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To Tell the Truth Plays*

Biographies in U.S. History

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About the author

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Welcome to *To Tell the Truth Plays!*

Adopting the format of the classic game show, these plays help students learn about famous people. Panelists ask questions of three people pretending to be a famous historical figure; one plays the actual figure, the others play imposters. The object of the play is to follow the questioning to determine just which guest is telling the truth. In the process, students develop oral reading, listening, comprehension, and critical thinking skills.

Each play shows students that famous people were once kids themselves and had to deal with many issues that young people face today. "Guests" include Ben Franklin, Abe Lincoln, Rosa Parks, Thomas Edison, and more. Each play can be completed in 40 minutes.



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Purpose

Need a change-of-pace activity for a Friday or a treat before a vacation break? Want a fun activity to incorporate into a unit of study or as a review? These biographical plays are perfect for students in grades 4–9.

Each biographical play has a basic premise: to show students that famous people were young people once, having to deal with many of the same issues that students face every day. As the saying goes, “An expert in anything, was once a beginner.” Maybe they had difficulty getting along with siblings, or had trouble being successful in school. Maybe they were teased by classmates. Maybe they were mischievous. Did they have parents that supported and encouraged them? Did they have to overcome other obstacles in their lives? Each play shows students that reaching goals comes about from hard work, perseverance, and commitment to something they feel strongly about.



Overview

The plays in this volume are based on a television game show that originated in the mid-1950s, Mark Goodson's *To Tell the Truth*. Three guests would each claim to be the real guest, a person known for an interesting ability or accomplishment—perhaps the developer of the Slinky, or the youngest person to sail around the world. The panelists would ask questions of each guest, and from their responses would try to determine which of the guests was the real celebrity. The guests, of which only the real celebrity had to respond truthfully, tried to stump the panel.

These biographical plays use this basic format to learn about people famous for having made contributions to American history. Each play includes information about their childhood and early schooling. The plays share how the person made the contribution for which they are remembered, as well as include interesting trivia.

Fun and informative, the plays also require the students to use critical thinking skills to distinguish the impostors from the real guest. Listening skills and comprehension skills are stressed as well. The plays encourage students to develop their speaking skills as well as give a chance to show off their acting abilities.

You will find many opportunities to use the biographical plays in social studies, science, and reading and language arts curricula.



Setup Directions

Before starting the play, review with the students any prior knowledge they might have about the historical guest. Select one student to be the host and then up to ten others for the different roles in the play. Make sure all students have a copy of the play so they can follow along. Set up three chairs in the front of the room for the guests and one chair/podium for the host. The panelists can remain at their seats and ask their questions when their part is reached in the play. Alternatively, set up a row of chairs to the side for the panelists.

Before beginning the play, remind the students that only the “real” historical guest must always tell the truth; the two impostors do not have to do so. Explain that throughout the play, all with a speaking role should act the part, using different voices should they like to do so.

Tell the students to follow the play carefully. You may wish to stop occasionally, encouraging the students to share their reasoning as to which historical guest they think might be the real one. At the end of the play, the host asks the students to vote for who they think was the real guest, which should be evident by the end of the reading.

Time

Each biographical play, along with a short culminating comprehension and discussion period, can be completed in one class period.



Standards

The biographical plays meet National Social Studies Standards, including

- Time, continuity and change (NCSS-2)
- Culture and cultural diversity (NCSS-1)
- Physical and human characteristics of place (NGS-4)

Additionally, the biographical plays meet NCTE standards (from <http://www.ncte.org/standards>), including:

- Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
- Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.



Susan B. Anthony

Directions

Reading the play

As students read the play, consider pausing between one or more of the panelists' questions to review the information students have heard. Invite opinions about which guest may be the *real* Susan B. Anthony, encouraging students to share their reasoning along with their responses. Remind the class that only the real guest must always tell the truth.

Additional information

- The first state to give women the right to vote was Wyoming in 1890.
- The first woman to run for president was Victoria Woodhull in 1872.
- A sculpture of Stanton, Anthony, and Mott was made by Adelaide Johnson in 1921. The day after it was dedicated, it was placed in the basement of the Capitol Building. It was only in 1997, that the statue was finally put in the Rotunda of the Capitol; no other statues of women were in the Rotunda until this statue.

Time for the *real* Susan B. Anthony to please stand up!

Once all the votes have been cast, establish that **Anthony 3** is the real Susan B. Anthony. Then review the play, making sure that students are aware of these facts from each section:

- **Panelists 1 and 2:** All responses are correct.
- **Panelist 3:** Many people think that Anthony attended the Seneca Falls Convention, though this was not the case. CNN did not exist during the time that Anthony lived. Anthony was very self-conscious about being photographed and only posed for pictures with her good side showing.
- **Panelist 4:** Although it is true that woman make up the majority of citizens in the United States, Anthony never ran for president. Victoria Woodhull did, in 1872. Anthony was not allowed to speak at her trial—do you think she should have paid the fine?
- **Panelist 5:** Anthony never went into space because the space program didn't exist during her lifetime. The first American woman to go into space was Sally Ride. The first women to ever go into space was a Russian by the name of Valentina Tereshkova, in 1963.

Directions

Susan B. Anthony

True or false? If false, change the statement to make it true.

1. The temperance movement tried to make it legal for women to vote.
(False—tried to ban alcohol)
2. In 1872, Anthony was arrested and found guilty for trying to vote.
(True)
3. The 15th Amendment to the U.S. Constitution gave women the right to vote. (False—the 19th Amendment)
4. Along with Frederick Douglass, Susan B Anthony worked to abolish slavery. (True)
5. Susan B. Anthony was the first woman to have her face on a U.S. postage stamp. (False—a U.S. coin)

Discussion questions

1. Describe being a woman during the time of Susan B. Anthony.
2. Do you think it was fair for Anthony to have to give half of her wages to her sister? Explain both sides.
3. What are some personal characteristics of Susan B. Anthony.
4. When did you first suspect that Anthony's 1 and 2 were impostors? What made you think so?
5. Would you like to have been a friend of Susan B. Anthony's? Why or why not?

Extension activities

1. Have students reenact Anthony's attempt to vote as well as her appearance in the courtroom at the subsequent trial.
2. Have students make demonstration posters giving reasons as to why women should be given the right to vote.
3. Have students work in groups to research and present information on famous women who have made major contributions to our lives.
4. Have students write a diary entry in which they pretend to be Susan B. Anthony explaining her feelings about an event in her life.
5. Create a multiple-response worksheet for students to show what information they have learned from the play.

Additional resources

- *Susan Anthony: Girl Who Dared*, by Helen Albee (Monsell, 1960)
- *The Story of Susan B. Anthony*, by Susan Clinton (Children's Press, 1986)
- *Susan B. Anthony*, by Ilene Cooper (Franklin Watts, 1984)
- *Susan B. Anthony: Fighter for Women's Rights*, by Pamela Levin (Chelsea House, 1993)
- *Susan B. Anthony: Daring to Vote*, by Barbara Parker (Millbrook Press, 1998)
- *Susan B. Anthony: Woman Suffragist*, by Barbara Weisberg (Chelsea House, 1988)
- About.com: <http://womenshistory.about.com/library/bio/blanthony.htm>
- Susan B. Anthony House:
<http://www.susanbanthonyhouse.org/biography.shtml>
- Overview of Anthony: <http://www.history.rochester.edu/class/sba/first.htm>



Important!
Always check Web
sites before having
students visit them.



Clara Barton

Directions

Reading the play

As students read the play, consider pausing between one or more of the panelists' questions to review the information students have heard. Invite opinions about which guest may be the *real* Clara Barton, encouraging students to share their reasoning along with their responses. Remind the class that only the real guest must always tell the truth.

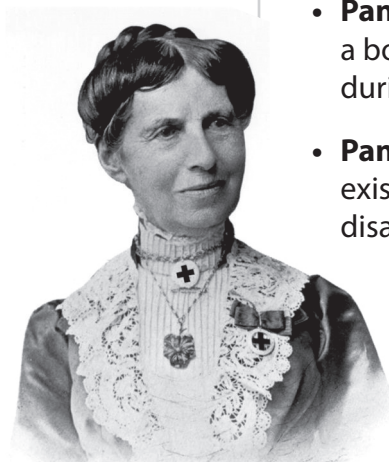
Additional information

Clara Barton helped to establish a national cemetery at the Andersonville Prison in Georgia. Nearly 13,000 Union soldiers died at this Confederate prison from starvation, exposure, and disease and were buried in unmarked graves. Dorence Atwater, a prisoner at Andersonville, had secretly recorded the numbers and names of those buried and left the prison with this list at the end of the war. Atwater contacted Clara Barton, and she was ultimately able to let 12,500 families know what had happened to their loved ones.

Time for the *real* Clara Barton to please stand up!

Once all the votes have been cast, establish that **Barton 1** is the real Clara Barton. Then review the play, making sure that students are aware of these facts from each section of the play:

- **Panelists 1 and 2:** All responses are correct.
- **Panelist 3:** Memories about the battlefield are true, including the horrors of war and woman disguised as male soldiers. Barton did receive a number of bullet holes in her clothing, but didn't invent the bulletproof vest.
- **Panelist 4:** Barton did spend much of her own money (and that from a boyfriend) helping soldiers. Computers and the Internet did not exist during Barton's time.
- **Panelist 5:** Barton didn't make a music video for MTV because neither existed during her time. She didn't go into the movie business and make disaster movies.



Review questions

1. What is a humanitarian? *(Someone that helps others.)*
What organization did Barton start in the United States?
(American Red Cross)
2. How did learning to ride a horse help Barton during the Civil War?
(She had to jump from a horse onto a moving train to escape from Confederate soldiers.)
3. As a girl, how did Barton show her caring nature towards others? *(She gave away her Christmas cookie present to everyone, leaving nothing for herself; she helped nurse her brother back to health.)*
4. How was Barton treated by her coworkers at the U.S. Patent Office, as the first female clerk? *(Many were angry she got the job instead of a man; one man spat tobacco juice at her.)*
5. How did Barton continue to help families of soldiers after the war?
(She established a list of missing soldiers and tried to find what happened to them.)
6. Some people were opposed to the American Red Cross when it was first organized. What events helped change people's minds about the need for the organization? *(Yellow fever epidemic in Florida, fires in northern Michigan, and flooding along Ohio River)*

Discussion questions

1. Do you have a favorite sibling, relative, or friend? Do you think you would help them as Barton did her brother when he became ill?
2. Would you like to have had Barton as a friend? Why or why not?
3. What are some personal characteristics of Clara Barton?
4. What about Barton did you find most interesting? Why?
5. When did you suspect that Bartons 2 and 3 were impostors? What made you think so?
6. Why do you think women disguised themselves and went onto the battlefields as soldiers?



Extension activities

1. Have students write a diary entry in which they pretend to be Clara Barton explaining her feelings about an event in her life.
2. Have students pretend they are reporters interviewing someone assisting victims of a disaster.
3. Symbols are very important ways to make people think of something. For example, the flag is a symbol of our country, the golden arches are a symbol of McDonald's, and the Red Cross is a symbol of an organization that helps people in time of need. Have students break into groups and research and present information on other examples of symbols .

Additional resources

- *Clara Barton: Founder, American Red Cross*, by Leni Hamilton (Chelsea House Publishers, 1988)
- *Clara Barton*, by Mildred Mastin Pace (Charles Scribner's Sons, 1941)
- *Clara Barton and her Victory Over Fear*, by Robert Quakenbush (Simon and Schuster, 1995)
- *The Importance of Clara Barton*, by Rafael Tilton (Lucent Books, 1995)
- *Clara Barton: Civil War Nurse*, by Nancy Whitelaw (Enslow Publishing, 1997)
- American Civil War.com:
<http://www.americancivilwar.com/women/cb.html>
- Profiles in Caring: <http://www.nahc.org/NAHC/Val/Columns/SC10-1.html>

Important!

Always check Web sites before having students visit them.



Alexander Graham Bell

Directions

Reading the play

As students read the play, consider pausing between one or more of the panelists' questions to review the information students have heard. Invite opinions about which guest may be the real Alexander Graham Bell, encouraging students to share their reasoning along with their responses. Remind the class that only the *real* guest must always tell the truth.

Time for the *real* Alexander Graham Bell to please stand up!

Once all votes have been cast, establish that **Bell 1** is the real Alexander Graham Bell. Then review the play, making sure that students are aware of these facts from each section of the play:

- **Panelist 1:** All responses are correct.
- **Panelist 2:** Bell was basically home taught and liked learning by doing. Though he probably enjoyed having fun, he didn't do the prank stated by Bell 2.
- **Panelist 3:** All responses are correct.
- **Panelist 4:** It is true that Bell preferred to be remembered as a teacher of the deaf than for his invention of the telephone.
- **Panelist 5:** It is true that an accident led to the first message transmitted over the telephone and that Bell had hoped to have readied something more memorable.
- **Panelist 6:** Responses by Bells 2 and 3 are obviously incorrect.
- **Panelist 7:** Responses by Bells 2 and 3 are also incorrect.

True or false? If false, correct the statement to make it true.

1. According to Alexander Graham Bell, the achievement he most wished to be remembered for was the discovery of the telephone.
(False—that he was a teacher of the deaf)
2. Alexander Graham Bell liked to do an Indian war dance when he got excited about something. (True)
3. The telephone was discovered when Bell and Watson were trying to find a way to make multiple telegraph communication possible. (True)
4. People first greeted others on the telephone with the word, "Hello."
(False—with "Ahoy")

Directions

Alexander Graham Bell

5. Bell's metal-detecting device used to try and help save President Garfield was unable to find the bullet lodged in his body. (*True*)
6. When Bell died, telephone service in the U.S. was stopped for one minute in his memory. (*True*)
7. Bell suggested using radium to help find icebergs. (*False—to treat cancer*)

Discussion questions

1. Describe what kind of person Alexander Graham Bell was.
2. When did you first begin to suspect Bells 2 or 3 were impostors? What made you think so?
3. Would you have wanted to be a friend of Bell's? Why or why not?
4. What did Bell mean, when asked by a Japanese if his invention also spoke Japanese, by telling him to bring along another Japanese and find out?
5. People initially thought the telephone was just a toy and had no value. Discuss how the telephone is a very important invention in our lives.
6. What was a major disappointment in Bell's life?
7. Bell had a number of personal "quirks." What is a quirk, and do you have any you'd like to share?

Extension activities

1. Have students draw a picture of a telephone and give three facts about Bell to share with others.
2. Make a multiple-choice worksheet to help students to review the information they learned from the play.

Additional resources

- *Alexander Graham Bell*, by Elizabeth Montgomery
- *Mr. Bell Invents the Telephone*, by Katherine B. Shippen
- *The Talking Wire: The Story of Alexander Graham Bell*, by O.J. Stevenson
- About.com biography of Bell:
<http://inventors.about.com/library/inventors/bltelephone2.htm>
- Surfing the Net With Kids page on Bell:
<http://www.surfnetkids.com/bell.htm>

Important!

Always check Web sites before having students visit them.



Nellie Bly

Directions

Reading the play

As students read the play, consider pausing between one or more of the panelists' questions to review the information students have heard. Invite opinions about which guest may be the real Nellie Bly, encouraging students to share their reasoning along with their responses. Remind the class that only the *real* guest must always tell the truth.

Additional information

For those who want to know what became of Nellie's monkey, she sadly had to part with him and give him to a zoo. The monkey was very unhappy being caged up and when she would allow it to roam her apartment, it destroyed a lot of things. Elizabeth Bisland, a woman reporter for *Cosmopolitan* did indeed try to beat Nellie's journey around the world by going west (which of course isn't a shorter route). She completed her journey four days later than Nellie and received very little recognition.

Time for the *real* Nellie Bly to please stand up!

Once all the votes have been cast, establish that **Bly 2** is the real Nellie Bly. Then review the play, making sure that students are aware of these facts:

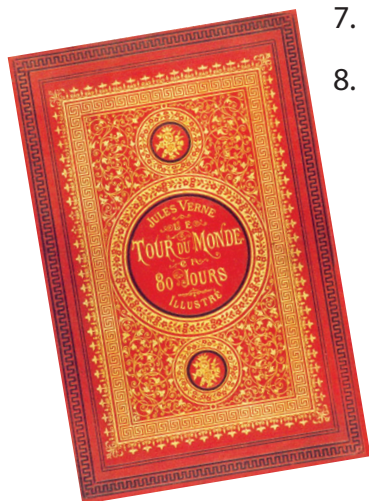
- **Panelists 1 and 2:** All responses are correct.
- **Panelist 3:** At the time, it was considered an embarrassment for a man's wife to work outside the home; furthermore, a woman would in theory be taking the job from a man who needed to support his family. Few doors were open for women to work, and those that did were criticized for it.
- **Panelist 4:** Ask the students what is wrong with the response by Bly 1. Students should be aware that going in the opposite direction isn't an easier or faster route (except for logistical reasons), but that a woman did indeed try to beat Bly's journey around the world in the fastest time.
- **Panelist 5:** Bly 1's answer doesn't make sense. Discuss the word "quarantine" and whether they ever experienced being quarantined. Also ask students what they would give as a souvenir of the U.S. to a visitor from another country.
- **Panelist 6:** Responses by Blys 1 and 3 are obviously incorrect.

True or false? If false, correct the statement to make it true.

1. Nellie Bly's family was proud of her getting job at a newspaper office. (*False—embarrassing the family name*)
2. Nellie Bly was committed to a mental institution to see what it was really like to be a patient. (*True*)
3. Nellie Bly got the idea to try and travel around the world in 80 days after reading a book by Jules Verne. (*True*)
4. It is faster to travel the globe going east, rather than west. (*False—both the same*)
5. Nellie Bly bought a monkey which accompanied her on much of her journey around the world. (*True*)
6. A problem in Mexico almost cost Nellie Bly the race. The ship was to be quarantined for two weeks. (*False—San Francisco*)

Discussion questions

1. According to the reading, when were the three times a woman should appear in the paper?
2. What do you think it was like being a girl growing up in Nellie's time?
3. Would you have liked to have Bly as a friend? Why or why not?
4. Why do you think Bly didn't tell people she was a reporter when she was on assignment in the mental hospital?
5. Are there any adventures left for people to go on today? Explain.
6. When did you first suspect that Blys 1 and 3 were impostors? What made you think so?
7. What kind of person was Nellie Bly?
8. Bly was inspired to circle the globe because of the book *Around the World in 80 Days*. Have you ever read about something that interested you so much that you wanted to try it yourself? Explain.



Extension activities

1. Read and report on the book *Around the World in 80 Days*, by Jules Verne.
2. Have students research the stops on Bly's trip around the world and create postcards that include four facts about each place.
3. On a map, draw the route of Bly's journey around the world.

Additional resources

- *Nellie Bly*, by Nina Brown Baker
- *Nellie Bly, Journalist*, by Elizabeth Ehrlich
- *Nellie Bly: Reporter for the World*, by Charles Graves
- PBS's *American Experience* episode about Bly:
<http://www.pbs.org/wgbh/amex/world/>
- Information and links: <http://home.att.net/~gapehenry/NellieBly.html>



Important!

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Daniel Boone

Directions

Reading the play

As students read the play, consider pausing between one or more of the panelists' questions to review the information students have heard. Invite opinions about which guest may be the real Daniel Boone, encouraging students to share their reasoning along with their responses. Remind the class that only the *real* guest must always tell the truth.

Time for the *real* Daniel Boone to please stand up!

Once all the votes have been cast, establish that **Daniel Boone 2** is the real Boone. Then review the play, making sure that students are aware of these facts:

- **Panelists 1 and 2:** All responses are true.
- **Panelist 3:** Answers by Boones 1 and 3 are not correct.
- **Panelist 4:** Wal-Mart didn't exist in Boone's time. Steven Foster wrote the song "My Old Kentucky Home."
- **Panelist 5:** Amusement parks didn't exist during Boone's lifetime either.

Review questions

1. What was Boone's "Tick Licker"? (*Boone's first long-barreled flintlock gun*)
2. What was the area Boone helped develop that hastened western expansion? (*Wilderness Road through the Cumberland Pass*)
3. What did Boone do when he was told he couldn't go outside due to the smallpox disease in the area? (*Climbed into bed with a boy who had the disease and caught it*)
4. What was very important to pioneers to help preserve food, for taste, and for curing hides? (*Salt*)
5. How would Boone mark parts of the woods that he traveled through? (*Carve his name and date into a tree*)
6. What area of the country did Boone explore at the age of 80? (*Rocky Mountains, in the Yellowstone Basin*)

Discussion questions

1. Boone's father didn't value an education. Do you feel that your parents or guardians care about whether you do your best in school? How do they display this value to you?
2. Boone loved being outdoors. Do you like spending time outdoors? If so, what kinds of things do you like to do?
3. In Boone's family, everyone had certain responsibilities; Daniel's was taking care of the cattle. What are some of your family responsibilities? Do you get an allowance? Do you think you should?
4. Boone befriended a Native American boy. Do you have a friendship with someone from a different culture? What have you learned from your friend about their culture?
5. Can you think of something that European colonists learned from the Native Americans?
6. When did you first suspect that Boones 1 and 3 were impostors? What made you think so?
7. Would you have liked to have Boone for a friend? Explain.

Extension activities

1. Write a paragraph explaining what you'd like people to remember you for doing.
2. Draw a picture of a log cabin. Include five things that you think pioneers would need to have in order to live in a log cabin.
3. Pioneer homes often had a latchstring outside the door as a symbol of hospitality. Someone wanting to come in would pull it, which would raise the latch and open the door. Only at night was the string brought inside. Have groups of students find five other facts about pioneer life to share with the rest of the class.



