

DEBATE & DIPLOMACY IN HISTORY

SUCCESSSES, FAILURES, CONSEQUENCES



ENCOURAGE CREATIVITY

- Encourage students to think creatively and expansively about **topics** that relate to the theme
- Encourage students to think creatively and expansively about **sources**



DEBATE

- “To dispute about, argue, discuss; *esp.* to discuss a question of public interest in a legislative or other assembly.” (Oxford English Dictionary)
- Debates are formal or informal meetings where people argue opposing views. Some debates involve two sides, while others involve three (or more) perspectives. (NHD Theme Book)



DIPLOMACY

- Diplomacy is the art and practice of building and maintaining relationships and conducting negotiations with people using tact and mutual respect. (National Museum of American Diplomacy)
- Diplomacy usually involves negotiating, compromising, and communicating with people or nations to find a nonviolent solution. (NHD Theme Book)
- Debate and diplomacy can occur independently or be intertwined. Can diplomacy lead to new debates? Can debates lack diplomacy? (NHD Theme Book)



SELECTING A TOPIC

- Textbook examples:
 - US Constitutional Convention, Lincoln-Douglas debates, Wilson's Fourteen Points, Treaty of Versailles, Scopes Trial, Appeasement of the Nazis, "Kitchen debate," Kennedy-Nixon, Cuban Missile Crisis, Camp David Accords, Iraq War
 - Mostly in the formal political or diplomatic sphere; mostly involving white men



SELECTING A TOPIC, CONT'D

- More inclusive topics (but still in the textbook):
 - Native American treaties, women's suffrage, abolitionism, Treaty of Guadalupe-Hidalgo, civil rights activism, the United Nations, Equal Rights Amendment, Vietnam War
- More inclusive and less common topics that could work with the NHD theme:
 - Anti-colonial/independence movements (e.g. India, Ghana, Algeria), urban renewal, prison reform, disability rights, LGBTQ+ activism, vaccination



SELECTING A TOPIC, CONT'D 2

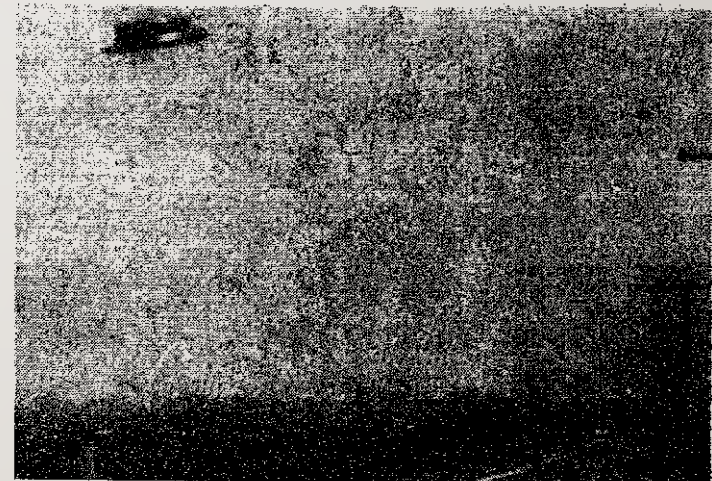
- NHD Theme webpage:
 - <https://www.nhd.org/node/14063>
- NHD Theme Book:
 - https://www.nhd.org/sites/default/files/NHD_2022ThemeBook_WEBREADY_61521_0.pdf
- Sample projects from NHD
 - <https://www.nhd.org/project-examples>
- “Escaping the Topic Maze”
 - <https://www.nhd.org/sites/default/files/2022%20GO%20-%20Escaping%20the%20Topic%20Maze.pdf>

THINKING BROADLY AND CREATIVELY

- Consider *interdisciplinary* topics – connect history with music, art, science, technology, social sciences
- Unconventional topic examples
 - UFOs and Extraterrestrial Life
 - Johnny Cash at the Nixon White House
 - Other ideas?

