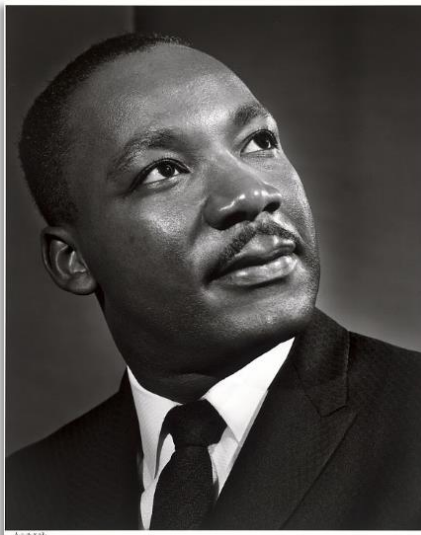
#### **Popularized salsa music across the world**

When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

How has this person's actions impacted our world today?

Why should they advance to the next round?



Martin Luther King Jr., National Portrait Gallery, Smithsonian Institution; gift of Estrellita Karsh in memory of Yousuf Karsh

### **Martin Luther King Jr.**

#### **Leader in the 1960s Civil Rights Movement**

When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

How has this person's actions impacted our world today?

Why should they advance to the next round?



## History Makers



Eleanor Roosevelt, National Portrait Gallery, Smithsonian Institution

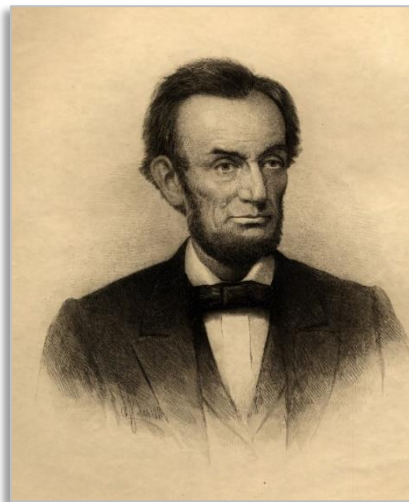
### **Eleanor Roosevelt** **Drafted Universal Declaration of Human Rights**

When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

How has this person's actions impacted our world today?

Why should they advance to the next round?



Abraham Lincoln, National Museum of American History, Smithsonian Institution, gift of the Ferris Family

### **Abraham Lincoln** **Led the United States as president during the Civil War**

When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

How has this person's actions impacted our world today?

Why should they advance to the next round?



© Smithsonian



## History Makers



George Washington, National Portrait Gallery, Smithsonian Institution; gift of an anonymous donor

### George Washington

**First president of the United States and commander of the Continental Army during the Revolutionary War**

When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

How has this person's actions impacted our world today?

Why should they advance to the next round?



Walt Disney, National Portrait Gallery, Smithsonian Institution; bequest of Edward Steichen

### Walt Disney

**Created Disneyland and Mickey Mouse**

When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

How has this person's actions impacted our world today?

Why should they advance to the next round?



## History Makers



Margaret Higgins Sanger, National Portrait Gallery, Smithsonian Institution; gift of Margaret Sanger Lampe and Nancy Sanger Pallesen

### **Margaret Sanger** **Founded the modern birth control movement**

When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

How has this person's actions impacted our world today?

Why should they advance to the next round?



Franklin Delano Roosevelt, National Portrait Gallery, Smithsonian Institution

### **Franklin Delano Roosevelt** **Led the United States as president during the Great Depression and World War II**

When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

How has this person's actions impacted our world today?

Why should they advance to the next round?