Directions

Daniel Boone

Additional reading

- *Fighting Frontiersman: The Life of Daniel Boone*, by John Bakeless (William and Morrow, 1948)
- *Daniel Boone: Westward With American Explorers*, by Walter Buehr (GP Putnam, 1963)
- *Frontier Leaders and Pioneers*, by Dorothy Heiderstadt (David McKay, 1962)
- *Famous Pioneers*, by Franklin Folsom (Harvey House, 1964)
- *Daniel Boone: Wilderness Pioneer*, by William R. Sanford and Carl R. Green (Enslow, 1997)
- *Men of the Wild Frontier*, by Bennett Wayne (Garrard, 1974)
- Archiving Early America's Daniel Boone page:
<http://earlyamerica.com/lives/boone/index.html>

Important!

Always check Web sites before having students visit them.



George Washington Carver

Directions

Reading the play

As students read the play, consider pausing between one or more of the panelists' questions to review the information students have heard. Invite opinions about which guest may be the *real* Carver, encouraging students to share their reasoning along with their responses. Remind the class that only the real guest must always tell the truth.

Additional information

When he was a young man, Carver often didn't get his mail because there was another George Carver in that town. Carver gave himself the middle initial "W," and when someone asked him if the W stood for Washington, Carver responded, "It might as well." Throughout his life, Carver never called himself Washington but simply used the W when signing his name.

Time for the *real* George Washington Carver to please stand up!

Once all the votes have been cast, establish that **Carver 3** is the real George Washington Carver. Then review the play, making sure that students are aware of these facts:

- **Panelists 1 and 2:** All responses are correct
- **Panelist 3:** Carter was not athletic and didn't write a song. Being African American during Carver's time was very difficult, and despite his talents, most colleges would not accept him.
- **Panelist 4:** All responses are correct.
- **Panelist 5:** Mention that Roman consul Julius Caesar said, "I came, I saw, I conquered." Discuss with students the meaning of Carver's saying ("Stop talking so much. You never saw a heavy thinker with his mouth open.").
- **Panelist 6:** Responses 1 and 2 are obviously incorrect. It is true that Carver didn't patent his inventions. Discuss what a patent is and have students look at the U.S. Patent Office Web site.

Directions

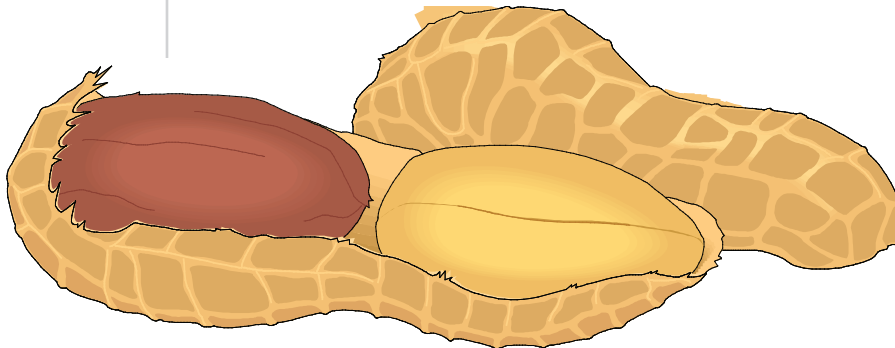
George Washington Carver

Review questions

1. Why was Carver called the Black Leonardo? *(Like the famous Renaissance figure Leonardo da Vinci, Carver was a scientist and inventor.)*
2. What insect was destroying the cotton crop in Alabama? *(Boll weevil)* Which crop did people start planting instead of cotton? *(Peanuts)*
3. What was Carver's "traveling school"? *(A colorful wagon he traveled in, assisting black farmers with better production of crops)*
4. Why didn't Carver take out patents for his many discoveries? *(He believed that God gave them to him and that he had no right to claim them as his own.)*
5. What famous inventor invited Carver to work with him? *(Thomas Edison)* Why do you think he declined the invitation? *(Answers will vary.)*

Discussion questions

1. What did people mean by calling Carver the "Black Leonardo"? Look up Leonardo da Vinci and learn some of his inventions.
2. Describe what it was like being a African American living during the time of George Washington Carver.
3. If you made a discovery, would you patent your idea? Why or why not. Why didn't Carver patent his many discoveries?
4. What kind of a friend would Carver had made?
5. When did you first suspect Carvers 1 and 2 were impostors? What made you think so?
6. Discuss Jim Crow laws and discrimination.
7. Why do you think Carver's "secret friend" didn't wish to let him know who had furnished his shack?



Extension activities

1. Rent the movie *The Autobiography of Miss Jane Pitman* to see what life was like from before the Civil War, up to the beginning of the civil rights movement.
2. As a "Thank you, Mr. Carver" activity, have students research some of his uses for the peanut (or sweet potato), re-create them, and present them to the class.
3. Draw a giant peanut and write five lesser-known or most surprising uses for the peanut.
4. Have students make a mural of things that Carver invented.

Additional resources

- *George Washington Carver: The Man Who Overcame*, by Lawrence Elliotts
- *George Washington Carver*, by Sam and Beryl Epstein
- *Wizard of Tuskegee: The Life of George Washington Carver*, by David Manber
- Gale Publishing's Black History Month page on Carver:
http://www.galegroup.com/free_resources/bhm/bio/carver_g.htm
- National Park Service's page on the George Washington Carver National Monument: <http://www.nps.gov/gwca/>



Important!

Always check Web sites before having students visit them.



Thomas Edison

Directions

Reading the play

As students read the play, consider pausing between one or more of the panelists' questions to review the information students have heard. Invite opinions about which guest may be the *real* Thomas Edison, encouraging students to share their reasoning along with their responses. Remind the class that only the *real* guest must always tell the truth.

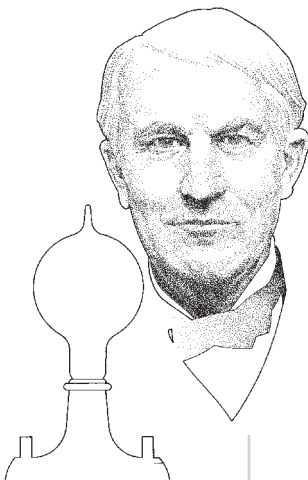
Time for the *real* Thomas Edison to please stand up!

Once all the votes have been cast, establish that **Edison 3** is the real Thomas Edison. Then review the play, making sure that students are aware of these facts:

- **Panelist 1:** All responses are correct.
- **Panelist 2:** Edison loved science, wasn't a very good student, and was teased by other students.
- **Panelist 3:** All responses are correct.
- **Panelist 4:** Edison really had friends come to his New Jersey home to watch his movies on the topics mentioned, but didn't serve popcorn.
- **Panelist 5:** Responses by Edisons 1 and 2 are incorrect.
- **Panelist 6:** Ask students what Edison meant by saying, "Genius is 1% inspiration and 99% perspiration"?

Comprehension questions

1. What besides scarlet fever caused Edison to lose some of his hearing? (*Being pulled by his ears onto a train*) What did Edison say was the benefit his hearing loss? (*Improved his concentration*)
2. As a boy, what were some projects Edison attempted? (*Tried to hatch a goose egg; set fire to his father's barn; gave a man a concoction to try to make him lighter than air*)
3. Why didn't the U.S. Congress care for Edison's automatic voting machine idea? (*His invention would limit the need to take to the floor and speak.*)
4. What were some of Edison's inventions? (*Light bulb, moving pictures, mimeograph machine, phonograph, etc.*)



5. How did the United States honor the passing of Thomas Edison?
(*Lights across the U.S. were briefly darkened in his honor.*)

Discussion questions

1. If you could have been the first to record a saying with Edison's phonograph, what would you have chosen to say. (He used "Mary Had a Little Lamb.")
2. Some today would label Edison as a boy, a "difficult" child. What might this mean?
3. What do you think was Edison's most important invention. Explain your reasoning.
4. Would you have liked to have Edison as a friend? Why or why not?
5. When did you first suspect that Edisons 1 and 2 were impostors? What made you think so?
6. What were some of Edison's personal characteristics?

Extension activities

1. Draw an advertisement for one of Thomas Edison's inventions.
2. Discuss the meaning of some of Edison's sayings (i.e., "Thinking is a habit. If you don't learn to think when you are young, you may never learn.").
3. Make a true/false worksheet to help students to review the information they learned from the play.

Additional resources

- *Thomas Alva Edison*, by Vincent Buranelli
- *The Story of Thomas Alva Edison*, by Margaret Cousins
- *Thomas Alva Edison*, by Christopher Lampton
- About.com's "Inventions of Thomas Edison" page:
<http://inventors.about.com/library/inventors/bledison.htm>
- Spectrum biographies page on Edison:
<http://www.incwell.com/Biographies/Edison.html>



Important!

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Benjamin Franklin

Directions

Reading the play

As students read the play, consider pausing between one or more of the panelists' questions to review the information students have heard. Invite opinions about which guest may be the "real" Benjamin Franklin, encouraging students to share their reasoning along with their responses. Remind the class that only the real guest must always tell the truth.

Time for the *real* Benjamin Franklin to please stand up!

Once all the votes have been cast, establish that **Franklin 2** is the real Franklin. Then review the play, making sure that students are aware of these facts:

- **Panelists 1, 2, and 3:** All responses are correct.
- **Panelist 4:** While Julius Caesar did say, "I came, I saw, I conquered," and a Disney character sang "Zip-a-Dee-Doo-Dah," Franklin didn't write either.
- **Panelist 5:** Although Franklin did spend time in England and did wear that hat, Elton John (who does like hats) wasn't alive during this time period. Franklin spent time in France but EuroDisney didn't exist at this time.

Review questions

1. What was the name of Franklin's popular almanac containing information on weather, farming, cooking, and short sayings? (*Poor Richard's Almanack*)
2. Which bird did Franklin want to be named as the country's national symbol? (*Turkey*)
3. What were two founding documents of the U.S. that Franklin signed? (*The Declaration of Independence and the Constitution*)
4. What did a young Franklin use to help pull himself across a pond? (*Kite*)
5. What was the basis of Franklin's saying, "They give too much for their whistles"? (*As a boy, Ben spent all his money—far too much—on a whistle.*)
6. In which subject did a young Franklin have difficulty? (*Math*)

7. For which disease did Franklin advocate getting a vaccination?
(*Smallpox*)
8. What three things is Franklin credited with starting in Philadelphia.
(*First library, first fire department, and first public hospital*)

Discussion questions

1. What might be some positive and negative aspects of being part of family with 17 children?
2. Why do you think laws were passed making it mandatory for kids to attend school at a certain age?
3. Do you have a rivalry with a brother or sister like Ben had with his brother James (e.g, in sports, academics, other areas)? Explain.
4. When did you first suspect that Franklins 1 and 3 were impostors? What made you think so?
5. Would you have liked to have Franklin for a friend? Why or why not?

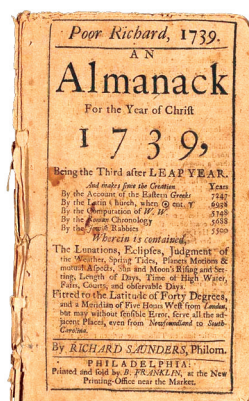
Additional resources

- *What's the Big Idea, Benjamin Franklin?*, by Jean Fritz (Coward, McCann and Geoghegan, 1976)
- *Benjamin Franklin*, by Charles P. Graves (Garrard, 1960)
- *Benjamin Franklin* (from the *Heroes of the Revolution* series), by Susan and John Lee (Children's Press, 1974)
- *Benjamin Franklin: The New American*, by Milton Meltzer (Franklin Watts, 1988)
- Page of Franklin quotes: <http://library.thinkquest.org/22254/frquot.htm>
- Franklin Institute page on Franklin: <http://sln.fi.edu/franklin>



Important!

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Helen Keller

Directions

Reading the play

As students read the play, consider pausing between one or more of the panelists' questions to review the information students have heard. Invite opinions about which guest may be the *real* Helen Keller, encouraging students to share their reasoning along with their responses. Remind the class that only the *real* guest must always tell the truth.

Time for the *real* Helen Keller to please stand up!

Once all the votes have been cast, establish that **Keller 3** is the real Helen Keller. Then review the play, making sure that students are aware of these facts:

- **Panelists 1 and 2:** All responses are true.
- **Panelist 3:** Responses from Kellers 1 and 2 are incorrect. Ask students: if they were trying to show Keller a connection between finger-spelling and a word, what word and object might they try to help Keller make the connection?
- **Panelist 4:** Ask students why responses by Kellers 1 and 2 are incorrect.
- **Panelist 5:** Keller did complete college despite the fact that many colleges didn't believe she could, due to her physical difficulties. Sullivan did have to finger-spell all her lessons and was a tremendous help to Keller's successful completion of college.
- **Panelist 6:** Responses from Kellers 1 and 2 are not correct. Ask students why a universal system for teaching the blind to read was a good idea. Mention Louis Braille, the person who developed the system.

True or false? If false, change the statement to make it true.

1. Helen Keller's nickname as a child was Little Bronco. (True)
2. The first word that Helen Keller recognized from Sullivan's finger-spelling was "doll." (*False—"water"*)
3. Helen Keller's parents valued the techniques used by Sullivan when she first came to teach Helen. (*False—they thought she was too strict on Helen*)
4. Helen knocked two of Sullivan's teeth out during the first days of their working together. (True)

5. Helen learned to canoe, bicycling, swim, knit, and drive a car.
(False—not drive a car)
6. Helen helped establish one Braille alphabet for all blind people to use.
(True)

Discussion questions

1. Some people, including Keller's parents, thought that Sullivan was harsh in her treatment of Keller. Why might her parents have thought this? Do you think that Sullivan was correct in her methods? Why or why not?
2. Can you think of someone that's helped you in a major way? Who was this person, and what did they do for you?
3. Which of Keller's accomplishments amazed you the most, and why?
4. Which of your abilities (such as hearing, sight, speech, or mobility) would be the hardest for you to lose, and why?
5. When did you first suspect that Kellers 1 and 2 were impostors? What made you think so?
6. Would you have liked to have Keller as a friend? Why or why not?
7. Describe some personal characteristics of Helen Keller.

Extension activities

1. Get a Braille menu from a restaurant such as McDonald's, or make a table of the Braille alphabet using drops of glue as the raised dots. Have students learn to read and write some of the letters or words.
2. Write a diary pretending to be Helen Keller in which you describe a day in your life.
3. Look up some of Helen Keller's famous quotes, and illustrate one.

Additional resources

- *Helen Keller*, by Margaret Davidson
- *Helen Keller: The Story of My Life*, by Helen Keller
- *Helen Keller*, by Richard Tames
- *Helen Keller*, by Dennis Wepman
- American Federation for the Blind's Helen Keller Kids Museum:
http://www.afb.org/Braillebug/helen_keller_bio.asp



Important!

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Martin Luther King

Directions

Reading the play

As students read the play, consider pausing between one or more of the panelists' questions to review the information students have heard. Invite opinions about which guest may be the *real* Martin Luther King, encouraging students to share their reasoning along with their responses. Remind the class that only the real guest must always tell the truth.

Time for the *real* Martin Luther King to please stand up!

Once all the votes have been cast, establish that **MLK 2** is the real Martin Luther King. Then review the play, making sure that students are aware of these facts:

- **Panelist 1:** All responses are correct. You may wish to discuss the term "mediation." Discuss the danger of jumping out of a window and ways to calm down that would not jeopardize one's safety.
- **Panelist 2:** All responses are correct. Can you think of other groups of Americans that have also not been given equal treatment at some point in American history?
- **Panelist 3:** King did not value the story about Humpty Dumpy. You may wish to find additional sayings by Thoreau to share with your class. Robin Hood was not a role model to King. Ask students if there is anything they feel is unfair that they'd be willing to go to jail to protest.
- **Panelist 4:** Discuss the term "boycott" with your students. Although King did win the Nobel Prize, there was no MTV, and James Brown wrote "Say It Loud—I'm Black and I'm Proud."
- **Panelist 5:** The saying offered by MLK 1 was said by Ben Franklin. The quote from MLK 3 was said by astronaut Neil Armstrong when he landed on the moon in 1969.

Review questions

1. For whom was King named? (*Martin Luther, famous leader of the Protestant Reformation*)
2. What did King say he wished to be remembered as? (*As a drum major for justice and peace*)
3. What event in King's youth was one of his first examples of mediation? (*Breaking up a fight over baseball*)

4. What unusual behavior did King display as a boy when he twice was disappointed with himself? (*Jumped out of a window*)
5. What were some of the facilities that Jim Crow laws kept segregated? (*Hotels, restaurants, drinking fountains, schools, swimming pools, elevators, etc.*)
6. Who were some of the famous African Americans the young King liked reading about? (*George Washington Carver, Frederick Douglass, Jesse Owens, Booker T. Washington*)
7. What was the name of the famous speech given by King in Washington, D.C., in 1963. (*"I Have a Dream"*)

Discussion questions

1. Do you think it was right of King's mother to lie about Martin's age so he could start school earlier? Why or why not?
2. Describe being African American in the South while Martin Luther King was growing up.
3. Do you think King's teacher did the right thing by giving up his seat on the bus? If you were Rosa Parks, would you have given up your seat? Explain your answers to both.
4. Do you think you would like to have had King for a friend? Why or why not?
5. What were some of personal characteristics of Martin Luther King?
6. When did you first suspect that Kings 1 and 3 were impostors? What made you think so?
7. Mohandas Gandhi of India believed that change could come about through nonviolent ways and through civil disobedience. Brainstorm several nonviolent ways of getting people to notice your point of view.
8. Discuss King's quote: "There is nothing more tragic in all the world than to know right and not do it. I can not stand in the midst of all these glaring evils and not take a stand." Have you ever witnessed something you thought was wrong? Did you take a stand or remain quiet? Explain.

Extension activities

1. Listen to or read the transcript of King's "I Have a Dream" speech. Discuss King's words as well as his speaking ability. Have students act out some of the more famous lines.

Directions

Martin Luther King

2. Write a day-in-the-life of story in which you pretend to be Martin Luther King and tell about something that happened in his life.
3. Make a true/false or multiple-choice worksheet to have students demonstrate what they learned from the play.

Additional resources

- *Martin Luther King*, by Jean Darby (Learner Publishing, 1990)
- *I Have a Dream*, by Jim Haskins (Millbrook Press, 1992)
- *Martin Luther King Jr.*, by Diane Patrick (Franklin Watts, 1990)
- *Martin Luther King: Man of Peace*, by Lillie Patterson (Garrard, 1969)
- *Martin Luther King*, by Nancy Shuker (Chelsea House, 1985)
- The King Center: <http://www.thekingcenter.org/>
- Kids' Turn Center link page on MLK: <http://www.kidsturncentral.com/links/mlkjlinks.htm>
- Lesson Planet page of MLK lesson plans: http://www.educationplanet.com/search/Social_Studies/Holidays/Martin_Luther_King_Day

Important!

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Abraham Lincoln

Directions

Reading the Play

As students read the play, consider pausing between one or more of the panelists' questions to review the information students have heard. Invite opinions about which guest may be the *real* Abraham Lincoln, encouraging students to share their reasoning along with their responses. Remind the class that only the *real* guest must always tell the truth.

Time for the *real* Lincoln to please stand up!

Once all the votes have been cast, establish that **Lincoln 2** is the real Abraham Lincoln. Then review the play, making sure that students are aware of these facts:

- **Panelists 1, 2, and 3:** All the responses are correct.
- **Panelist 4:** Lincoln did not fight in any Civil War battles. (Discuss why leaders don't usually go into battle.) The bloodiest battle of the Civil War was indeed Gettysburg. Have students look up the year CNN began and when the digital camera and laser were developed—they weren't around during the time of Lincoln.
- **Panelist 5:** Frederick Douglass was a famous African American abolitionist who did attend the White House party. (Discuss what "abolition" means.) Ben and Jerry's ice cream, satellite technology, and Pizza Hut were not around during the time of Lincoln.
- **Panelist 6:** Although Lincoln was indeed assassinated at Ford's Theater, he was shot by John Wilkes Booth and not stabbed. However, Lincoln did believe strongly that the South should not be punished at the end of the war and had to deal with many angry Northerners who really wanted him to punish the South.

Review questions

1. Lincoln is called the "Great Emancipator." What does an emancipator do? (*Set people free*)
2. Young Lincoln didn't like to see other creatures killed. Which animal did he try to hunt? (*Turkey*)
3. Who did Lincoln say would be his best friend? (*A person who would give him a book to read*)

Directions

Abraham Lincoln

4. What's an example of how Lincoln got the nickname Honest Abe? (*He returned money to a woman who had been overcharged; he returned a purchase to someone who forgot to take it with them.*)
5. On what occasion did Lincoln deliver his Gettysburg Address? (The dedication of a cemetery at a Civil War battle site)
6. Which African American leader was the first to attend a White House party while Lincoln was president? (Frederick Douglass)

Discussion questions

1. When did you first suspect that Lincolns 1 and 3 were impostors? What made you think so?
2. Describe what a Blab school was like. Compare and contrast school today with Lincoln's school.
3. Describe what Lincoln was like as a person. Would you like to have had him as a friend? Why or why not?
4. How did you react to the story of Lincoln's "cruelty to animals" composition? Explain your answer.
5. Do you sometimes think your parents do not understand what makes you tick (like Lincoln's father)? Explain.
6. Why do you think Lincoln didn't wish to punish the South after the end of the Civil War? Do you think most Northerners were upset by this approach? Why or why not?
7. If you are competing with someone (like Lincoln and the spelling bee), would you help that person even if it would make you lose? Why or why not?
8. If you immediately knew that a clerk didn't charge you the correct price for what you bought, would you smile and walk out the store, or would you inform the clerk that they had made an error? Explain.