Flying Saucer? A Nonbeliever Took This Photo: FLYING SAUCER? PHOTO IS SHOWN
New York Times (1923-); Sep 22, 1965; ProQuest Historical Newspapers: The New York Times
pg. 1

Flying Saucer? A Nonbeliever Took This Photo



United Press International
This is the photograph a highway department investigator in California said he took on Aug. 3 of an unidentified saucer-like object hovering near the El Toro Marine airfield.

SANTA ANA, Calif., Sept. 21 (UPI)—A county highway department investigator who doesn't believe in flying saucers has photographed a saucer-shaped flying object that has yet to be identified. Rex Heflin, 37 years old, has released three photographs that he says were taken Aug. 3 when the Midwest and

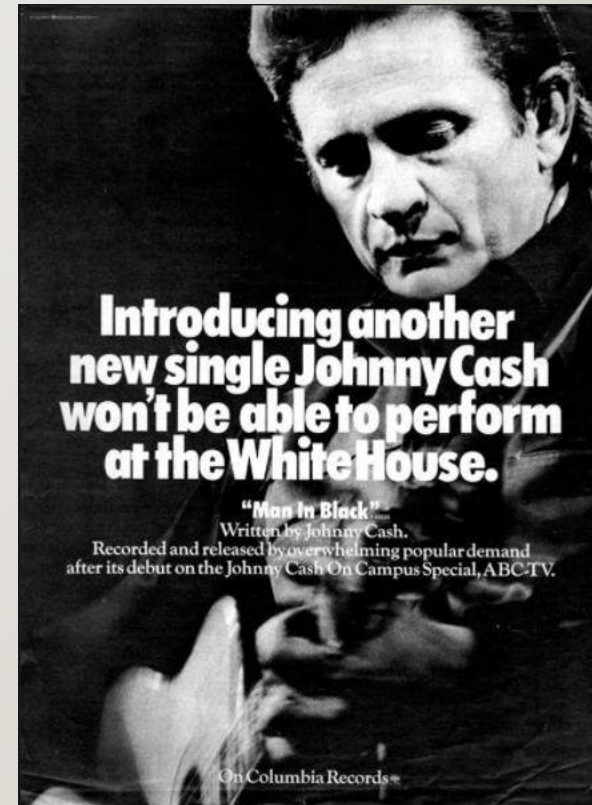
Southeast were flooded with reports of unidentified flying objects. Mr. Heflin said he was working near the Santa Ana Marine Corps air facility when he caught a glimpse of a silver object that he estimated to be 30 feet in diameter and eight feet thick. He said it was visible for 15 seconds and moved from

west to east, accelerating at about the same speed as a jet. He said the object made no sound, but that a beam of white light rotated underneath the saucer. He said that under a magnifying glass the beam was discernible in one of the photographs.

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FINDING SOURCES

- Connect with librarians and archivists
- Search online primary sources from trusted sources, such as...
 - Library of Congress, National Archives, Smithsonian, New York State Archives, New York Public Library, Center for Brooklyn History, New York Heritage
- Primary source sets
 - <https://loc.gov/programs/teachers/classroom-materials/primary-source-sets/>
 - <https://www.bklynlibrary.org/content/resources-for-students>
- Go beyond texts! Look for photographs, paintings, drawings, cartoons, maps, films, videos, objects, etc.



CRITICAL ANALYSIS

- “Guide to Student Research and Historical Argumentation” (LOC and NHD)
 - https://www.nhd.org/sites/default/files/NHD_LoCTeacherGuide_082521_digital_webready.pdf
- Identify and analyze primary sources
- Ask questions
 - Who created this? When was it created? Why was it created? What qualifications does the person who created this have that give them credibility and authority?
 - Visual analysis: What do you see? What do you think about what you see? What would you like to know more about?
 - Consider perspective and bias
 - Craft research questions
 - Draw preliminary conclusions
- Make connections with arguments in secondary sources → precise and defensible thesis statement

OBJECTIVES?

- Students will develop a historical argument supported by evidence.
- Students will discover an aspect of history that fascinates and inspires them.
- Students will find personal connections to history.
- Students will build essential skills for success in many fields.
- Students will demonstrate the relevance of history to our contemporary world.
- Students will be creative and have fun!