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## History Makers



Clara Barton, National Portrait Gallery, Smithsonian Institution; acquired through the generosity of Elizabeth A. Hylton

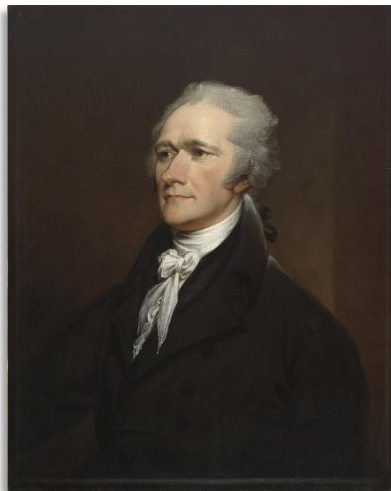
### **Clara Barton** **Founded the American Red Cross**

When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

How has this person's actions impacted our world today?

Why should they advance to the next round?



Alexander Hamilton, National Portrait Gallery, Smithsonian Institution; Gift of Henry Cabot Lodge

### **Alexander Hamilton** **Developed the U.S. financial system**

When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

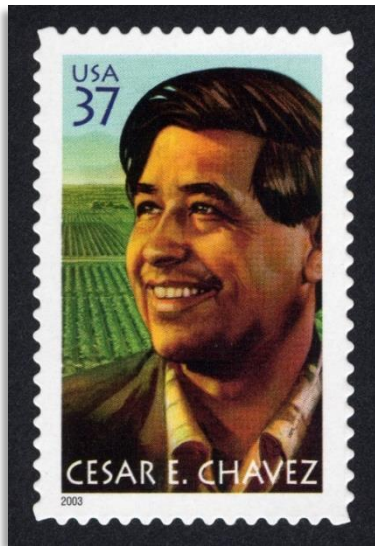
How has this person's actions impacted our world today?

Why should they advance to the next round?



© Smithsonian

## History Makers



Cesar Chavez on stamp, National Postal Museum, Smithsonian Institution, Copyright United States Postal Service.

### **Cesar Chavez**

#### **American civil rights activist and labor leader**

When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

How has this person's actions impacted our world today?

Why should they advance to the next round?



Oprah Winfrey, National Portrait Gallery, Smithsonian Institution

### **Oprah Winfrey**

#### **Television personality and businesswoman**

When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

How has this person's actions impacted our world today?

Why should they advance to the next round?



## History Makers



Jackie Robinson, National Portrait Gallery, Smithsonian Institution

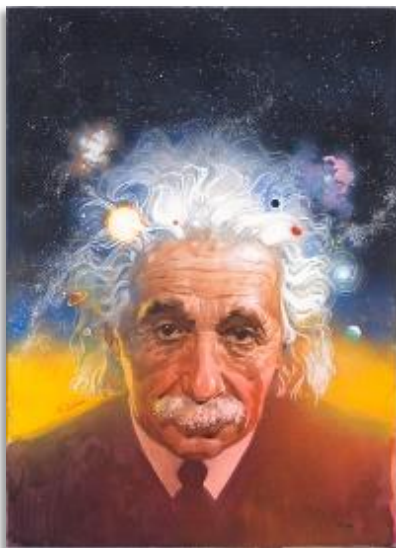
### **Jackie Robinson** **Desegregated Major League Baseball in 1947**

When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

How has this person's actions impacted our world today?

Why should they advance to the next round?



Albert Einstein, National Portrait Gallery, Smithsonian Institution; gift of *Time* magazine

### **Albert Einstein** **Developed the general theory of relativity**

When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

How has this person's actions impacted our world today?

Why should they advance to the next round?



© Smithsonian

# History Makers



Harriet Tubman, National Portrait Gallery, Smithsonian Institution

## Harriet Tubman

### Led enslaved people to freedom through the Underground Railroad

When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

How has this person's actions impacted our world today?

Why should they advance to the next round?



Diane Nash, National Museum of American History, Smithsonian Institution

## Diane Nash

### Student leader in the 1960s Civil Rights Movement

When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

How has this person's actions impacted our world today?

Why should they advance to the next round?