Extension activities

1. Make a true/false or multiple-choice worksheet to help students to review the information they learned from the play.
2. Lincoln loved to read. Make a book jacket of your favorite book and explain why others should read this book.
3. What are some problems that very tall people might face? Write a story about what your day would be like if one morning you woke up very tall.

Additional resources

- *Abraham Lincoln: Friend of the People*, by Clara Ingram Judson (Wilcox and Follett, 1950)
- *Abraham Lincoln*, by Ingri d'Aulaire and Edgar Parin d'Aulaire (Doubleday, 1957)
- *Abraham Lincoln*, by Susan Dye Lee (Childrens Press, 1978)
- *America's Abraham Lincoln*, by May McNeer (Houghton Mifflin, 1957)
- *Abraham Lincoln: A First Book*, by Larry Metzger (Franklin Watts, 1987)
- *Abraham Lincoln* (Great Americans series), by Kathie Billingslea Smith (Julian Messner, 1987)



Sandra Day O'Connor

Directions

Reading the play

As students read the play, consider pausing between one or more of the panelists' questions to review the information students have heard. Invite opinions about which guest may be the *real* Sandra Day O'Connor, encouraging students to share their reasoning along with their responses. Remind the class that only the *real* guest must always tell the truth.

Time for the *real* Sandra Day O'Connor to please stand up!

Once all the votes have been cast, establish that **O'Connor 3** is the real O'Connor. All responses to Panelists 1 and 2 are correct. The response by O'Connor 2 to Panelist 4 is also correct.

True or false? If false, correct the statement to make it true.

1. O'Connor was nominated to become the first female Supreme Court justice by President George H.W. Bush. (*False—Ronald Reagan*)
2. Since she lived many miles from the nearest neighbor, O'Connor was taught at home by her mother. (*True*)
3. After college, O'Connor had difficulty getting a job as a lawyer. (*True—few women worked in this field at this time.*)
4. O'Connor was the first woman majority leader of the U.S. Senate. (*False—the Arizona state legislature*)
5. O'Connor wished to keep it illegal to burn, trample, or harm the American flag. (*True*)

Additional resources

- *Sandra Day O'Connor: First Woman of the Supreme Court*, by Carol Greene
- *Sandra Day O'Connor: Supreme Court Justice*, by Peter Huber
- *Sandra Day O'Connor: Supreme Court Justice*, by Norman L. Macht
- *Meet My Grandmother: She's a Supreme Court Justice*, by Lisa Tucker McElroy

Rosa Parks

Directions

Reading the play

As students read the play, consider pausing between one or more of the panelists' questions to review the information students have heard. Invite opinions about which guest may be the *real* Rosa Parks, encouraging students to share their reasoning along with their responses. Remind the class that only the *real* guest must always tell the truth.

Time for the *real* Rosa Parks to please stand up!

Once all the votes have been cast, establish that **Parks 1** is the real Parks. Answers on Rosa's childhood and what it was like being black in the South are all true statements.

Review questions

1. What were some of the things African Americans couldn't do in the South while Parks was growing up? (Use same water fountains, restaurants, or elevators as whites; ride in the front of a bus; keep a bus seat if a white person wanted it; stay on the sidewalk when whites passed, etc.)
2. What incident led to Parks's arrest? (*She refused to give up her sit on a bus for a white person.*)
3. How did African Americans respond to Parks's arrest? (*They boycotted the city bus line for over a year.*)
4. What eventual decision did the Supreme Court make on the issue? (*Illegal to discriminate on public transportation*)
5. Black children went to all-black schools. How did these generally differ from all-white schools? (*Fewer books, less furniture, poor conditions, usually farther away than where whites went*)

Discussion questions

1. Find examples from the play showing how it was like being an African American during Parks's time.
2. If you had worked all day, would you have wanted to give your seat up on the bus?
3. List several personal characteristics of Rosa Parks.

Directions

Rosa Parks

4. Why do you think people are prejudiced against other groups of people? Explain.
5. Name someone else you think is courageous. What are three things you would say qualifies someone as courageous?
6. When did you first suspect that Parks 2 and 3 were impostors? What made you think so?
7. Would you like to have had Parks as friend? Why or why not?

Extension activities

1. Have groups of students re-create Parks's bus ride.
2. Make demonstration posters listing reasons why African Americans boycotted the bus company after Parks's famous ride.
3. Write a diary entry in which you pretend to be Rosa Parks, explaining your feeling about the bus incident. Alternatively, write about how she felt when she was a girl and couldn't get served at the five-and-dime store.
4. Make a true/false or multiple-choice worksheet for students to show what information they learned from the play.

Additional resources

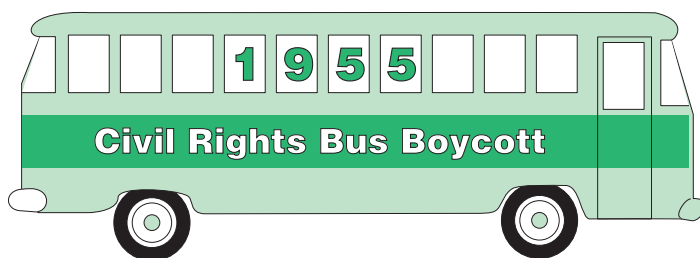
- *The Bus Ride That Changed History: The Story of Rosa Parks*, by Pamela Duncan Edwards
- *Rosa Parks* by Eloise Greenfield
- *Don't Ride the Bus on Monday: The Rosa Parks Story*, by Louise Wekiwether
- Academy of Achievement's interview with Parks: <http://www.achievement.org/autodoc/page/par0int-1>
- A biography of Rosa Parks: <http://rosaparks.nfshost.com/>
- Rosa and Raymond Parks Institute of Self-Development biography page: <http://www.rosaparks.org/bio.html>

Important!

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MONTGOMERY



Paul Revere

Directions

Reading the Play

As students read the play, consider pausing between one or more of the panelists' questions to review the information students have heard. Invite opinions about which guest may be the real Paul Revere, encouraging students to share their reasoning along with their responses. Remind the class that only the *real* guest must always tell the truth.

Time for the *real* Paul Revere to please stand up!

Once all the votes have been cast, establish that **Revere 1** is the real Paul Revere. Then review the play, making sure that students are aware of these facts:

- **Panelists 1 and 2:** All responses are correct.
- **Panelist 3:** Revere really did dental work and did have a job making a silver collar for a pet squirrel, but MTV didn't exist in Revere's time.
- **Panelist 4:** Discuss with students that there are always two sides to a dispute. Did the colonists "egg on" the British by throwing snowballs and calling them names? Response 2 about the tea and the ride are correct, but there weren't flavored tea or teabags back then.
- **Panelist 5:** Although homing pigeons have been used for communicating messages since ancient times, Paul Revere didn't use them on his midnight ride. There were also no laptop computers during Revere's time.

Discussion questions

1. How do your teachers reward positive behavior? How do teachers punish students who are not cooperating?
2. When did you first suspect that Reverses 2 and 3 were impostors? What made you think so?
3. What kind of person was Paul Revere?
4. Would you like to have had Paul Revere as a friend? Why or why not?
5. The colonists protested the taxes on tea by the British by throwing the tea into the harbor. In what ways can people demonstrate unhappiness about something without violence or property destruction?

6. Why do you think the colonists dressed as Native Americans when they organized the Boston Tea Party? Explain.

Review questions

1. The first battle of the Revolutionary War was at Lexington and Concord. (*True*)
2. Church bells were only rung on Sundays during Paul Revere's time. (*False—they were rung for good and bad news, meetings, holidays, and to announce fires.*)
3. Paul Revere fought in many battles in the French and Indian War. (*False—he was at Lake George and barely fought.*)
4. Paul Revere once made a silver collar for a man's pet squirrel. (*True*)
5. Paul Revere took part in the Boston Tea Party. (*True*)

Extension activities

1. Have students play some of the popular games of the colonial era, including blind man's bluff, leapfrog, hopscotch, shooting marbles, and London Bridge. Compare these activities to some of the popular games young people play today.
2. In each town, the Town Crier would read announcements of important news events. Pretend to be a town crier and announce something that Paul Revere did that was newsworthy.
3. As an art project (in the fall), obtain items such as wild berries, teabags, mums, etc., and boil them in water to make a natural dye. Try experimenting with different colors on cotton handkerchiefs.

Additional resources

- *A Picture Book of Paul Revere*, by David A. Adler (Holiday House, 1995)
- *And Then What Happened, Paul Revere?* by Jean Fritz (Coward, McCann and Geoghegan, Inc., 1973)
- *Paul Revere: The Man Behind the Legend* by Margaret Green (Julian Messner, 1964)

Jackie Robinson

Directions

Reading the play

As students read the play, consider pausing between one or more of the panelists' questions to review the information students have heard. Invite opinions about which guest may be the *real* Jackie Robinson, encouraging students to share their reasoning along with their responses. Remind the class that only the *real* guest must always tell the truth.

Time for the *real* Jackie Robinson to please stand up!

Once all the votes have been cast, establish that **Robinson 2** is the real Jackie Robinson. All answers to Panelists 1 and 2 are correct. Robinson 3's answer to Panelist 5 is also correct.

Review questions

1. How was Jackie Robinson first treated when he first played professional baseball? (*Poorly: he received death threats, pitchers tried to hit him when at bat, games were canceled, he wasn't allowed to stay in hotels or eat at restaurants with the rest of his team.*)
2. What kinds of things did Robinson have to deal with while growing up as an African American? (*Separate swimming pools, could see movies only on a certain day of the week, whites-only water fountains and restaurants, etc.*)
3. What did Rev. Jesse Jackson say of Robinson at his funeral? (*"He turned a stumbling block into a stepping stone."*) What do you think this means? (*Answers may vary.*)
4. Robinson was the first African American to appear on what? (*U.S. postage stamp*)

Additional resources

- *Determination: The Story of Jackie Robinson*, by Deborah Woodworth
- *Jackie Robinson*, by Harvey Frommer
- *Jackie Robinson: Baseball Pioneer*, by Howard Reiser
- *Jackie Robinson: He Was the First*, by David A. Adler
- *Jackie Robinson*, by Barbara Knox

Betsy Ross

Directions

Reading the play

As students read the play, consider pausing between one or more of the panelists' questions to review the information students have heard. Invite opinions about which guest may be the *real* Betsy Ross, encouraging students to share their reasoning along with their responses. Remind the class that only the *real* guest must always tell the truth.

Time for the *real* Betsy Ross to please stand up!

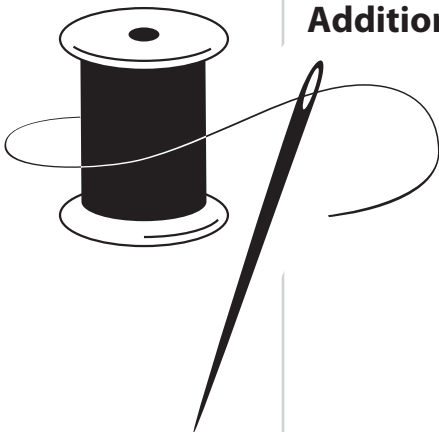
Once all the votes have been cast, establish that **Ross 1** is the real Betsy Ross. All responses to Panelist 1 are correct. Ross 3's answer to Panelist 2 is also correct, as is Ross 2's answer to Panelist 3.

Review questions

1. As a girl, Ross helped fix another girl's dress. What did she buy with her pay? (*Ice skates*)
2. What is a "bread tree"? (*The "chain" of bread production in which a piece of one loaf is used to provide yeast for the next.*)
3. Why was Betsy Ross removed from her Quaker sect? (*During the war, Ross made musket balls*)
4. What two suggestions for the U.S. flag did Ross supposedly give to George Washington? (*That five stars would be easier to sew and that a rectangular flag would fly better*)
5. What part of ships coming into port did Ross like to look at? (*Their flags*) Why? (*Each design told a bit of history of the country*)

Additional resources

- *In Their Own Words: Betsy Ross*, by Peter and Connie Roop
- *Betsy Ross*, by Alexandra Wallner
- *Betsy Ross: Designer of Our Flag*, by Ann Weil



Sacagawea

Directions

Reading the play

As students read the play, consider pausing between one or more of the panelists' questions to review the information students have heard. Invite opinions about which guest may be the *real* Sacagawea, encouraging students to share their reasoning along with their responses. Remind the class that only the *real* guest must always tell the truth.

Additional information

The expedition returned in 1806. Sacagawea's husband was paid \$500.33 for his efforts, while Sacagawea received nothing except for perhaps a medal, the usual gift given to an Indian who provided assistance. Captain Clark gave land in St. Louis to the couple, who left the area after a short time.

It is unclear as to what actually became of Sacagawea. Her son was taken in by Captain Clark, who provided him with an education. Pomp eventually went to Europe for some years, and later fought in the Mexican War and searched for gold in California. Captain Clark named a rock in little Pomp's honor. Pomp's Tower is now called Pompey's Pillar and is located between Billings and Custer, Montana.

Sacagawea's name has also been spelled "Sacajawea" and "Sakakawea."

Time for the *real* Sacagawea to please stand up!

Once all the votes have been cast, establish that **Sacagawea 3** is the real Sacagawea. Then review the play, making sure that students are aware of these facts:

- **Panelists 1, 2, and 3:** All responses are correct.
- **Panelist 4:** Ask the students whether they were surprised that Sacagawea didn't stay with her family when she finally returned to her tribe. Would they (students) have stayed, or continued with the expedition? Of course, *National Geographic* didn't exist during the time of Sacagawea.
- **Panelist 5:** Sacagawea didn't invent surfing, and the term SURF isn't an acronym (you may wish to use this opportunity to discuss what an acronym is).

Review questions

1. Why was the buffalo so important to certain Native American tribes? *(It provided meat for food, bones for making knives and other tools, and hides for making blankets and tepees.)*
2. What types of things did Sacagawea keep in her "special things" bag? *(Pretty stones, bird feathers)*
3. How did Sacagawea demonstrate loyalty toward her friend while with the Minnetarees? *(She called off her escape attempt because her friend hurt herself, and knew that the girl would be punished if Sacagawea escaped.)*
4. What body of water did Sacagawea wish to see along with the rest of the expedition? *(Pacific Ocean)*
5. Why did Indians from other tribes believe that the expedition had come in peace? *(Since Indians didn't take women and children into battle, they thought that Sacagawea and her son's presence meant the expedition was friendly.)*

Discussion questions

1. Discuss some different ways that Sacagawea assisted the expedition of Lewis and Clark.
2. Would you like to have had Sacagawea as a friend? Explain your answer.
3. When did you first suspect that Sacagawea's 1 and 2 were impostors? What made you think so?



4. What were some of Sacagawea's personal characteristics? Explain.
5. Do you think Sacagawea was correct to assist Lewis and Clark by going behind her brother's back and tell them of his plans? Are family relationships more important than others? Explain.
6. What were three adventures that the Lewis and Clark expedition experienced?

Extension activities

1. On a map of the United States, draw the route(s) the Lewis and Clark expedition traveled.
2. Draw a knapsack. What are ten items you would pack for a trip such as the one Sacagawea took with Lewis and Clark?
3. Write a diary entry pretending you are Sacagawea and describe your feelings when, for example, you told Lewis and Clark about your brother's plans, seeing the Pacific Ocean for the first time, etc.
4. Make up a true/false or multiple-choice worksheet to see what students have learned about Sacagawea.

Additional resources

- *Sacagawea*, by Olive Burt (Franklin Watts, 1978)
- *American Indian Women*, by Marion E. Gridley (Hawthorn Books, 1974)
- *Sacagawea: Bird Girl*, by Fiora Warren Seymour (Bobbs Merrill, 1959)
- *Sacagawea*, by Betty Westrom Skold (Dillion Press, 1977)
- *Famous Women of America*, by William Oliver Stevens (Dodd, Mead and Company, 1950)
- National Park Service page on Sacagawea: <http://www.nps.gov/jeff/LewisClark2/CorpsOfDiscovery/TheOthers/Civilians/Sacagawea.htm>
- PBS page on *Lewis and Clark*:
http://www.pbs.org/lewisandclark/living/idx_4.html
- About.com page on Sacagawea:
<http://womenshistory.about.com/od/sacagawea/a/sacagawea.htm>



Important!

Always check Web sites before having students visit them.

Henry David Thoreau

Directions

Reading the play

As students read the play, consider pausing between one or more of the panelists' questions to review the information students have heard. Invite opinions about which guest may be the *real* Thoreau, encouraging students to share their reasoning along with their responses. Remind the class that only the *real* guest must always tell the truth.

Time for the *real* Henry David Thoreau to please stand up!

Once all the votes have been cast, establish that **Thoreau 2** is the real Henry David Thoreau. All responses to Panelists 1, 2 and 3 are correct.

Review questions

1. What did Thoreau keep in his pocket when he went exploring nature? (*Spyglass, jackknife and twine, notebook and pencil*)
2. What did Thoreau feel was more important than textbooks? (*Experiences*)
3. Which famous leaders were influenced by Thoreau's concepts of civil disobedience? (*Gandhi and Martin Luther King, Jr.*) What does "civil disobedience" mean? (*Peacefully protesting an unjust law by breaking it.*)
4. Who would Thoreau take in, at his place on Walden Pond? (*Runaway slaves on their way to Canada*)
5. What type of creatures did Thoreau especially observe and write about while at Walden Pond? (*Canada geese and hawks*)

Additional resources

- *A Man Named Thoreau*, by Robert Burleigh
- *Thoreau of Walden Pond*, by Sterling North
- *19th Century Writers*, by Steve Otfinoski
- *Pioneers of Ecology*, by Donald W. Cox

Jim Thorpe

Directions

Reading the play

As students read the play, consider pausing between one or more of the panelists' questions to review the information students have heard. Invite opinions about which guest may be the *real* Jim Thorpe, encouraging students to share their reasoning along with their responses. Remind the class that only the *real* guest must always tell the truth.

Time for the *real* Jim Thorpe to please stand up!

Once all the votes have been cast, establish that **Thorpe 3** is the real Jim Thorpe. All responses to Panelists 1 and 2 are correct. Thorpe 2's response to Panelist 3 is also correct.

Review questions

1. What were some of Jim Thorpe's favorite childhood activities?
(*Marbles, fishing, roping and riding wild ponies*)
2. Which future president of the United States did Jim Thorpe tackle in a football game? (*President Dwight D. Eisenhower*)
3. What is the pentathlon? (*A collection of five track-and-field events.*)
What did Jim misplace and have to borrow for his Olympic events?
(*His track shoes*)
4. How did Jim Thorpe lose his Olympic medals? (*He had accepted money for playing baseball and lost his amateur status.*)
5. In which hall of fame was Jim Thorpe inducted in 1963? (*Football Hall of Fame*)

Additional resources

- *Jim Thorpe: The Story of an American Indian*, by Robert Reising
- *Jim Thorpe: All-Around Athlete*, by George Sullivan
- *Jim Thorpe: Indian Athlete*, by Guernsey Van Riper, Jr.



Orville Wright

Directions

Reading the play

As students read the play, consider pausing between one or more of the panelists' questions to review the information students have heard. Invite opinions about which guest may be the *real* Orville Wright, encouraging students to share their reasoning along with their responses. Remind the class that only the *real* guest must always tell the truth.

Time for the *real* Orville Wright to please stand up!

Once all the votes have been cast, establish that **Wright 1** is the real Orville Wright. All responses to Panelists 1 and 2 are correct. Wright 2's response to Panelist 3 is also correct.

True or false? If false, change the statement to make it true.

1. The Wright Brothers' mother encouraged her young sons to experiment. (*True*)
2. The Wright Brother earned money by collecting bones for the local fertilizer plant. (*True*)
3. The Wright Brothers' first business was a kite-making shop. (*False—bicycle shop*)
4. Kitty Hawk, NC, was selected for their first flight attempt because of its winds. (*True*)
5. Lots of people attended the first flight attempt at Kitty Hawk, NC. (*False—few were interested at all.*)
6. The first successful attempt to fly was done with Orville as the pilot, and lasted 59 seconds. (*False—12 seconds*)

Additional resources

- *The Wright Brothers*, by Mervyn D. Kaufmann
- *The Wright Brothers: Pioneers of American Aviation*, by Quentin Reynolds
- *American Heroes of Exploration and Flight*, by Annie Schraff
- *Wilbur and Orville Wright: Boys with Wings*, by Augusta Stevenson

To Tell the Truth With Susan B. Anthony

Host: Our guest today is Susan B. Anthony. However, only one of the three women before you is the real Ms. Anthony. The other two are impostors. Your job is to listen carefully to the information presented and decide which of the three guests is the *real* Susan B. Anthony. Let's begin by meeting our guests. What is your name, please?

Susan B. Anthony 1: My name is Susan B. Anthony.

Susan B. Anthony 2: My name is Susan B. Anthony.

Susan B. Anthony 3: My name is Susan B. Anthony.

Host: Allow me to read this brief statement by Ms. Anthony: "I, Susan Brownell Anthony, was born on February 15, 1820, in Adams, Massachusetts. My family were Quakers, and I was fortunate that my father felt both boys and girls should get an education, in a time when most girls received little education. I saw alcohol as a cause of much suffering, especially for woman and children, and worked for the temperance movement [to make alcohol illegal]. I was also involved in the antislavery movement and lived when the country was torn apart over the issue of slavery: the Civil War. Eventually I dedicated my life to working for equity for all and women's suffrage [the right to vote]. In 1872, I was arrested for breaking the law. My crime was trying to vote in a presidential election. I was found guilty and ordered to pay a \$100 fine. The fight for women's rights and suffrage was long and difficult. Some called me the "Moses of Her Sex" for all my efforts. My response to such comments? "What I ask is not praise but justice." Sadly, I didn't live to see the 19th Amendment to the United States Constitution passed in 1920, which gave women the right to vote. I died in 1906 at the age of 86. Signed, Susan B. Anthony." Let's begin the questioning with Panelist 1.

Panelist 1: You learned to read at the young age of three. You went to a school where only boys could learn long division and girls had to sit in the back of the classroom. Your father valued

schooling for both his sons and daughters and eventually home-schooled your family and neighbors' children. Tell us something you remember about your youth.

Anthony 1: I remember that first school, where I had to sit in the back of the room, away from the teacher's lessons and the warmth of the schoolroom stove. When the long-division lesson was given, I'd pretend I was cold and come up near the stove to get warm. But I brought my slate and would listen to the lesson and try the problems. I was so proud of myself when I showed my parents I could do long division. My teacher said that long division was something that I shouldn't worry my pretty little head about. Imagine your teacher today saying you didn't have to worry about learning geography or science.

Anthony 2: I had a very pretty new dress that my mother had made for me. But she would only let me wear it on Sunday. Unlike today, where children and adults have many different clothes to wear, we didn't have lots of outfits to wear every day. One day, a neighbor girl was in need of help, and I came up with an idea. I offered to give my old dress to her, thinking that I'd then have the *newer* Sunday dress to wear. But my plan didn't work. My mother gave the girl my new Sunday dress.

Anthony 3: I didn't think I was very attractive as a girl. In fact, my eyes were crossed. The doctor tried to correct the problem, but then my one eye stayed too far to the left. I tried to hide my eyes by wearing eyeglasses I really didn't have to wear. If you look at photographs of me, you will see that I always posed for side views and had them taken from the right.

Panelist 2: At 15 you had a job teaching school. You were paid \$2.50 a week. When you left to further your own education, you found out the young man who replaced you was paid \$10 a week. At a teaching convention that you attended, the women teachers were told to sit in the back and directed that they were not

to speak or contribute to the convention. You stood up and shocked people by stating your opinion of the poor treatment of the women. Tell us another time that made you aware of the unequal treatment of women.

Anthony 1: My mother loved to sing as a girl but never sang in the house. Quakers don't believe in singing. Since Mother wasn't a Quaker, I asked her why she didn't sing to my younger brother. She said she did what my father—who was a Quaker—wanted. Later, my sister explained that it was the law that wives must do what their husbands said. I thought that such a law should be changed.

Anthony 2: My father ran a textile mill, and when one of the workers got sick, he needed someone to help out for two weeks. My sister and I both wanted to take the woman's place, so we drew straws and I won. My mother said that I could work only if I gave half of my three dollars in earnings to my sister. While at the mill, I saw a woman passed over for a promotion for a man less qualified. I asked my father why the woman who knew more about the machines than the man, didn't get the promotion, and he said that women couldn't be supervisors over men. It just wasn't done. I thought this was a foolish idea.

Anthony 3: My father lost everything. He had to sell all he owned to pay his many bills. Mother's things were also sold, including her wedding gifts and her clothes. Even a pair of eyeglasses, which I think belonged to my brother, were sold to pay Father's bills. Mother was very sad but the law at the time stated that all property in a marriage belonged to the husband. I thought that I would one day work to change this unfair law too.

Panelist 3: The women's movement got its start with the 1848 Seneca Falls, New York, women's convention, that some nicknamed the "Petticoat Rebellion." It was organized by two women, Elizabeth Cady Stanton and Lucretia Mott. Three hundred people attended this meeting, where the Declaration of Women's Rights was drafted. This document called for women to be able to speak freely,

sue for divorce, own property, have equal opportunities in education and professional jobs, and have the right to vote. What was your involvement at this convention, as a woman who some would later call, "the Napoleon of the Women's Rights Movement"?

Anthony 1: I gave one of the major speeches at the convention, in which I said that if women did not get the right to vote, we'd leave the United States and move to Greenland. Then, I asked, who'd cook the meals, clean the houses, and take care of the children?

Anthony 2: As Number 1 just stated, I did speak at the convention. I told of all the inequalities women suffered and declared that women were equal to men and should be treated as such. CNN covered my speech on live television and I had to remember to point my head sideways so the camera couldn't see my funny eye.

Anthony 3: I didn't attend the convention. At the time, I was very involved in the temperance movement and was busy elsewhere. After the convention in Seneca Falls, another meeting took place in Rochester, NY. My family attended it and told me about Elizabeth Cady Stanton and her efforts in women's rights. A short time later, I got to meet Stanton and we began a 50-year partnership, trying to get equality for all and women's suffrage.

Panelist 4: You worked for the abolition of slavery and Frederick Douglass was a frequent visitor to your home. The Civil War put women's rights on the back burner temporarily, and after the war you were disappointed that the abolitionists didn't include women in their efforts to guarantee rights to black Americans. You wanted to work for suffrage for all. You were called names like "sourpuss" and "old maid," people laughed at your opinions—even women—and you had eggs thrown at you. Yet, you continued in your efforts. Tell us about your most famous attempt to vote, which led to your arrest.

Anthony 1: At the age of 52, several of my friends and sisters decided that it was time to vote. I was arrested for voting for Mickey Mouse

as a write-in candidate for President of the United States.

Anthony 2: I was arrested because I didn't have a photo ID or driver's license with me and, since the computers were down, the officials were unable to confirm my identity. This really made me angry. After all, I had waited an hour to vote. I was chewing some bubble gum and blew a bubble in the man's face who refused to allow me to vote. It popped right in his face and gum splattered all over him! It was he who called the police and had me arrested.

Anthony 3: Several other women and I went to a nearby barbershop in Rochester to register to vote. We were told that, that wasn't possible. The 14th and 15th Amendments to U.S. Constitution forbid any state from passing a law that keeps its citizens from voting. These were really aimed at protecting the rights of black Americans, but I believed that women also as citizens of this country had a right to vote. The officials let us register to vote. Days later, on Election Day, I cast my vote for Ulysses S. Grant. I was arrested for voting and found guilty by a judge who would not allow me to speak in my own defense. Judge Ward Hunt said, "Women are not competent to be witnesses." I was fined \$100. I told the judge I would never pay the fine. I never did.

Panelist 5: You and Elizabeth Cady Stanton published *The Revolution*, a women's suffrage newspaper. You split with other suffragists when some felt that your National Woman Suffrage Association, which only allowed women, was asking for too much, too soon. It took 20 years before the suffragist leaders united in their goals for women's rights. Can you share with us something else about yourself?

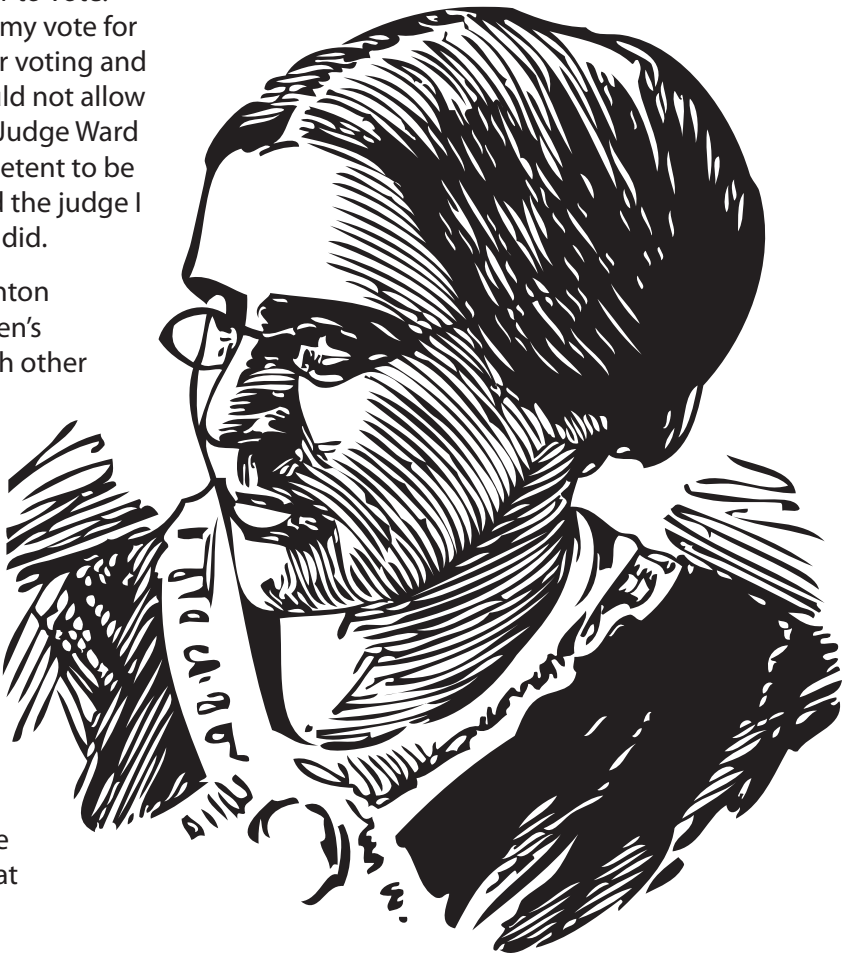
Anthony 1: Most people don't know that I ran for president of the United States and was the first women to ever do this. I of course lost the election. It didn't help that half the population of the United

States—women—weren't allowed to vote in the election.

Anthony 2: When I was in my 70s, NASA asked whether I'd like to be the first women to walk in space. It was truly an experience that I will always remember.

Anthony 3: I was the first woman in U.S. history to have her face put on a coin circulated as money. In 1979, the United States minted a silver dollar with my portrait. It's of my good side, of course.

Host: Panelists and members of the audience, it is now time for you to decide who is the real Susan B. Anthony. Is it Number 1? Number 2? Or Number 3? [Pause.] All right, the votes have been cast. Will the *real* Susan B. Anthony please stand up?



To Tell the Truth With Clara Barton

Host: Our guest today is Clara Barton. However, only one of the three women before you is the real Ms. Barton. The other two are impostors. Your job is to listen carefully to the information presented and decide which of the three guests is the *real* Clara Barton. Let's begin by meeting our guests. What is your name, please?

Clara Barton 1: My name is Clara Barton.

Clara Barton 2: My name is Clara Barton.

Clara Barton 3: My name is Clara Barton.

Host: Allow me to read this brief statement by Ms. Barton: "I, Clarissa Harlowe Barton, was born on Christmas Day, 1821, in the state of Massachusetts. I never liked the name Clarissa and went by the name Clara. I was a teacher for a number of years and then went to Washington D.C., where I became the first woman to work as a clerk at the U.S. Patent Office. When the Civil War broke out, I was saddened by the fact that so many injured soldiers were dying before they could get medical treatment. I decided I could help and eventually got permission to work directly on the battlefield. I was at the Battles of Antietam, Fredericksburg, and Spotsylvania. After the war, I began a nationwide search for missing soldiers. After a time in Europe in which I worked with a new organization called the Red Cross, I came home and helped to establish the American Red Cross. I was still helping people into my 70s and 80s, going to aid soldiers in both Turkey and in the Spanish-American War. I died of pneumonia at the age of 91. I am remembered as a humanitarian, someone who cared greatly about other people. I once said, 'You must never so much as think whether you like it or not, whether it is bearable or not; you must never think of anything except the need, and how to meet it.' Signed, Clara Barton." Let's begin the questioning with Panelist 1.

Panelist 1: A doctor once told your parents when you were a young girl that you had a very

sensitive nature. He said, "She will never assert herself for herself. She will suffer wrong first but for others she will be perfectly fearless." What memories do you have about being a young girl?

Barton 1. I was very shy and I guess you'd say afraid of my own shadow. However, I never wanted people to worry about me. One time, when I was very little, I remember seeing a snake. It really terrified me but what got me even more upset was the look on my parents' faces when they saw I might be in danger. I didn't want to cause them any worry and felt badly that I had done so.

Barton 2. I remember as a young girl walking into the barn where I came upon some workers who were butchering an ox. As soon as I came upon the sight, I fainted on the spot. I later told my parents that I felt as if it had been *me* that had been struck down.

Barton 3. At Christmas time, gifts were usually practical things such as hats, gloves, or a new pair of shoes. One Christmas, I received a box of cookies. It was a wonderful treat! I immediately shared the cookies with my entire family, including my dog, Brownie. But when I finally reached into the box to get one for myself, there were none left! Everyone broke off a piece of their cookie so I could have one too—all, that is, but my dog, who had quickly gobbled up his entire cookie.

Panelist 2: Having older brothers and sisters, you learned at a young age to read, write, and do arithmetic. You learned to ride horses and took part in activities that usually only boys did. Not having friends your own age, you became very independent and very determined (some would even say stubborn) to do what you believed in. Can you tell us more, Clara Barton?

Barton 1: When I was 11, my favorite brother David, who had taught me how to ride horses, fell from quite a height while helping to build a barn. Feverish and in terrible pain, the doctors

said that little could be done and that David would probably die. I was determined to help my brother. I had my father bring in a cot and I stayed and nursed my brother to health for almost two years, rarely leaving his side. I'm happy to say that David got better.

Barton 2: Having learned to play ball and to ride a horse came in handy later in life. As a young teacher, the boys quickly learned to respect me when I came outside one day and began playing ball with them—and even played better than some of them! Later, during the Civil War, I had to jump from a horse onto a moving train to get safely away from enemy soldiers. I had to escape so dramatically because I had refused to leave until all the injured soldiers had been given medical assistance and taken to safety.

Barton 3: Becoming the first female clerk to work in the U.S. Patent Office was not an easy task. Many of the men were angry that I was “taking a job away” from a man. In fact, one man even spat tobacco juice on me as I walked down the hall. I continued to work hard to prove myself.

Panelist 3: When the Civil War began, you left your job at the U.S. Patent Office and decided to work as a nurse. You had learned that many injured soldiers were dying before they could get medical assistance, sometimes going days before help was available. You believed that if you could help soldiers right on the battlefield, you could give them immediate medical treatment—stop the bleeding and try to prevent infection. However, the military didn't want your assistance and forbade you from going. Even the doctors said that the battlefield was no place for a woman, that women were not courageous enough to witness the horrors of battle and would only be a nuisance. You eventually went anyway and quickly earned the nickname, “Angel of the Battlefield.” In addition to medical treatment, you wrote letters for the soldiers and saw that they were fed. Tell us more about your memories as the “Angel of the Battlefield.”

Barton 1: Bodies of men as far as the eye could see. Blood everywhere. I had to wring my dress out

when it became weighted down from all the blood. I trudged through mud up to my waist to get to injured soldiers. One time, a soldier was wounded, and as I held him in my arms, a bullet zipped under my arm and killed him.

Barton 2: I remember being at the Battle of Antietam. One soldier was particularly shy about letting me tend to his wounds. It turned out later that he was really a *woman* who had followed her husband into battle. Hundreds of women fought and died during the Civil War disguised as men. This particular woman survived her injuries and later named her first child after me.

Barton 3: Bullets were flying all around me. I crossed rope bridges and had bullet holes in my clothing. It was then that I saw the need for bulletproof garments and developed a vest (in my favorite color: hot pink) to protect me from being killed. I later made a comfortable living selling my bulletproof clothing.

Panelist 4: You often spent your own money for supplies such as bandages and blankets to help the soldiers, including some money that your father left to you when he died. You became so well known for your brave efforts during the Civil War that people began to write you after the war asking for your help in locating their missing sons and husbands. For four years, you led a search for missing soldiers and your organization eventually found out what had become of 22,000 men. Despite your shyness, you gave speeches to earn money for your cause by telling people of your experiences during the Civil War. Nonetheless, you once said that you preferred the battlefield to public speaking. Any additional comments?

Barton 1: I never married and was always in need of money to continue my efforts. One boyfriend struck it rich during the California Gold Rush of 1849. He left \$10,000 in a bank account, which I refused to touch at first. Eventually, I spent all of his generous gift on my search for missing soldiers.

Barton 2: The list of missing soldiers was so large that I couldn't find any printing business with

enough capital letters to print it. Finally, the U.S. government agreed to print the list.

Barton 3: Thank goodness for the Internet. What a lifesaver it was in helping me track down so many missing soldiers. A computer whiz I knew made a Web site called *Angel of the Battlefield*, and I got hundreds of hits each day from people with helpful information.

Panelist 5: You knew Elizabeth Cady Stanton and Susan B. Anthony. You agreed with the women's rights movement but were too active with your own efforts to get directly involved. You went to Switzerland and worked with a new organization called the International Red Cross and also assisted on the battlefield again in the Franco-Russian War. Please, Clara Barton, tell us more.

Barton 1: My work seemed to be a battle of my own. I fought opposition to women in the workforce and on the battlefield. I fought with generals about the care of soldiers, fought for funding, and later had to fight people's opposition to the U.S.'s joining the International Red Cross. Government leaders didn't think there was any use for such an organization in time of peace! Eventually the U.S. joined, and I became the first president of the American Red Cross. I also felt the Red Cross should be used for disasters in time of peace and not used just to help out in wartime. With a yellow fever epidemic in Florida, severe fires in northern Michigan and flooding along the Ohio River, people saw just how helpful the Red Cross could be.

Barton 2: Red became one of my favorite colors, probably because I had seen so much blood in my lifetime. I liked wearing the Red Cross symbol on my white blouse. To gain support for the Red Cross, I made a music video for MTV, a kind of hip-hop tune that went, "Hey you, don't gather no moss/Get your head out of the sand, USA/And join the Red Cross." Pretty catchy, no?

Barton 3: Terrible floods, earthquakes, and fires all make for great disaster movies. Susan B. Anthony, Elizabeth Cady Stanton, and I went in to the movie business. *Earthquake*, *Volcano*, and *The Towering Inferno* (repeated often on TBS) were some of our biggest hits.

Host: Panelists and members of the audience, it is now time to decide who is the real Clara Barton. Is it Number 1? Number 2? Or Number 3? [Pause.] All right, the votes have been cast. Will the *real* Clara Barton please stand up?



To Tell the Truth With Alexander Graham Bell

Host: Our guest today is Alexander Graham Bell. However, only one of the three gentlemen before you is the real Mr. Bell. The other two are impostors. Your job is to listen carefully to the information presented and decide which one is the *real* Alexander Graham Bell. Let's begin by meeting our guests. What is your name, please?

Alexander Graham Bell 1: My name is Alexander Graham Bell.

Alexander Graham Bell 2: My name is Alexander Graham Bell.

Alexander Graham Bell 3: My name is Alexander Graham Bell.

Host: Allow me to read this brief statement by Mr. Bell. "I, Alexander Graham Bell, was born on March 3, 1847, in Edinburgh, Scotland. Although my father and grandfather were speech teachers, I originally wanted to be a musician. As I learned more about speech and the voice, I became very interested in helping the deaf to speak and became a teacher like my father and grandfather. I eventually became interested in sending sound over wires and patented the telephone in 1876. I never lost my interest in helping the deaf (both my mother and wife were deaf) and befriended a young girl named Helen Keller. I founded the American Association to Promote the Teaching of Speech to the Deaf and always regretted that my wife could never utilize my invention of the telephone. When I died in 1922, the telephone service in the United States was stopped for one minute in my memory. Signed, Alexander Graham Bell." Let's begin the questioning with Panelist 1.

Panelist 1: You shared the name Alexander with both your father and grandfather. As a boy you very much wanted a name for yourself so people would know who you were. Your parents allowed you to pick a middle name. You chose "Graham," which was the name of one of your father's good friends. Tell us, Mr. Bell, about another memory from your childhood.

Bell 1: My father and grandfather were both teachers of speech, and so I learned much about how sounds are made. One day my brother Melville and I decided to make a talking robot. The head was shaped out of wax and had a tongue of stuffed rubber. Our robot also had a nose, eyes, and a mouth. We made the robot's lips from wire covered with rubber. Melville made the windpipe out of tin tubing and the vocal cords out of sheets of tin. We used fire bellows for its lungs. As my brother worked the bellows, I opened and closed its mouth to get the sounds created from the vibrating tin to sound like "mama."

Bell 2: My dog, a Skye terrier we called Mr. Perd, could talk. He learned tricks very easily, and I worked with sustaining his growls by placing my hand in his mouth. By doing this I could change the sounds that Mr. Perd made. One of his best phrases was "Ow-ah-oo gamama." That's terrier for, "How are you, Grandma?" Mr. Perd became famous in our neighborhood, with people coming to see the talking dog.

Bell 3: I came up with my first invention when I was 11 years old. My friend and I got into trouble with the local miller when we closed the gates to shut off the water to the mill—just an experiment, to see what would happen. Well, the miller said instead of trying to ruin his business, to try and do something constructive, like come up with a way to flail the husks from wheat. Using an old barrel with a paddle wheel I put inside, I cranked a sack full of wheat in no time.

Panelist 2: Tell us, Mr. Bell, what kind of student were you?