## History Makers



John Deere Model D Tractor,  
National Museum of American  
History, Smithsonian Institution

### John Deere

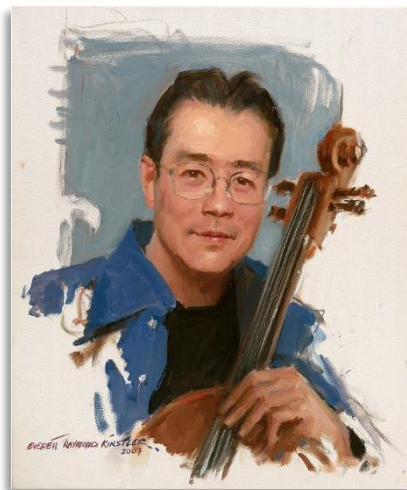
#### Invented the first commercially successful steel plow

When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

How has this person's actions impacted our world today?

Why should they advance to the next round?



Yo Yo Ma, National Portrait Gallery,  
Smithsonian Institution; gift of  
Everett Raymond Kinstler

### Yo-Yo Ma

#### Award-winning classical cellist

When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

How has this person's actions impacted our world today?

Why should they advance to the next round?



## History Makers



Rosa Parks, National Portrait Gallery, Smithsonian Institution

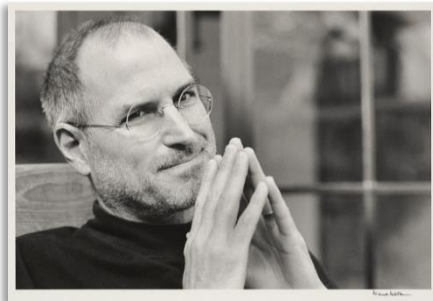
### **Rosa Parks** **Defied segregation and fought for civil rights**

When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

How has this person's actions impacted our world today?

Why should they advance to the next round?



Steve Jobs, National Portrait Gallery, Smithsonian Institution; gift of Diana Walker

### **Steve Jobs** **Invented the Apple computer**

When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?

How did this person change America at the time?

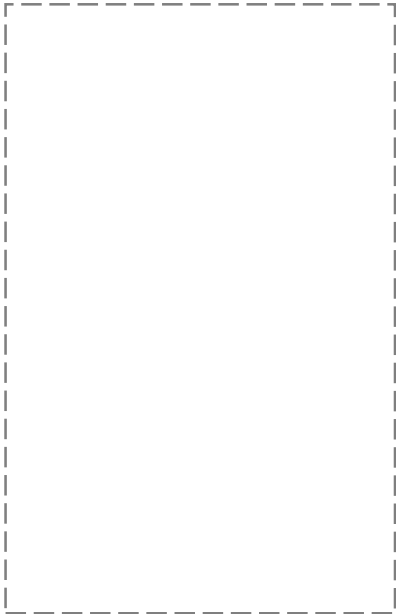
How has this person's actions impacted our world today?

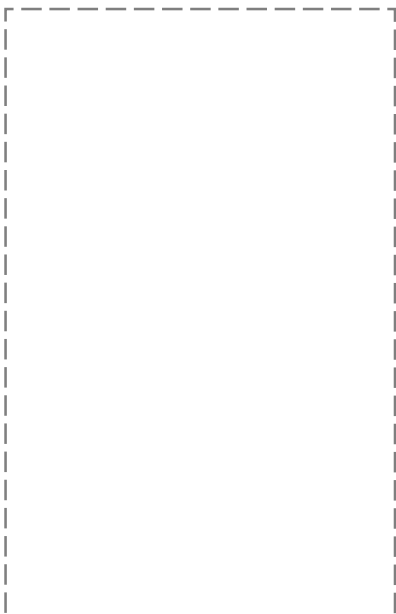
Why should they advance to the next round?





# History Makers

	<b>Name:</b>
	<b>One sentence description of their work</b>
	When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?
	How did this person change America at the time?
	How has this person's actions impacted our world today?
	Why should they advance to the next round?

	<b>Name:</b>
	<b>One sentence description of their work</b>
	When and where did this person address a problem, serve as a leader, or create an innovation? Who did their actions affect?
	How did this person change America at the time?
	How has this person's actions impacted our world today?
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