Bell 1: I had a love of music and science. For most of my education, I was taught at home by my parents. I had my very own museum in the house where I collected wild flowers, insects, and the bones of animals.

Bell 2: I wasn't a very good student, I must admit. I liked to play practical jokes on both my classmates and teachers. I once cut a hole in the

bottom of a small box and pushed my finger up inside. Covering the finger with gauze and red dye, I tried getting the girls to faint by showing them my severed finger in the box.

Bell 3: I loved learning and especially wanted to find things out by *doing*, rather than have people just tell me things.

Panelist 3: Everyone has their own little quirks—things that make them different from others. For example, when you slept, Mr. Bell, you never wanted the light of the full moon to shine on you or your family. Tell us, Mr. Bell, did you have any other interesting characteristics?

Bell 1: As a youth, we lived near a reservation of Indians. I was eager to learn as much as I could from their culture. Years later, when I would get extremely excited, I would do my version of an Indian war dance. You can imagine the dancing I did when the telephone finally worked!

Bell 2: I didn't like eating on plates with busy designs on them, and preferred to eat on plain plates with only my initials on them.



Bell 3: I didn't like to drink from glasses and took all my liquids through glass tubes.

Panelist 4: Your most famous invention was the telephone, but you also invented a metal detector, an electric probe for surgery (before the discovery of x-rays), and proposed an echo-sounding device to detect icebergs and using radium to treat cancer, to name a few. Some also credit you with the first action comic strip. You were an inventor, scientist, and teacher of the deaf. Mr. Bell, of these three titles, which would you prefer to be remembered as?

Bell 1: I'd rather be remembered as a teacher of the deaf than the inventor of the telephone.

Bell 2: Of course, I'd say the telephone. It made me famous.

Bell 3: I'd have to say the telephone. I patented it when I was only 29 years old. Quite a bright lad, wasn't I?

Panelist 5: You didn't originally set out to invent the telephone. You were originally looking for a way to improve telegraph communication. At the time, only one signal in Morse Code could be sent over telegraph wires at one time. You began wondering about the possibility of sending multiple signals over the wires, and together with Thomas Watson, your hard work paid off. What was the first message transmitted over the telephone?

Bell 1: Well, I'd like to say that I pondered long and hard just what words to say when the historic moment came to transmit words over the wires. Unfortunately, I had an accident when the big day arrived. I had just spilled acid from a battery all over me and shouted near the machine, "Watson, come here. I want to see you." He heard me and came running.

Bell 2: Watson and I knew that the first words would be historic and eventually find their way to game shows like *Jeopardy!*, so we really put a lot of thought into what to say. We memorized these words to say on the day we finally could transmit words over the wire: "Dreams can come true/It can happen to you, if you're young at heart."

Bell 3: The first words transmitted over the wire were not exactly earthshaking. They were simply, "Testing, one, two, three. Testing, one, two, three. Can you hear me, Watson?"

Panelist 6: Your invention was not widely accepted when it was first introduced. People actually thought it was just a "useless" toy and that it wouldn't have any value. In fact, when you offered to sell your invention to Western Union, they weren't interested. A Japanese student once asked you if the machine could speak Japanese, and you told him to bring along another Japanese student and find out. Can you tell us some other trivia about the early telephone?

Bell 1: Well, let's see. Here's one: When people first spoke to someone else on the telephone, the greeting wasn't "Hello," but "Ahoy."

Bell 2: I tried to sell humorous answering machine messages along with my early telephones, in case a person wasn't home to receive a telephone call. But nobody was interested.

Bell 3: I came up with the idea of having different ring tones to use on your cell phone.

Panelist 7: Mr. Bell, did you have any disappointments as an inventor?

Bell 1: Unfortunately, yes. I came up with a metal-detecting device and used it to try to find the assassin's bullet lodged in President Garfield's body. It was supposed to ring only when it found metal. But the device didn't work. It kept ringing no matter where on the president I put it. Later, I realized that the president's mattress had contained metal springs, so my device actually *had* worked—all too well.

Bell 2: No disappointments. I was wealthy and had the only telephone company in the country. I had free telephone service all my life, and this especially pleased my teenage children who were always talking to their friends on the telephone.

Bell 3: I would have to say that I was unable to develop a video telephone, and this was a disappointment to me. I thought it would be humorous to be able to call someone early in the morning and see how bad they looked.

Host: Panelists and members of the audience, it is now time for you to decide who is the real Alexander Graham Bell. Is it Number 1? Number 2? Or Number 3? [Pause.] All right, the votes have been cast. Will the *real* Alexander Graham Bell please stand up?



To Tell the Truth With Nellie Bly

Host: Our guest today is Nellie Bly. However, only one of the three women before you is the real Ms. Bly. The other two are impostors. Your job is to listen carefully to the information presented and decide which one is the *real* Nellie Bly. Let's begin by meeting our guests. What is your name, please?

Nellie Bly 1: My name is Nellie Bly.

Nellie Bly 2: My name is Nellie Bly.

Nellie Bly 3: My name is Nellie Bly.

Host: Allow me to read this brief statement by Ms. Bly: "I, Nellie Bly, was born Elizabeth Cochrane on May 5, 1864, in Cochran's Mills, Pennsylvania. Yes, the town was named for one of my relatives. My father died when I was quite young, and I was raised primarily by my mother and older brothers. I was one of the first women journalists in the United States and gained much fame for my adventurous stories and investigative reporting. I paved the way for women to become accepted in the workplace, especially in jobs which were thought to be for men only. I died in 1922, after a long career in journalism. Signed, Nellie Bly." Let's begin the questioning with Panelist 1.



Panelist 1: Tell us, Ms. Bly, about a memory you have from your childhood.

Bly 1: I grew up in an era where girls wore starched dresses and were expected to act "ladylike" at all times. Since my dresses were usually pink, my friends and family gave me the nickname, "Pinky."

Bly 2: I had a very strong imagination. I loved reading books and enjoyed writing stories, which I shared with my friends.

Bly 3: When I was eight years old, my brother challenged me to see who could get their horse to the barn first. I won and heard my brother say something I was to hear quite a lot as I was growing up: "Girls aren't supposed to beat boys at anything." Even at eight, I didn't believe that had to be true.

Panelist 2: You got your first job working for the *Pittsburgh Dispatch* in Pennsylvania because of an editorial written by a staff writer. It was entitled, "What Girls Are Good For" and stated that women's brains were inferior to men's and that women's employment in a man's world could be a threat to the welfare of the entire country. This made you very angry, and you wrote a rebuttal. You eventually went to the newspaper and were given the opportunity to write your own editorial on the same topic. For this first assignment, you received five dollars. What else can you tell us about the beginning of your writing career?

Bly 1: My family members were certainly displeased. My brothers and their wives said it was very un-ladylike to work in a newspaper office. Even when I told them I would be able to write from home, they continued to complain that I was embarrassing the family.

Bly 2: The excitement of having published my first paid article almost didn't last. Back then, people under 18 had to get permission from older male family members to work, and my brothers would definitely have said no. So, I came up with my pen name from a Stephen

Foster song I liked, called “Nellie Bly.” The editor agreed to print the article under the name Nellie Bly, and in fact liked the shorter name better since it would take up less space.

Bly 3: Back then, the only acceptable times for a woman’s name to appear in a newspaper was when she was born, married, and died. Luckily, my mother supported my desire to write and reminded my brothers and their wives that unless the family actually told the neighbors, nobody would know that “Nellie Bly” was me.

Panelist 3: You wrote about what it was like to live in Pittsburgh. You wrote an article on the poor working conditions people faced. What was unique is that you went “undercover”—pretending to be a factory worker so you could see what it really was like. You traveled to Mexico and wrote articles on what American miners and railroad workers could expect if they answered the president of Mexico’s request for workers. Eventually, you traveled to New York to get a job with one of the largest newspapers in the country. Tell us, was it easy?

Bly 1: My articles for the *Dispatch* were very popular, and when I traveled to New York City, the doors were open at all the major newspapers for the first woman reporter. I selected an offer from the *New York World*, the most important paper in town at the time.

Bly 2: I went to New York in hopes of working for the *World* but unlike what Number 1 said, the doors were closed to me. I sent clippings to all the newspapers, but nobody would hire a woman reporter. Finally, flat broke, I went to the *World’s* offices and refused to leave until Mr. Joseph Pulitzer, the publisher, would see me. He finally did, when I sneaked into his office. He admired my perseverance and gave me a job.

Nellie Bly 3: I had no trouble getting a position at the *World*. Mr. Pulitzer liked my work.

Panelist 4: You did some remarkable investigative reporting. You had yourself committed to a mental institution so you could see what it was really like for the patients there. You had yourself arrested so that you could write about the treatment woman prisoners received.

You spent the night in a house reported to be haunted, and wrote an article about your working as a Salvation Army volunteer. But a very popular book of the time, *Around the World in 80 Days*, gave you an idea for your most famous adventure. You set out on a trip around the world in an attempt to beat this fictional record. Tell us about this adventure.

Bly 1: Well, it was a lot of fun. I left New York on a 747 bound for London, England. From there, I water-skied across the English Channel to France. From France, I took a helicopter to the Middle East, from which I left on a cruise to Singapore. From Singapore, I traveled by submarine to Japan, then flew to California. The last leg of my journey was by train. I arrived in New York only 54 days, 11 hours, and 16 minutes after I had left.

Bly 2: While in France, I stopped to meet with the author of *Around the World in 80 Days*, Jules Verne. He was excited that someone was attempting the adventure and wished me “good duck.” (His English wasn’t very good.) I remember that I bought a monkey in Singapore to keep me company for the rest of the trip and finally completed the journey in 72 days, 6 hours, and 11 minutes.

Bly 3: I was worried when I learned that another woman was going to attempt the race around the world, too. She went in the opposite direction and hoped to get back to New York before me. Since I selected the harder route—going east and not west, which would have been shorter—I was really concerned that I would lose. I still managed to beat her by four days, completing the journey in exactly 68½ days.

Panelist 5: Your newspaper the *World* sponsored a contest to keep people interested in your trip, a journey of 24,899 miles. The person who came closest to guessing the exact time it would take you to return would receive a free trip to Europe. Did you have any problems during your trip around the world?

Bly 1: One problem I remember began right in New York. I was almost bumped off the jet leaving for England because the Queen of England

wanted her dog to have its own seat on the airplane. After I promised to include her in my article on the trip, she agreed to hold the dog in her lap.

Bly 2: Near the end of the trip, there was a problem that almost cost me the race. Someone forgot to bring along the medical reports of the passengers when we left Japan. When we docked in San Francisco, officials said they would have to quarantine us—keep us from docking—for two weeks. After I threatened to take my monkey and jump overboard, they let me off the ship.

Bly 3: My biggest problem was fitting all the souvenirs I wanted to bring back home in the tiny traveling bag I had taken for the journey.

Panelist 6: Your trip made you a real celebrity. You were asked to speak about your travels and the different people that you'd met. You were asked to endorse all sorts of products, and lots of magazines wanted you to write articles for them. Even a board game called *Around the World With Nellie Bly* was created in your honor. Tell us about your life from there.

Bly 1: Being famous was great! Everywhere I went, people wanted my autograph. I was on cereal box tops, covers of magazines, and even had a guest appearance on *Oprah*. I continued to write articles and eventually circled the globe again, this time going the western route. I ended up beating my eastern route record by an entire week.

Bly 2: I eventually married and helped my husband run his steel factory. When he died, I continued to run the business and was the first to develop and mass-produce steel barrels in the USA. Unfortunately, I lost most of my fortune due to some problems and eventually went back to writing. But the world was quite different now. I was no longer unusual. I'd become a forgotten celebrity, and although I continued to write, my name had lost its magic.

Bly 3: I married, and my husband and I had a lot of adventures with that little monkey I'd brought back from Singapore. Since my husband was very rich, I no longer needed to work. In the end, staying home and watching a lot of television gave me another great idea: I started *TV Guide* magazine.

Host: Panelists and members of the audience, it is now time for you to decide who is the real Nellie Bly. Is it Number 1? Number 2? Or Number 3? [Pause.] All right, the votes have been cast. Will the *real* Nellie Bly please stand up?



To Tell the Truth With Daniel Boone

Host: Our guest today is Daniel Boone. However, only one of the three gentlemen before you is the real Mr. Boone. The other two are impostors. Your job is to listen carefully to the information presented and decide which one is the *real* Daniel Boone. Let's begin by meeting our guests. What is your name, please?

Daniel Boone 1: My name is Daniel Boone.

Daniel Boone 2: My name is Daniel Boone.

Daniel Boone 3: My name is Daniel Boone.

Host: Allow me to read this brief statement by Mr. Boone: "I, Daniel Boone, was born in 1734, in what is now Pennsylvania. My family were Quakers, as were many people that settled the state of Pennsylvania. My father didn't like crowds, and we soon moved to North Carolina, where I eventually married Rebecca Bryan. I had heard stories about this wonderful paradise called "Kentucky" on the other side of the Appalachian Mountains, from a man I had met while a wagon driver at the Battle of Ft. Duquesne during the French and Indian War. Later, I met this same man, John Finley, again and decided to set out with him and four others to see this land for myself. Only Indians lived west of this mountainous area, and we needed to locate a place to cross to the other side of the mountains. We eventually followed the Indian trail known as the "Warrior's Trace" or "Warrior's Path," and in 1769 found the Cumberland Gap. When we finally arrived at a hilltop overlooking Kentucky (from "kanta-keh," the Iroquois word for "meadows"), my wife and daughter became the first white women to see the area. I am considered one of the most famous frontiersman and pioneers of colonial times. I helped to open a passage to the West by blazing the trail through the Cumberland Gap that became known as the "Wilderness Road." I died in 1820 at the age of 86. Signed, Daniel Boone." Let's begin the questioning with Panelist 1.

Panelist 1: You said that you never went to school a day in your life and so your abilities to write

and spell were quite poor. Your father said, when criticized about your lack of education, "Let the girls learn to spell and Dan will do the shooting." Tell us another memory from your childhood.

Boone 1: I loved being outdoors and free to roam around. When I was about six, there was an outbreak of smallpox. This disease killed many people, and my mother was so concerned that she wouldn't let us children go outside. I didn't want to have to spend my days cooped up. I figured that getting the disease would get the whole thing over with, so I decided to sneak out and went to a house of a kid who had smallpox. I actually climbed into bed with him to make sure my plan worked. Yes, I got smallpox, and so did my brothers and sisters. Fortunately, we all got better.

Boone 2: When I was young, I was given the responsibility of caring for our cattle. It was nice being outside, but kind of boring, too, watching those cows. I remember one time, I started singing, at the top of my lungs. An Indian boy showed up and he started singing too. We became friends. He taught me to use his bow and arrow. He even took me back to his tribe, where I ate a meal using a leaf for a plate. My mother, however, was really angry. She said that Indians couldn't be trusted. I didn't agree with her.

Boone 3: When I was too young for a gun, I made a sharp javelin from a tree branch. I used it for hunting game. When I turned 12, my father gave me my first long-barreled flintlock gun. I named it "Tick Licker" and carried it with me everywhere I went.

Panelist 2: You had many adventures with Indians. The Indians named the area where they liked to hunt, Kentucky. As a youth, you met and made friends with many Indians who taught you how to hunt and track like they did. Unfortunately, as an adult you and the other pioneers had many conflicts with them over their fear that the white man would take their

hunting lands. There were attempts by the Indians to forcefully convince pioneers to move back east. One time, you were cornered at the edge of a cliff by Indians. The Indians began to laugh at your situation. You surprised them by jumping off the cliff, the only way to escape. You fell about 60 feet, landed in a tree, and waved up at the Indians. Tell us more about some of your meetings with Indians.

Boone 1: Once while out hunting game, Indians captured me and two other men. They took hundreds of the buckskins and beaver pelts we had gotten and also took our horses and rifles. They then said we could go free. I was a little angry. They had my horse and all those hides I had worked so hard to collect. I followed the Indians back to their camp and retook the horses. Unfortunately, the Shawnee recaptured us and this time kept us as their prisoners. They hung a bell around my neck and forced me to dance—not a pretty sight, I must admit. Eventually, we were able to escape.

Boone 2: During the Revolutionary War, the British armed neighboring tribes and encouraged them to attack the settlements. Indians captured my daughter and her two friends. They were smart girls—especially my daughter, Jemima, who had learned lots of tricks from her old dad. They pretended their feet hurt and cut their dresses to use as bandages. They left trails of cloth so we could find them. Then the girls pretended that they didn't know how to ride horses and kept falling off on purpose, trying to stall the Indians and give us time to catch up to them. We eventually got the girls back, but I almost got scalped before another buddy rescued me.

Boone 3: I could sit here and tell you Indian stories all day! Salt was important to us pioneers for preserving food, for the taste, and for curing hides. One time, I was at a salt spring near the settlement of Boonesboro (yes, named for me) and was captured by Indians. I pretended to like being with them and even became the adopted son of Chief Blackfish, who gave me the name “Big Turtle.” One day, I heard about

their plans to attack Boonesboro. I ran for four days, about 160 miles, to warn the settlement. The settlement was able to fight the Indians off for nine days before succeeding in getting them to leave.

Panelist 3: You went into the woods for “long hunts” as you called them, hunting game for their hides, which could bring in money. Interestingly, some slang terms for money—“buck” and “dough”—date back to frontier times, from the pay we’d get for those buckskins and hides from does. Sometimes you’d be away for weeks at a time on these long hunts. You once said that you were never lost in the woods but were bewildered once for three days. You also liked to carve things on trees as you traveled around in the frontier. What kinds of things did you write?

Boone 1: I liked to carve hearts and place my initials with those of my many lady friends.

Boone 2: I liked to carve my name and the date that I passed through an area. I also once wrote, “D. Boon cilled a bar on this tree 1760.”

Boone 3: I liked to carve, “Peek-a-boo, I see you” and hide behind a tree until someone came along. Sometimes, I had to wait for weeks. This game got pretty boring after a while.

Panelist 4: Fellow pioneer Richard Henderson convinced the Cherokee to sell Kentucky to him for red cloth, guns, beads, mirrors, and other trinkets. He gave you acres and acres of land there. Other tribes, such as the Shawnee, didn't honor the sale. Troubles occurred. Sadly, several of your children died at the hands of Indians, yet you continued to settle on what the Indians felt was their land. Tell us about life after you moved to Kentucky.

Boone 1: I was rich because of all the land I owned and stopped exploring new lands. I sold some of my land to this new store called “Wal-Mart.” Boy, that store was *big*. It had everything you could think of. During Christmas time, when I didn't have much to do, I volunteered to stand by the front door and greet all the customers that came in to purchase dry goods.

Boone 2: Boy, don't get me started. I was pretty angry about what happened to me. First I had all this land on one day, and then BAM! it's gone. I was told that the deeds to my land weren't legal and that I didn't own *any* of the land I had settled. I was so angry that I moved my family in 1799 to what's now Missouri, and happily found that the Spanish honored my presence there as a famous trailblazer. I got about 840 acres of land. Sadly, once again, I was later unfairly treated. When the U.S. bought the Louisiana Purchase from France, all the land that I had gotten from the *Spanish* wasn't legally mine! For a time, I was actually broke.

Boone 3: I just loved Kentucky and my home there. I eventually wrote a song entitled, "My Old Kentucky Home." It became quite popular. You've probably learned my song in music class.



Panelist 5: Earlier in your life, you trekked to the area known as Florida. You really liked it and actually wanted to move there. Your wife, however, didn't want any part of moving so far away from family and friends. Later in life, you served in the Virginia state legislature—since Virginia controlled Kentucky at the time—but found you preferred the adventure of exploring. At the age of 78, you wanted to fight in the War of 1812 but were told you were too old. At 80, you actually explored the Rocky Mountains in the Yellowstone Basin. Are there any other comments you'd like to share, Daniel Boone?

Boone 1: I've always loved horses, and when I lived in Kentucky I thought it might be fun to race some of my horses. I built a track that I called the "Kentucky Coonskin Cap," after the famous hat I liked to wear. One of my neighbors suggested that a derby was a more popular hat at the time and said I should change the name of my racetrack. So, I renamed my racetrack the "Kentucky Derby." Perhaps, you've heard of it?

Boone 2: In 1810, the United States Congress voted to restore land titles to me. They said they wished to honor me for all my service to my country and especially for how I helped along the westward expansion of the United States with my opening of the Cumberland Pass. Unfortunately, they gave me a fraction of the land that I had actually settled.

Boone 3: After my wife Rebecca died, I decide to move down to Florida. The weather was great—much better than Kentucky—and I thought it might be a wonderful place for people to come for vacations. I built a monorail, a castle, and put in a couple of roller-coasters and other adventure areas like Frontierland, and called my vacation getaway "BoonesWorld." Later, I sold the whole thing to a man named Walt Disney. I made a fortune.

Host: Panelists and members of the audience, it is now time to decide which of our guests is the *real* Daniel Boone. Is it Number 1? Number 2? Or Number 3? [Pause.] All right, the votes have been cast, will the real Daniel Boone please stand up?

To Tell the Truth With George Washington Carver

Host: Our guest today is George Washington Carver. However, only one of the three gentlemen before you is the real Mr. Carver. The other two are impostors. Your job is to listen carefully to the information presented and decide which one is the *real* George Washington Carver. Let's begin by meeting our guests. What is your name, please?

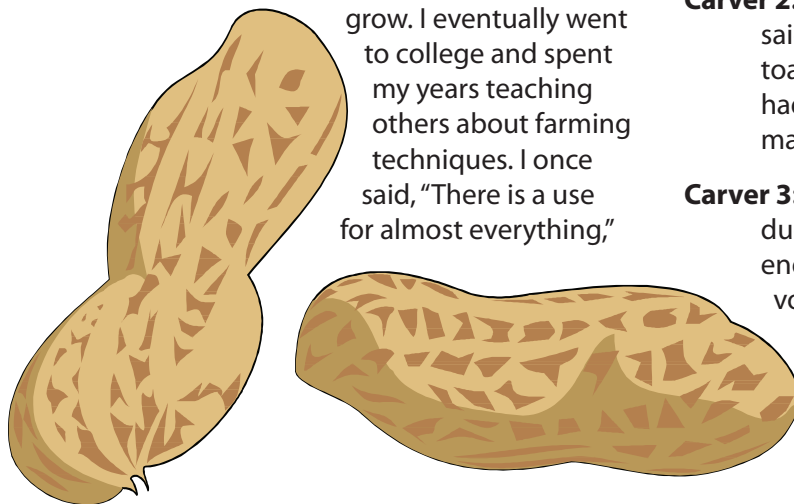
Carver 1: My name is George Washington Carver.

Carver 2: My name is George Washington Carver.

Carver 3: My name is George Washington Carver.

Host: Allow me to read this brief statement by Mr. Carver: "I, George Washington Carver, was an African American scientist who made great contributions to agriculture. I was born around 1864, during the time of the Civil War in the United States. My mother, my brother Jim, my sister Melissa, and I lived on the farm of Moses Carver, in Diamond, Missouri. One night, men came to steal my mother, Melissa, and me, with the idea of selling us in the deep South where prices were high for slaves. I was just a little baby at the time. Mr. Carver offered a reward of his best horse for our return. After several days, all he could find was me, a dying baby. The Carvers were sure that I wouldn't live through the night, but I surprised them. As I grew up, I developed this tremendous interest in the outdoors. I learned about plants

and how to make them grow. I eventually went to college and spent my years teaching others about farming techniques. I once said, "There is a use for almost everything,"



and showed how the peanut could be used to produce more than 300 products. The uses I found helped the Southern states find a cash crop to grow other than cotton. I also created 118 products made from the sweet potato. I was the first to develop the idea of dehydrated foods and found that the sap from the goldenrod could be made into a type of rubber. Some called me the "Black Leonardo," (after Leonardo da Vinci) because of my many discoveries. I died in 1943. Signed, George Washington Carver." Let's begin the questioning with Panelist 1.

Panelist 1: It was said that you had "fingers which were magic" because you could do almost anything if you tried. As a boy, you saw Moses Carver's wife Susan knitting and ran outside to get two turkey feathers. After plucking them, you unraveled an old mitten for its wool and sat down beside her and began to knit. You even made your own fiddle out of a cornstalk and strung your fiddle with hair from a horse's tail. Describe yourself as a young boy, Mr. Carver.

Carver 1: I was a very shy young boy. Quite a loner. I preferred my garden and the woods to dealing with people. After seeing a painting at a neighbor's house, I decided I wanted to be a painter. Since I didn't have any paints or canvas, I made my own paints and used old buckets and rocks for my canvas.

Carver 2: I was a very skinny boy with legs that some said looked like matchsticks. I loved collecting toads, grasshoppers, feathers, and stones. I had a great stone collection gathered from my many walks in the woods. I also loved to fish.

Carver 3: My voice was very high pitched probably due to the illnesses I suffered as a baby. The endless coughing must have damaged my vocal cords. Some said my voice sounded like the chirp of a frightened bird. Additionally, I had a rather bad speech problem: I stuttered.

Panelist 2: Even as a young boy, you spent many hours in your garden. Some people nicknamed you the “plant doctor” because you had so many remedies for sick plants. Can you tell us about a memory from your childhood?

Carver 1: As far back as I can remember, I had a curious streak in me. I still remember when I brought home milkweed stalks and placed them in the kitchen so I could watch them open. Well, they certainly opened...the day Susan Carver was cooking up jelly on the stove. The milkweed pods landed in the jelly and in the fresh tub of butter she had just made. Pod silk was everywhere. I got a whipping from Moses that day but all I could say as he did was, “Gee, you ought to have seen the pods opening.”

Carver 2: I once wanted to experience a blizzard, but I knew that people going outside during one often died. So I got an idea: when a blizzard came, I tied a rope around a bedpost and held the other end in my hand and went outside. It was amazing. I couldn’t see more than six inches in front of my face. I couldn’t even see the house. I clutched the rope and eventually found my way back home. It was a thrilling experience!

Carver 3: As a boy, I really wanted a knife for when I went exploring in the woods. Unfortunately, I couldn’t afford one. Well, one night I had a very unusual dream: I dreamed of a partly eaten watermelon laying in a nearby cornfield with the knife used to slice the watermelon still beside it. In the morning, I went to the spot I had dreamed about and—I know it sounds unbelievable—but I really found a half-eaten watermelon in the field *and* a knife!

Panelist 3: You wanted an education very badly and were grateful that the Carvers taught you how to read and write. At the age of 11, when you learned that only white children could attend school, you decided to leave the Carvers and move to a nearby town where you heard that a school for black children had opened. There a family called the Watkinses took you in. The one-room school had to accommodate more than 70 pupils at once. You earned the money

to pay for your books and writing slate by assisting with the washing and ironing that Mariah Watkins took in. Tell us something you remember about your education.

Carver 1: Since I wasn’t very athletic, I did a lot of writing. On the day before a class trip, I was worried about what all the kids would do on the wagon for an hour, so I sat down and wrote a song that is still very popular on school-bus trips. It goes, “Found a peanut, found a peanut, found a peanut last night...”

Carver 2: Since I was such a good student, I had little trouble getting into college. I planned to study painting. To help pay for my tuition, I made a bunch of little peanut-people doing all kinds of sports and sold them all. They were a big hit!

Carver 3: Number 2 is correct that I originally planned to be a painter, but thankfully my art teacher steered me in the direction of nature as a more practical way to earn a living. However, Number 2 is incorrect in saying that I had an easy time getting into college. The first college that accepted me immediately rejected me when they saw that I wasn’t white. When I attended Simpson College, I wasn’t allowed to room in the dorms or even in private homes. I had to live in an old shack at the end of the campus. My only furniture was a stove! I took in laundry to earn money for school. One day, I came home to find that I had a “secret friend,” because my shack had been furnished!

Panelist 4: You were the first black student to graduate from Iowa State College and soon after this earned a master’s degree in agriculture. You became a teacher at Tuskegee Institute, an agricultural school for blacks in Alabama. In addition to your classes, you wrote pamphlets on improving crop production and distributed them to the farmers in the area. You traveled around the countryside in an old, colorfully painted wagon you called your “traveling school,” giving tips—to black farmers especially—on ways to increase their crop yields. Share with us some of your discoveries in agriculture.

Carver 1: I developed a synthetic marble from sawdust I gathered from the floor of sawmills. I made wallboard from pine cones, banana stems, and pecan shells.

Carver 2: During World War I, many of the dyes used in the U.S. came from Germany. With the war on, the supply of dyes was cut off. So I came up with 536 vegetable dyes made from the leaves, stems, roots, and fruits of 28 different plants.

Carver 3: The boll weevil was an insect that was destroying the cotton crop in Alabama. I suggested that we grow the peanut instead. Many people laughed at the idea, since the peanut was thought to have few uses. I found over 300 uses for the peanut and even surprised my dinner guests one night when I served them a complete meal made from the peanut.

Panelist 5: It must have been difficult for you as an African American living in the time you did. You had to use different water fountains, ride in the back of buses, take freight elevators in hotels, and were told that if you did something good, you must have some “white blood” in you. When you became famous for your agricultural research, you often spoke at luncheons where you weren’t allowed to be served. Still, you tried not to let such treatment get you down and worked to improve race relations by your actions. You once said, “If you know anything, you recommend yourself.” Do you have any other sayings you’d like to share?

Carver 1: I once said, “A peanut a day keeps the doctor away.” Or was that an apple?

Carver 2: I was known for saying the following when I’d stayed up late in my lab, coming up with another use for the peanut or the sweet potato: “I came, I saw, I conquered.”

Carver 3: Perhaps the following statement is worth repeating: “Stop talking so much. You never saw a heavy thinker with his mouth open.”

Panelist 6: As your discoveries became better known, you were given many nicknames, such as “Columbus of the Soil” and the “Wizard of Tuskegee.” Thomas Edison once asked if you’d like to join his laboratories, but you said that

you preferred to stay at Tuskegee. Can you tell us more about yourself?

Carver 1: Well, I was known to always have peanuts in my pocket, and one day while at a baseball game, I started eating some. You know, peanuts are very nutritious snacks. The folks sitting next to me asked if they could have a few peanuts. Right then I had a brainstorm—why not sell peanuts at baseball games? The next week I returned to the ballpark and carried a box filled with bags of peanuts. I sold out my batch in minutes. I made a fortune selling peanuts at baseball games and used some of the money to build a beautiful house built in the shape of a peanut!

Carver 2: I was working on building a rocket to send peanuts to the moon so when the astronauts got there in 1969, they’d have something nutritious waiting for them. One night, I was working on the fuel system and nibbling on a chocolate bar. I accidentally dropped my chocolate bar in a dish on the counter filled with peanuts. Being absorbed in my research, I didn’t notice that some of the nuts had stuck to the bottom of the candy bar. When I then took a bite, the combination of peanuts and chocolate tasted great! I decided to start a candy company featuring a line of peanut and chocolate candies. Perhaps you’ve heard of the peanut butter cup?

Carver 3: I strongly believed that there was a use for almost everything. To me, a weed was simply a plant growing out of place. I made rope from so-called useless corn stalks lying in the fields. I developed a type of plastic from wood shavings and made a cream from peanuts which seemed to help children whose muscles had been weakened by a disease called “polio.” Despite all my discoveries I never took out any patents to protect my work. I believed that since God gave them to me, I had no right to claim them as my own.

Host: Panelists and members of the audience, it is now time for you to decide who is the real George Washington Carver. Is it Number 1? Number 2? Or Number 3? [Pause.] All right, the votes have been cast. Will the *real* George Washington Carver please stand up?

To Tell the Truth With Thomas Edison

Host: Our guest today is Thomas Alva Edison. However, only one of the three gentlemen before you is the real Mr. Edison. The other two are impostors. Your job is to listen carefully to the information presented and decide which one is the *real* Thomas Edison. Let's begin by meeting our guests. What is your name, please?

Thomas Edison 1: My name is Thomas Edison.

Thomas Edison 2: My name is Thomas Edison.

Thomas Edison 3: My name is Thomas Edison.

Host: Allow me to read this brief statement by Mr. Edison: "I, Thomas Alva Edison, was born in Milan, Ohio, on February 11, 1847. Many consider me to be the greatest inventor in history because of all the useful things I came up with. As a child I contracted scarlet fever. This illness—as well as having a train employee grabbing me by the ears to pull me into a train—left me quite deaf. I really didn't mind the hearing loss because it enabled me to have better concentration. During my lifetime, I patented 1093 inventions. In fact, I once promised to turn out a minor invention every ten days and a "big trick" every six months. In addition to inventing things, I developed the idea of a research laboratory, where people come together to work on new ideas. I was trying to find a way to make rubber from American sources and had patented a goldenrod-based rubber when illness struck. I died on October 18, 1931, at the age of 84. For one minute, on the evening of October 21, lights across the United States were briefly darkened in my honor. Signed, Thomas Alva Edison." Let's begin the questioning with Panelist 1.

Panelist 1: Mr. Edison, you were the youngest of seven children. Tell us about a memory of your childhood.

Edison 1: Well, I always was interested in finding out about things by taking a "hands-on" approach. As a kid, I thought I could hatch eggs like the goose we had in our barn. So I decided to see

whether or not I could and not only smashed the eggs I sat on, but had to change my pants.

Edison 2: My parents said I was a precocious child because I was interested in everything around me. I got into trouble the day I set fire to my father's barn. It was just that fire really interested me, and I wanted to see what would happen. Since the flames from the barn could have reached town, I was not only in trouble with my father, but with the townspeople as well. He took me to the square at the center of town and people came to see me get a whipping.

Edison 3: I was very interested in flight and concocted a mixture which I was sure would enable the person who swallowed it to become lighter than air and be able to fly. I convinced a hired hand of my father's to drink it. He didn't fly. He did, however, get pretty sick and had to call a doctor.

Panelist 2: Mr. Edison, what kind of student were you?

Edison 1: I was called "Al" as a kid. Later on, some people nicknamed me "the Loony." I was a daydreamer, inattentive and not a very good student. In fact, I stopped going to school after three months.

Edison 2: I was the top student in my classes and did especially well in the area of science, inventing all sorts of things at an early age.

Edison 3: I was an avid reader of science topics. My father offered me a penny just to read other kinds of books. As Number 1 stated, my teacher didn't think I was much of a student, so my mother decided to keep me at home and taught me herself.

Panelist 3: You showed an early interest in science. At about the age of ten, your mother allowed you to set up a laboratory in your bedroom. The odors of your chemicals and specimens got so bad that your mother made you move your lab to the basement. Can you tell us, Mr. Edison, of a memory from the early days of

your inventing career?

Edison 1: I was very interested in the telegraph—the “telephone” of my day. I built my own so I could send messages to my friends. Later, as a railroad telegrapher on the night shift, I devised a way to send half-hour signals automatically so I could get some sleep. It worked, but one night a signal came back to my office and I didn’t answer. My boss came in and discovered me sleeping. I was fired.

Edison 2: I received my first patent in 1868, for a vote-recording machine. Unfortunately, the United States Congress wasn’t interested in it. I guess they preferred getting up and speaking. My invention would have cut down on the need for all their talking. I decided from then on to only invent things which would appeal to the public.

Edison 3: I don’t know how scientific it was, but I remember having an interest in static electricity as a boy. One day, I wired two cats together by their tails and rubbed their fur so I could see static electricity. The experiment was a disaster: I just got badly scratched from two very unhappy cats.

Panelist 4: You invented so many things that you were called the “Wizard of Menlo Park.” Among your contributions are the incandescent light bulb, mimeograph machine, phonograph, Kinetoscope (for watching moving pictures), automatic voting machine, and the alkaline storage battery, just to name a few. What was *your* favorite invention, Mr. Edison?

Edison 1: Why, that’s easy: The electric light bulb, of course. The most important goal I had as an inventor was to light up the world. And, did you know that the idea of drawing a light bulb over someone’s head when they have a bright idea was also mine?

Edison 2: The Kinetoscope was my favorite invention. I built the first movie studio ever, in West Orange, NJ, and turned out movies about ballet dancers, prize fights and famous people. We gave people we’d invited over to the studio buttered popcorn, another of my bright ideas.

Edison 3: I would have to say that the phonograph was my favorite invention. I was working to improve upon the invention of the telephone, and in the course of my work, I developed a way to record one’s voice and be able to play it back.

Panelist 5: Speaking of the phonograph, what was the first message you recorded?

Edison 1: It was rather like a rap song, you’d probably call it today, and went like this: “Can you hear me? Can you hear me?/What shall I say? What shall I say?/I’m a great inventor, I’m a great inventor/Number 1, Number 1.”

Edison 2: I cranked the machine and spoke into the tinfoil on the cylinder the following statement: “One small voice for man, one giant achievement for mankind.”

Edison 3: I bent down over the machine and shouted into it the following nursery rhyme: “Mary had a little lamb/Its fleece was white as snow/And everywhere that Mary went/The lamb was sure to go.”

Panelist 6: You are credited with many interesting statements. For example, you once said that you didn’t eat squash because “anything that goes down so easily can’t be good for you.” You also said, “Thinking is a habit. If you don’t learn to think when you’re young, you many never learn.” Do you have any other sayings you’d like to share with us?

Edison 1: Did your teacher ever walk into a darkened classroom, switch on the lights, and say, “Let’s shed some light on the subject”? That’s one of mine!

Edison 2: A telephone company used to use one of my favorites, “Reach out and touch someone.”

Edison 3: I once said, “Genius is 1% inspiration and 99% perspiration.”

Host: Panelists and members of the audience, it is now time for you to decide who is the real Thomas Edison. Is it Number 1? Number 2? Or Number 3? [Pause.] Alright, the votes have been cast. Will the *real* Thomas Edison please stand up?

To Tell the Truth With Benjamin Franklin

Host: Our guest today is Benjamin Franklin. However, only one of the three gentlemen before you is the real Mr. Franklin. The other two are impostors. Your job is to listen carefully to the information presented and decide which one is the *real* Benjamin Franklin. Let's begin by meeting our guests. What is your name, please?

Benjamin Franklin 1: My name is Benjamin Franklin.

Benjamin Franklin 2: My name is Benjamin Franklin.

Benjamin Franklin 3: My name is Benjamin Franklin.

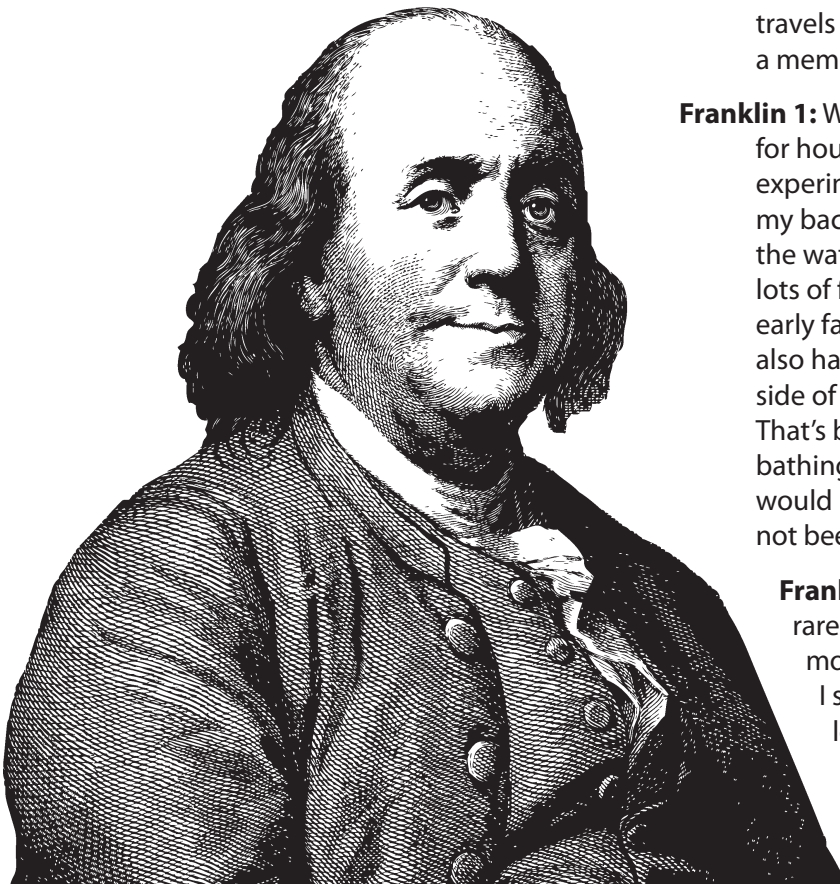
Host: Allow me to read this brief statement by Mr. Franklin: "I, Benjamin Franklin, was born in 1706, before the formation of the United States. I am the only person to have signed all four key documents in American history: the Declaration of Independence, the Treaty of Alliance with France, the Treaty of Paris ending the war with Great Britain, and the United

States Constitution. Thomas Jefferson once said that I was the 'greatest man and ornament of the age and country in which [I] lived.' I am also remembered as an inventor and for my many writings. My Poor Richard's Almanac was very popular for its information about weather, farming, cooking, and short sayings. You may have heard that I suggested the turkey as the national bird, but I was outvoted. Everybody else wanted the bald eagle. I lived by a simple motto, 'Improve yourself.' I lived a long and productive life, dying at the ripe old age of 84. Signed, Benjamin Franklin." Let's begin the questioning with Panelist 1.

Panelist 1: Mr. Franklin, you were one of 17 children. Your father was called a "leather-apron man" after what he wore making candles and soap in Boston, Massachusetts. Since it was an important port city, you liked to go to Boston Harbor and watch the ships come in. You listened eagerly to the sailors tell of their travels and things they had seen. Tell us about a memory you have about your childhood.

Franklin 1: Well, I loved to swim and would play for hours in the water. One day, I tried an experiment: I got a kite and held it as I lay on my back in a pond. The kite pulled me along the water all the way across the pond—it was lots of fun. I guess you could say that I had an early fascination with kites. It was good that I also had a friend waiting for me on the other side of the pond who was carrying my clothes. That's because back then we didn't have bathing suits, so I wasn't wearing anything. It would have been pretty embarrassing, had he not been waiting at the other side of the pond.

Franklin 2: With 17 kids, getting extras was rare. One day, my parents gave me some money to go to a toy store. On the way, I saw a young boy with a whistle. He looked like he was having so much fun blowing that whistle that I asked if he would sell it to me. I spent all my money on that whistle. When I got home, my parents said I could have



bought four times as many whistles with my money at the toy store. They laughed and I cried. I often said later in life, when I saw people overpaying for things, “They give too much for their whistles!”

Franklin 3: Public school was not common in the colonies, although Massachusetts and Connecticut did have laws saying that towns with 50 or more people had to have public schools. Otherwise, few people could afford to send their children to school. I was lucky. My parents wanted me to become a preacher and sent me to school. Although I could read before beginning school, I did very poorly in math—in fact, I actually failed. I only went to school for two years, stopping at the age of ten to help with my father’s business. However, I never lost my love of learning and read whatever I could get my hands on. I also made a point of improving my math skills by reading up that as well.

Panelist 2: In your early teens, you began working for your brother’s printing business. But you and he didn’t get along very well. Although you had a contract to work as his apprentice until you were 21, you ran away to Philadelphia to work for a printer there. In fact, you walked 50 miles in the rain from New Jersey to Pennsylvania and had little money. Tell us about working with your brother.

Franklin 1: My older brother James and I just didn’t get along. When he wouldn’t let me write for his newspaper, I submitted articles under a fake name: Silence Doogood. People, my brother included, seemed to really like the mysterious writer’s work. When he learned it was me, he was angry and jealous.

Franklin 2: I remember offering my brother a deal. He could pay me half the money he’d spend to feed me and keep the rest. I had read about not eating meat and thought that becoming a vegetarian might be a good idea. I lived on bread, raisins, and water so I could have money left over from what James paid me. I bought books with the extra money.

Franklin 3: Getting vaccinations for diseases is common today—not so when I was alive.

Many people were dying from a disease called smallpox. When a man named Cotton Mather came up with the idea for a smallpox vaccine, my brother wrote against Mather’s idea in his paper. I thought the vaccine idea made a lot of sense.

Panelist 3: Mr. Franklin, you are famous for helping found the first public hospital in Philadelphia, and the first fire department and the first library in America. After tripping in a mud puddle coming home late one night, you suggested that streets should have lighting. You were fascinated with comets and hurricanes, and came up with a pole with fingers for grabbing things from high shelves. You invented a stove named after you, bifocal eyeglasses, and a musical instrument called the “glass harmonica,” among other things. Probably your most famous experiment involved a silk kite, a key, and going out



during an electrical storm. Tell us more about your experiments.

Franklin 1: People were really interested in electricity. In fact, people actually *paid* to get shocked. I once invited a number of people to an “electric picnic.” I planned to roast a turkey with electrical circuits but knocked myself unconscious instead.

Franklin 2: I wanted to learn about how ants think—yes, ants. Ants had gotten into a jar of molasses I’d left on the counter. So I used string to hang the jar from the ceiling. I watched as an ant came out and crawled to the bottom of the jar but couldn’t find the counter. Eventually the ant turned around and walked up the side of the jar, up the string, across the ceiling, and down the wall. Soon, I had a trail of ants crawling up that string and down the wall. It proved to me that ants must have a way of communicating with one another.

Franklin 3: Don’t you just hate getting out of bed once you are set under the covers and have your pillow fixed just so? Well, I came up with a way to lock my door without getting up from bed. I strung a cord from my bed to the door. When I pulled the cord, it opened the latch, and when I let it go a bit, it locked the door. It worked just fine.

Panelist 4: Some of your witty sayings include, “No pain, no gain,” “A penny saved is a penny earned,” and “Well done is better than well said.” Can you share another of your sayings?

Franklin 1: “I came, I saw, I conquered” was one I wrote for Julius Caesar of Rome, but he took all the credit.

Franklin 2: I once said, “Fish and visitors stink in three days.”

Franklin 3: “Zip-a-dee-doo-dah, zip-a-dee-ay, my oh my, what a wonderful day,” was another catchy saying of mine. It was later turned into a song by a dancing cricket named Jiminy.

Panelist 5: You were famous across the Atlantic for all your achievements. You were invited to visit kings and queens, and would dress simply

and always wore your coonskin hat. You were called America’s best arguer. As a statesman, you tried to get Britain to see the colonists’ point of view but didn’t get anywhere. You spent time in other countries seeking their support for the Revolutionary War with Britain and were especially helped by the French. Any final comments, Mr. Franklin?

Franklin 1: I don’t mean to brag, but while I was in England, Elton John asked me to do a duet with him at one of his rock concerts. I sang while wearing my famous coonskin hat, which Elton John later asked if he could have for his hat collection. Of course I said, “No.”

Franklin 2: When I finally returned home to Philadelphia, people honored me with parades, fired cannons, and rang bells. They elected me three years in a row as the president of the government of Pennsylvania.

Franklin 3: I remember, when I was living in France, being the one millionth visitor to EuroDisney. I got a lifetime pass to the amusement park and a huge stuffed Mickey Mouse to give to my granddaughter.

Host: Panelists and members of the audience, it is now time to decide who is the real Benjamin Franklin. Is it Number 1? Number 2? Or Number 3? [Pause.] All right, the votes have been cast. Will the *real* Benjamin Franklin please stand up?

To Tell the Truth With Helen Keller

Host: Our guest today is Helen Keller. However, only one of the three women before you is the real Ms. Keller. The other two are impostors. Your job is to listen carefully to the information presented and decide which of the three guests is the *real* Helen Keller. Let's begin by meeting our guests. What is your name, please?

Keller 1: My name is Helen Keller.

Keller 2: My name is Helen Keller.

Keller 3: My name is Helen Keller.

Host: Allow me to read this brief statement by Ms. Keller: "I, Helen Keller, was born on June 27, 1880, in Tuscumbia, Alabama. As a baby, I was very bright child, saying my first words at six months and beginning to walk at the age of one. Tragically, when I was only 19 months old, I came down with scarlet fever. The illness left me deaf and blind, and I became mute. I remember feeling sometimes as if I were a music box with all the play shut up inside of me. The most important day in my life was the one in which my teacher Annie Sullivan came to me. She helped to unlock my silent world. I eventually graduated from high school, went on to graduate with honors from Radcliffe College in 1899, and spent my life working to improve the treatment of the handicapped. I once said, 'Life is either a daring adventure or nothing,' and I spent my life attempting to do what others could do and doing it well. Mark Twain, the famous American writer, once said that the two most interesting characters of the 19th century were Napoleon Bonaparte and myself. I died in 1968 at the age of 88. Signed, Helen Keller." Let's begin the questioning with Panelist 1.

Panelist 1: When you were a young girl, you received a doll from your aunt. It didn't have a face. You grabbed your aunt's cape, which had beads on it, and pulled two of the beads off. You managed to signal your mother that you wanted your doll to have eyes. Tell us something about your childhood, Ms. Keller.

Keller 1: Well, I remember one time, when I was a young girl, spilling water onto my apron. I placed the apron near the kitchen fire to dry. It didn't seem to be drying, so I laid it closer to the fire. I'm sure you can guess what happened next—my apron caught fire! My father worried that such actions could have burned down the house.

Keller 2: I could be a real prankster. One day, when I was about five years old, I found out about keys. I got hold of my mother's set of keys, and while she was in the kitchen pantry, I locked her in there. I went outside to sit on the porch and laughed and laughed about what I had done. Mother pounded on the door for close to three hours before the servants returned and released her.

Keller 3: There was a cradle in my home in which I used to put my dolls. One day when I went to the cradle, I could tell there was already something in there. I tipped the cradle over to get the thing out so I could put my dolls back inside. That "something" was my baby sister! Luckily, she wasn't harmed.

Panelist 2: You seemed to be a real handful for your parents. In fact, your nickname was "Little Bronco." Your parents loved you very much but really didn't know how to help you, so you were allowed to do whatever you wished without punishment. You ate breakfast at midnight, and could take food off of other people's dinner plates. When frustrated, you broke lamps and any plates that you could get your hands on. And whenever you wanted something, you simply pinched someone and sometimes quite hard. Some of your neighbors suggested to your parents that you needed to be sent away and locked up. Tell us more about yourself.

Keller 1: I remember that when I touched faces of people I knew, I could feel the vibrations of their throats and could feel their lips moving. It was so frustrating not being able to join in and do what everyone else was doing.

Keller 2: I developed a language of my own at a young age. If I shivered, that meant I wanted ice cream. If I tied my hair up, I wanted my mother. If I pretended to place imaginary eyeglasses on my face, I wanted my father. I eventually developed about 60 signs in my own language to communicate with others around me.

Keller 3: When I was about ten, I heard of a young deaf and blind girl in the country of Norway who was learning to speak. I decided that I too wanted to learn to speak. Annie Sullivan found a teacher to give me lessons when she saw that I desperately wanted to speak. My speech teacher let me place my fingers in her mouth to feel the tongue and lip positions when she formed sounds. The first sentence I uttered was, "It is warm." Although I was never able to speak as well as hearing people, no one could ever again call me "dumb."



Panelist 3: Alexander Graham Bell—yes, the inventor of the telephone—suggested to your parents that they contact the Perkins Institute for the Blind to find a teacher to help educate you. Her name was Annie Sullivan. Your behavior was terrible and your parents were concerned when Annie tried to discipline you. For example, she slapped you for trying to take food from her dinner plate. Finally, Annie said that unless she could work with you without your parents' interference, she would leave. They finally allowed you both to stay in a nearby cottage apart from the family. Things were difficult for the first few days—you even knocked two of Annie's front teeth out during a fit of rage. But Annie kept trying to discipline you so that she could begin to teach you. Tell us about the breakthrough that occurred.

Keller 1: Annie kept spelling words into my hand, and finally one day, I could spell them all back to her. It was my first spelling test ever and I got a 100%. I was so excited when she gave me a *Webster's Dictionary* as a present! I sat up all night memorizing new words to finger-spell.

Keller 2: Annie was finger-spelling with me one afternoon, when I heard the family radio playing in the background. I got up and ran into the living room. I sat down at the piano and was able to play the music I had just heard! Annie was so impressed at my musical talents that she encouraged me to pursue the music career that brought me so much fame.

Keller 3: When Annie first began to finger-spell into my hand, I thought we were playing a game. I didn't realize the importance of what she was doing. She was trying to communicate with me. One day, we were out by the water pump. Annie spelled W-A-T-E-R as she placed my hand under the spout. All at once, the finger-spelling clicked with me. I knew that what she'd spelled into my hand meant "water." I learned 30 words that day, including "Helen" and "teacher."

Panelist 4: You were always trying to do what sighted people could do. You learned to swim by yourself by tying a rope around a tree to

your waist. So when you got tired, you simply followed the rope back to shore. You learned to canoe and to knit and crochet. What other activities did you also enjoy?

Keller 1: I was an avid birdwatcher. I could sit for hours observing the different birds that came to the bird feeder in our backyard.

Keller 2: I learned to drive a car and really thrilled my sighted friends whenever I would get behind the wheel.

Keller 3: I learned to play checkers on a specially made game board. I had a deck of cards with little markings on them so I could tell which card was which. And I especially enjoyed riding a tandem (two-seat) bicycle.

Panelist 5: Ann used a hands-on approach to your education. You held a chicken egg in your hand and felt it hatch. You climbed trees and felt the leaves. You went to a circus and touched the faces of the clowns and the nose of an elephant. Tell us, Ms. Keller, about the later years of your schooling.

Keller 1: I got accepted to college but had a very difficult time with my lessons because I couldn't see or hear what was going on in class. I eventually left college and got a job working for a perfume company as a fragrance tester.

Keller 2: Since it was unusual for a blind and deaf person to learn as much as I was learning, many colleges wanted me to enroll in their school. I even got a scholarship since I was such an excellent swimmer.

Keller 3: Cornell University and the University of Chicago both accepted my application to go to college but my first choice, Radcliffe, said no. I was determined to go to Radcliffe, and they eventually accepted me. Poor Annie—she had to attend classes with me and finger-spell the lessons into my hand. I learned Greek, French, physics, and received honors in Latin. I did, however, have a difficult time with algebra.

Panelist 6: Later in life, you supported women's suffrage (the right to vote), visited soldiers

wounded and blinded in World Wars I and II, and gave speeches and wrote books to raise money to help the handicapped. Is there anything else for which you wish to be remembered?

Keller 1: I invented a game which is popular among young people today. It involves blindfolding a person and having them try to locate the others in the room. I called it "Blind Man's Bluff." I got to be very good at this game.

Keller 2: I became one of the first women airplane pilots. Of course, I only flew at night and relied on a computer instrument panel to guide me.

Keller 3: I am pleased to say I contributed to the establishment of a single system of writing to be used by all blind people. Before Louis Braille developed the system which eventually became our official alphabet, there were a number of different alphabets, which made it difficult for the blind to learn to read.

Host: Panelists and members of the audience, it is now time for you to decide who is the *real* Helen Keller. Is it Number 1, Number 2, or Number 3? [Pause] All right, the votes have been cast. Will the *real* Helen Keller please stand up?

To Tell the Truth With Martin Luther King

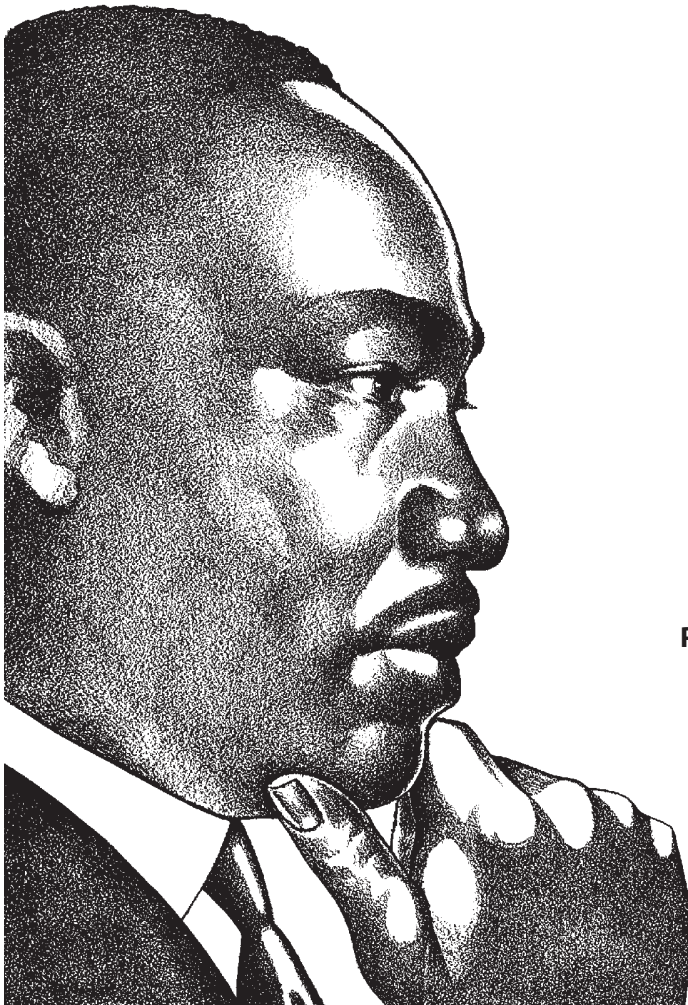
Host: Our guest today is Dr. Martin Luther King. However, only one of our three gentlemen before you is the real Dr. King. The other two are impostors. Your job is to listen carefully to the information presented and decide which of the three guests is the *real* Dr. Martin Luther King.

Let's begin by meeting our guests. What is your name, please?

Martin Luther King 1: My name is Dr. Martin Luther King.

Martin Luther King 2: My name is Dr. Martin Luther King.

Martin Luther King 3: My name is Dr. Martin Luther King.



Host: Allow me to read this short statement by Dr. King: "I, Martin Luther King, was born in Atlanta, Georgia, in 1929. My birth name was actually Michael, after my father who was a minister. At the age of six, my father changed his and my name to Martin Luther, in honor of a German monk who sought to change the practices of the Catholic Church; his followers, those who broke from the Church, were called 'Protestants,' and Luther's actions began the Protestant Reformation in Europe. After receiving a doctorate in divinity from Boston University, I began my own career as a minister and became a leader in the civil rights movement. I worked to bring about equality for African Americans in nonviolent ways. Due to my efforts, in 1964, I became the youngest person to ever be awarded the Nobel Peace Prize. When asked how I wished to be remembered, I said, 'Say I was a drum major for justice. Say I was a drum major for peace.' I told my followers that I might not be with them at the end of the struggle for civil rights, and my words proved true. While standing on the balcony of a hotel in Memphis, Tennessee, a white racist named James Earl Ray shot and killed me. Sadly, my death in 1968 sparked riots and activities that I, as a teacher of nonviolence, would not have approved of. On my gravestone are the words, 'Free at Last, Free at Last, Thank God Almighty, I'm Free at Last.' In 1986, the United States Congress voted to make my birthday a national holiday. Signed, Dr. Martin Luther King." Let's begin the questioning with Panelist 1.

Panelist 1: Your parents knew the importance of education, and when you were five your mother wanted you to start school. Since kindergarten wasn't available, she told the school you were six so you could start a year early. Things went fine until one day you announced that your last birthday cake had five candles. You were told you couldn't return until you really were six years old. Tell us something you remember about your childhood.

MLK 1: I loved school and loved to read. In fact, I used the money I earned from a newspaper route to buy more books. I did well in school—so well that I got to skip two grades. When I went to college, I began to have a lot of trouble, especially with reading. I couldn't understand what was wrong. I took a test, and it showed that I was actually several years behind in my reading abilities. I was told that black schools weren't as good as white schools and that I hadn't gotten the same education that I would have had I been white. I worked hard to catch up to the other students, and by my second year I found my studies going much more smoothly.

MLK 2: At an early age, I was a good speaker. Some people said that I could talk people into anything. An early memory is of playing ball with my buddies. Two of them started arguing over whether the batter had hit a ball or a strike. It got into a pretty heated discussion, with the boys saying something about settling it by "taking it to the grass"—having a fight. I stepped in and calmly spoke with my friends. It was one of my first mediation efforts, trying to get different sides to peacefully see a way past a dispute.

MLK 3: When I was little, I actually jumped out of a second-floor window, not once but twice. Fortunately, I didn't get hurt either time. The first time, I was upset with myself that I hadn't watched my brother as well as my mother asked me to. That's because he slid down the banister and knocked my grandmother over. She wasn't hurt, but I felt very badly. I jumped out of the window again when grandmother died. I felt like I had caused her death. I believed that God was punishing me by taking my grandmother because I had sneaked out of the house without permission, to go see a parade in town.

Panelist 2: In the Southern states when you were growing up, black Americans weren't treated very well. Laws kept black and white people apart. These laws limiting the rights of black Americans were called "Jim Crow" laws. In the 1950s and early 1960s, many restaurants and hotels wouldn't allow black people. Blacks

couldn't use the same restrooms as whites. There were "colored" drinking fountains. Movie theaters had special entrances for blacks, who had to sit way up in the back rows of the balcony, where they could hardly see the movie. There were schools for blacks and different schools for white children. This legal separation is called "segregation" and "Whites Only" signs were evident everywhere. Even playgrounds, parks, and swimming pools had such signs. Once while in a department store with your mother, you pointed to a fancy looking elevator and asked if you could ride in it. She told you that black people weren't allowed on that elevator, and if you didn't want to walk up the flight of stairs, there was a freight elevator in the back of the store that black people were allowed to use. Can you share another memory of what it was like growing up in the South?

MLK 1: My father took me to the shoe store to buy me a new pair of shoes. Black people were supposed to go to the back of the store to get service. My father pointed to two empty seats in the front of the store, and we went and sat down. The salesman said he would not help on us unless we went into the so-called colored section of the store. My father said that he'd either buy the shoes where he was sitting or not at all. So we walked out of the store. He told me then, "I'm going to fight [this system] until the day I die."



MLK 2: When I was 14, I won a speech-writing contest in school. My teacher took me to the competition, where I delivered my speech without any notes I had made. It was called, "The Negro and the Constitution." And I ended up coming in second place. Afterwards, we got on the bus to go back home. Back then, black people had to ride in the back of the bus, and if a white person needed a seat, black people had to get up and stand. The bus driver was really mean to my teacher and rudely ordered her out of the seat she was sitting in. She was slow to get up but did so because she didn't want me and the other students to get into trouble. I never forgot about this experience. I said, "I'll be like Daddy. I'll fight this wall [of segregation] until the day I die."

MLK 3: As a young boy, I played a lot with the two sons of the neighborhood grocer. We had lots of fun together. One day, I went to their house and their mother said my friends couldn't come out and play and that I shouldn't come back anymore. I was so upset—I didn't know what I could have done to hurt my friends' feelings. I ran home and told my mother what had happened. She said that I was black and my friends were white and now that I was getting older, white and black kids didn't play together. She told me something important that day. She said, "Don't let it make you feel you're not as good as white people. You're as good as anyone else, and don't you forget it."

Panelist 3: You read books about people such as the black abolitionist Frederick Douglass, who you said was your hero. You also read books on George Washington Carver, Jesse Owens, Booker T. Washington, and other black Americans. You said that your parents—especially your father—influenced your life greatly. You talked about the time when you and your father were in the car and a policeman pulled you over. He called your father "boy," and your dad said, "I'm no boy," and pointed to you and added, "This is a boy. I am a man." That was a brave thing to say to a white person in the South while you were growing up. Tell us about someone else who influenced your life.

MLK 1: I was really impressed by Humpty Dumpty. He would just sit on a wall all day and watch the world go by. He was an observer of life, not a doer. But then one day, he had a great fall. All the king's soldiers and all the king's men tried unsuccessfully to put that old egg, Humpty, back together again.

MLK 2: If you don't mind, I'd like to give you the names of two men that quickly come to mind: Henry David Thoreau and Mohandas Gandhi. Thoreau said in his writings, "If a law is unjust, men should refuse to cooperate." He called this approach, "civil disobedience." Gandhi, who was from India, practiced this as well. He was willing to go to jail many times to oppose what he felt were unjust laws. He also believed in bringing about change through nonviolent actions, protests such as sit-ins, marches, and boycotts. I saw that civil rights would best come about through such actions.

MLK 3: Robin Hood was always a role model to me. He stole from the rich to give to the poor.

Panelist 4: You worked to bring about the end of segregation in the South. You organized marches, sit-ins, and boycotts to raise awareness of the unfair treatment of African Americans. You had bricks thrown at your home, a bomb exploded in your house, rocks were thrown at you, and a woman even came up to you and stabbed you with a letter opener. That woman came very close to killing you. What were some of the specific activities that you did to bring attention to the treatment of black people?

MLK 1: On December 1, 1955, Rosa Parks, of Montgomery, Alabama, refused to give up her seat on the bus to a white man. She was tired from working all day and didn't want to stand just so a white man could have her seat. She was arrested and fined. The 50,000 black people in the community decided not to ride the public buses on the following Monday. Because I had previously spoken out about how blacks must stand up to injustice, I was elected president of the Montgomery Improvement Association and directed the boycott—which lasted not one day, but over a year.

MLK 2: Probably, the most famous event that I participated in was the March on Washington, which I'd also organized. Blacks and whites came to Washington, D.C., in August 1963, on buses nicknamed "freedom trains." Over 250,000 people showed up (including 60,000 whites) to show their support for civil rights, and to tell Congress to pass what became the Civil Rights Act of 1964. It was the largest demonstration for human rights up to that time. That's where I gave my famous "I Have a Dream" speech.

MLK 3: Because of my extensive vocabulary and natural singing ability, I wrote a song that MTV played quite often. It got lots of attention, and I went on to win a Grammy for best artist of 1968. I put the Grammy statue next to my Nobel Prize. It goes like this: "Say it loud/I'm black and I'm proud/Say it loud/I'm black and I'm proud/We're people, we're just like the birds and the bees/We'd rather die on our feet/Than be living on our knees."

Panelist 5: You were an amazing speaker and writer, and there are many famous quotes to remember you by. You once wrote, "For years now I have heard the word 'Wait'... This 'Wait'

has almost always meant, 'Never'... Perhaps it is easy for those who have never felt the stinging darts of segregation to say, 'Wait.' But when you have seen hate-filled policemen curse, kick, and even kill your black brothers and sisters... when you seek to explain to your six-year-old daughter why she can't go to the public amusement park that has just been advertised on television... then you will understand why we find it difficult to wait." Please share another of your quotes with us, Dr. King.

MLK 1: I once said, "A penny saved is a penny earned."

MLK 2: I once said, "There is nothing more tragic in all this world than to know right and not do it. I can not stand in the midst of all these glaring evils and not take a stand."

MLK 3: I gave a speech one day that described the Civil Rights Act as, "One small step for man, one giant leap for mankind."

Host: Panelists and members of the audience, it is now time to decide which of our guests is the real Martin Luther King. Is it Number 1? Number 2? Or Number 3. [Pause.] All right, the votes have been cast. Will the *real* Martin Luther King please stand up?



To Tell the Truth With Abraham Lincoln

Host: Our guest today is Abraham Lincoln. However, only one of the three gentlemen before you is the real Mr. Lincoln. The other two are impostors. Your job is to listen carefully to the information presented and decide which one is the *real* Abraham Lincoln. Let's begin by meeting our guests. What is your name, please?

Abraham Lincoln 1: My name is Abraham Lincoln.

Abraham Lincoln 2: My name is Abraham Lincoln.

Abraham Lincoln 3: My name is Abraham Lincoln.

Host: Allow me to read this brief statement by Mr. Lincoln: "I, Abraham Lincoln, was born in 1809 in western Kentucky. My family moved to Indiana when I was a boy and then to Illinois. I was the 16th president of the United States and was president during the darkest period of our country's history, the Civil War. In the oath I took when I became president, I promised to 'preserve, protect and defend' the United States. I lived to see a nation divided, reunited. This was very important to me. Had the North and South been allowed to become two separate nations, the United States would probably not have become the superpower it is today. Also, the United States was one of the only democracies at the time and a divided nation I believed would show the world that our form of government didn't work. I said, 'If my name ever goes down in history, it will be for this act and my whole soul is in it.' I was referring to the Emancipation Proclamation, which freed the slaves in the South in 1863. Because of this document, I am called the 'Great Emancipator' [person who makes people free]. I died from an assassin's bullet in 1865. Signed, Abraham Lincoln." Let's begin the questioning with Panelist 1.

Panelist 1: As a boy, you once jumped or fell into a nearby stream. Since you couldn't swim, you almost drowned. Luckily, someone saw you and came to your rescue. Another time, you were sitting under a tree, starting to munch on a very special treat: three gingerbread cookies. A boy came by and asked for one,

which he gobbled up in seconds. He asked for and got your second cookie because you just couldn't say no. Tell us about a memory of your childhood.

Lincoln 1: My stepmother was a kind woman who encouraged my learning, although my father often couldn't understand my preference for books and writing poetry, over hunting. As a boy, I did try hunting and managed to shoot a turkey. When I saw its still and bloodied body, I never hunted again.

Lincoln 2: My stepmother used to say that (since I was so tall) I'd better keep my hair clean, so I didn't dirty her ceiling. As a joke on her, I had a younger child step in mud and then held him upside down so he could track footprints across the ceiling. It made my stepmother laugh, but I still had to clean up the mess.

Lincoln 3: I used to walk miles to borrow books to read, and would often tie them up with a red bandana at the end of a stick that I carried over my shoulder. I once said, "My best friend is the man who'll give me a book I haven't read." I really enjoyed this one book on George Washington and knew the words almost by heart. One day, the rain badly damaged the book. I worked for two whole days to pay the owner for the damaged book. He then said he had no use for it and gave the book to me. I was very grateful.

Panelist 2: You asked questions, listened, and observed. You could be seen reading a book by the fire, at mealtime, and in fields. Learning was very important to you. Words were of special interest. You went to a "Blab school," so named because students were expected to recite their lessons. Students not yelling enthusiastically enough were thought to be lazy in their studies and were punished with the rod or by having to wear a dunce cap. Tell us a memory of your school days.

Lincoln 1: I liked to say, "I learned by littles." I only went to school when I wasn't needed to do chores. So in winter months I was able to

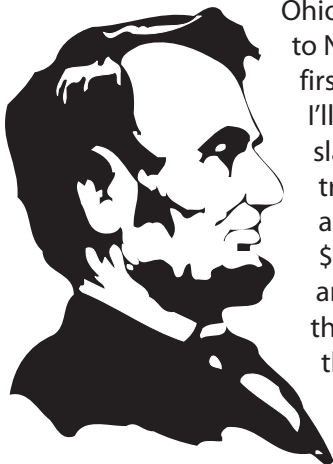
attend school, and had to walk two miles just to get there. All together, my school days probably added up to about a year.

Lincoln 2: I was a good speller. I practiced my lessons on whatever I could find, since paper was in short supply when I was growing up. I wrote in snow, in the dirt, in dust, and I wrote on a shovel which I would then shave to make smooth for my next lessons. I usually won the Friday spelling bees and got the prize of taking a book home for the weekend. Since books were scarce, this was a big treat. One Friday, a girl that I kind of liked got stuck on a word in the spelling bee. When the teacher wasn't looking, I pointed to my eye to hint she should use the letter I. I was happy that we tied that week.

Lincoln 3: I loved animals and once saved a turtle from the cruelty of other children. They were placing hot coals on its back and I stopped them. I also wrote a school composition on cruelty to animals in which I said, "All living things have a right to be treated fairly." Sometimes, I'd stand on a tree stump and give talks on the topic.

Panelist 3: You earned the nickname "Honest Abe" because people knew they could trust you. When you were working at a store, a woman forgot her tea purchase and you walked ten miles to make sure she got the item she had paid for. Another time you walked three miles to return an overcharged amount of money to a customer. You really did your share of walking back then. Tell us more about your early jobs.

Lincoln 1: At 19 I was hired to take a boat down the Ohio and Mississippi Rivers to New Orleans. It was my first time away from home. I'll never forget how I saw slaves chained and being treated cruelly as I passed a slave auction. I earned \$25 dollars for this job, and as was the custom of the time, had to turn all the money over to my father. My father didn't understand what made



me tick, and having to give my hard-earned money to him only added to the hard feelings between us.

Lincoln 2: When the Indian chief Black Hawk was making life difficult, I joined up to help fight in what was called the "Black Hawk War." I fought lots of mosquitoes but not one Indian. I later became a postmaster and would think nothing about walking miles to deliver a letter I knew someone was eager to receive. Of course, I kept the letters in my felt hat, as I did all my important papers.

Lincoln 3: I studied law and opened a law office in 1836 in Springfield, Illinois. One case that I remember involved a man who hired me to get a poor man to pay back his debt of \$2.50. I charged him ten dollars, of which I gave \$2.50 to the poor man to settle his debt and another \$2.50 to get him back on his feet. The remaining five dollars I kept as my fee.

Panelist 4: In 1858, the Republican Party asked you to run for Senate against Senator Stephen Douglas. You had a number of debates on the issue of slavery. You said, "I think slavery is wrong, morally and politically." You ended up losing to Douglas, but in 1860, you were nominated as the Republican candidate for president—running again against Douglas. You won. The Southern states didn't like your antislavery talk and feared you would set their slaves free. The Civil War began in 1861 when seven states left the Union. Tell us about your presidency during the Civil War.

Lincoln 1: The war was dragging on and the North was losing to the South. The Confederates had a great general in Robert E. Lee. I decided that being so tall would be an advantage and joined the battle. Since I could see over most soldiers' heads and could see the Confederate soldiers approaching, I could warn my men. I was such a good soldier that I gave myself the highest rank, general. My men called me "President General Man."

Lincoln 2: The bloodiest battle of the war was at Gettysburg, in Pennsylvania. In three days, 23,000 Union soldiers and 28,000 from the Confederate army were killed or wounded.

A few months later I went to the site for a ceremony dedicating the area as a national cemetery. Soldiers from both the North and South who had fought one another to the death were then buried for eternity at the site. It was at this ceremony that I gave my famous speech, the Gettysburg Address.

Lincoln 3: CNN hired me to do daily updates on the Civil War. I especially enjoyed using all the digital camera technology. The graphic effects produced by their computers were awesome. They let me use this really cool, red laser pointer to show where the different battles were being fought. I did, however, make sure to never point the laser at another newsperson's eyes.

Panelist 5: In 1863, your Emancipation Proclamation freed all the slaves in the Confederate states but *not* in any state that hadn't left the Union—you were worried about losing the support of some of those states if they were included in the proclamation. You thought that, if the soldiers fighting for the South lost their slaves, the soldiers would have to go back to their farms and plantations and the war would end. Eventually, you realized slavery had to end, so you called for an amendment to the U.S. Constitution making slavery illegal everywhere in the United States. You almost didn't win reelection in 1864. Tell us more about the beginning of your second term.

Lincoln 1: Frederick Douglass, the African American abolitionist was invited to attend the party in my honor following my reelection. I made him the guest of honor. We set off fireworks, had Pizza Hut delivered, and all sampled some of Ben and Jerry's Rain Forest ice cream. It was a really fun time.

Lincoln 2: Frederick Douglass came to my reelection party, but not without a hitch. Security guards wouldn't let him inside because he was black. When I overheard Douglass saying that he had every right to be there, I made sure he got in. I shook the hand of the first African American to attend a White House party and said, "I am glad to meet you."

Lincoln 3: Your history books don't tell you about a secret weapon scientists developed to help the North win the Civil War, but I will share it with you students at this time: we built and secretly launched a satellite. We used the satellite to track the movements of Confederate troops, which gave the North a big advantage. It helped to end the war.

Panelist 6: Shortly before your assassination, you had a disturbing dream. People were in the White House crying over a body on a platform with soldiers standing guard. It was *your* body. You were shot on the night of April 14, 1865, and died the next morning. What exactly happened, President Lincoln?

Lincoln 1: I was at Ford's Theater with my wife Mary and some of our friends. We were all sitting in the balcony. I wore my top hat wherever I went, and even though there was a "no hat" rule in the theater, as president, I did what I wanted. A man named John Wilkes Booth was having trouble seeing over my hat and asked me to remove it. Of course, I told him no. He then pulled out a Swiss Army knife he had in his pocket and stabbed me to death.

Lincoln 2: I was at Ford's Theater. The guard outside our balcony box left, and John Wilkes Booth came in and shot me. He was a Southerner who didn't like what I had done as president, especially my position on slavery.

Lincoln 3: After the Civil War, my position was that the Southern states should not be punished. I wanted the nation to heal and felt this was the best way for the country to move forward. When crowds of people chanted, "Hang the rebels," I replied that we must instead "hang on to them." John Wilkes Booth was a Northerner who didn't think I was being hard enough on the Confederacy. He thought I was weak for wanting peace, so he killed me with a semi-automatic rifle with an infra-red targeting device.

Host: It is now time to decide which of our guests is the real Abraham Lincoln. Is it Number 1? Number 2? Or Number 3? [Pause.] All right, the votes have been cast. Will the real President Abraham Lincoln please stand up?

To Tell the Truth With Sandra Day O'Connor

Host: Our guest today is Sandra Day O'Connor. However, only one of the three women before you is the real Ms. O'Connor. The other two are impostors. Your job is to listen carefully to the information presented and decide which one is the *real* Sandra Day O'Connor. Let's begin by meeting our guests. What is your name, please?

Sandra Day O'Connor 1: My name is Sandra Day O'Connor.

Sandra Day O'Connor 2: My name is Sandra Day O'Connor.

Sandra Day O'Connor 3: My name is Sandra Day O'Connor.

Host: Allow me to read this brief statement by Ms. O'Connor: "I, Sandra Day O'Connor, was born in El Paso, Texas, in 1930. I became the first woman Supreme Court justice when President Ronald Reagan nominated me in 1981. I remember saying at the time that I 'hoped that Abigail Adams would have been pleased.' Abigail was the wife of the second president of the U.S., and believed that women should have more rights. Supreme Court justices keep their jobs for life or until their resignation. In 2005, I decided to retire from the Supreme Court after 24 years on the bench. I never gave up on my dreams and plans that I had for my life, so if you have a dream, work to make it come true. Signed, Sandra Day O'Connor." Let's begin the questioning with Panelist 1.

Panelist 1: Growing up on the "Lazy B Ranch," you were reading by the age of four. By eight, you could shoot a rifle, brand cattle, ride horses (especially your own horse, Chico), and drive a tractor. What other memories do you have of your childhood?

O'Connor 1: Once, when we found an abandoned baby bobcat, I named it Bob and raised it as a pet. It grew into a four-foot-long gray cat that cuddled with me and purred. Eventually, it left us to be with other bobcats. I also tried to tame raccoons, porcupines, turtles, and

even horned toads, but didn't have any luck with these.

O'Connor 2: Since our nearest neighbors were about 25 miles away, I didn't have any friends to play with, and I was an only child until I was eight years old. Until I was about seven, we didn't even have electricity or running water. Living on the ranch made me very self-sufficient. I learned to entertain myself by exploring canyons, caves, and the desert.

O'Connor 3: As a young girl, my mother taught me at home. She would read me bedtime stories using the *Saturday Evening Post*, *The Book of Knowledge*, and *National Geographic* as her sources.

Panelist 2: The nearest school was miles away, and with your curiosity and abilities, your parents decided it was best to send you to school near where your grandmother lived. That meant that you were away from home during the school year. Any memories of this time in your life?

O'Connor 1: My grandmother was very supportive of me. She always told me that "I could do anything I wanted to do."

O'Connor 2: I missed being away from my parents and looked forward to coming home on vacation. And although I liked school, I didn't look forward to the end of summer, since it meant leaving my parents. I remember that at the end of one summer, my cousin and I were swimming in a tank used to store water. Someone used a lariat to pull us from the water when we wouldn't get out to get ready to go back to school.

O'Connor 3: I was an excellent student and graduated from high school at the age of 16. I applied to only one college, Stanford University. That's where I wanted to go. It was after World War II, and it was difficult for women to get into Stanford, but I was accepted and eventually graduated third in my law-school class.

Panelist 3: After graduating from law school, as a woman you couldn't get a job as a lawyer. The law firms you wanted to work for all said the same thing: "We've never hired a woman lawyer before and we don't want to do it now." You were instead offered jobs as a legal secretary. You continued to work toward your goal of practicing law and eventually did. You went on to become a member of the Arizona state legislature—in fact, you were its first woman majority leader. One time, another legislator didn't agree with you on an issue and said, "If you were a man, I'd punch you in the mouth." What did you say, if anything, in return to this legislator?

O'Connor 1: I said, "Sticks and stones may break my bones but names can never hurt me."

O'Connor 2: I didn't respond to the ridiculous comment and walked away.

O'Connor 3: I smiled and responded that if *he* were a man, he could!

Panelist 4: You went on to become a judge on the Arizona Court of Appeals, and in 1981 you were confirmed as the first woman Supreme Court justice. And as a Supreme Court Justice, you have heard many cases and made many decisions (called "opinions"). Tell us about one of your decisions as a justice of the Supreme Court.

O'Connor 1: I ruled that chocolate ice cream is indeed the best flavor of ice cream and should be the official flavor of the United States.

O'Connor 2: I remembered how far I had to travel to get to school as a girl, and voted to overturn a law that forced children to take long bus rides to faraway schools in order to make those schools more racially balanced.

O'Connor 3: I was in favor of the Flag Protection Act, which made it a crime to burn, trample, or in any way harm the symbol of our nation. My vote was not with the majority of the court, which ruled that Americans have a constitutional right to express ideas freely even if it means disrespecting our flag.

Panelist 5: As a Supreme Court justice, you would take your law clerks on a yearly adventure. One year, you took them river rafting. The guide warned everyone to never leave the boat, even if someone went overboard. Any memory of this adventure?

O'Connor 1: Two of my law clerks fell overboard and I dived in while wearing my black robe and white collar (which I always wore when in public) to save them. Luckily, I'd had lifeguard training and saved their lives.

O'Connor 2: We had a great time rafting down the river. We sang, "Row, Row, Row Your Boat" the entire ride down the rapids. I got the idea that a river-rafting amusement park would be great and opened the Supreme River Rafting Adventure Park.

O'Connor 3: Would you believe it? I fell overboard. One of my law clerks jumped in to help me and got yelled at by the guide.

Host: Panelists and members of the audience, it is now time to decide who you think is the real Sandra Day O'Connor. Is it Number 1? Number 2? Or Number 3? [Pause.] All right, the votes have been cast. Will the *real* Sandra Day O'Connor please stand up?



To Tell the Truth With Rosa Parks

Host: Our guest today is Rosa Parks. However, only one of the three women before you is the real Ms. Parks. The other two are impostors. Your job is to listen carefully to the information presented and decide which of the three guests is the *real* Rosa Parks. Let's begin by meeting our guests. What is your name, please?

Rosa Parks 1: My name is Rosa Parks.

Rosa Parks 2: My name is Rosa Parks.

Rosa Parks 3: My name is Rosa Parks.

Host: Allow me to read this brief statement by Ms. Parks: "I, Rosa Parks, was born in Tuskegee, Alabama, on February 4, 1913. My father was a house builder and my mother was a teacher. My fame came about when I was arrested for refusing to give my seat on a bus to a white man. My action rallied thousands of African American men and women to protest discrimination practiced in most of the South. Some people call me the 'Mother of the Civil Rights Movement.' In 1999, President Bill Clinton honored me with the nation's highest civilian honor: the Congressional Gold Medal. He said at the time, 'We must never ever, when this ceremony is over, forget about the power of ordinary people to stand in the fire for the cause of human dignity.' I died in 2005. Signed, Rosa Parks." Let's begin the questioning with Panelist 1.

Panelist 1: Tell us of a memory you have of your school days.

Parks 1: My mother taught me to read before I started school. On my first day of school, I was so excited. She walked me past a new school and told me it was only for white children. When we got to my school, I was so very disappointed. It was a one-room shack with no windows! Inside there weren't any desks, and few if any books.

Parks 2: I'm always hearing kids say how happy they are when they don't have to go to school. For me, it upset me that schools for African

American children ended three months earlier than schools for white children did. Black children were needed to work in the fields picking corn, sweet potatoes, and peanuts. I ended up with much less of an education than I should have.

Parks 3: At 11, my parents saved up enough money to send me to a different school. I remember one teacher there who spoke of Africans as "savages" and said we black children were lucky that our ancestors were brought here to be civilized. She made me very angry.

Panelist 2: Groups such as the Ku Klux Klan often threatened black families at night, making you fear the nights very much. There were many laws separating black and white people in the South. Blacks were even forced to move off the sidewalks to let white people pass. Mrs. Parks, can you share with us another example of what it was like growing up black in the South?

Parks 1: I learned early that black people were not considered equal to white people. One day, a white boy shoved me, so I shoved him back. His mother started yelling at me, saying I could go to jail for what I did!

Parks 2: My cousin and I went shopping one day and got very thirsty. We walked into a local five-and-dime store for a soda. The woman at the counter offered to sell us ice cream to take outside, but we kept telling her we wished to buy a soda. She finally told us that the store didn't sell sodas to colored people.

Parks 3: My parents and grandparents taught me to be proud of who I am. Sometimes it was very difficult to feel good about myself, with signs saying "Whites Only" by drinking fountains, restrooms, restaurants, and even elevators.

Panelist 3: You became a seamstress and worked very hard at your job. You usually walked miles to work just to avoid the discrimination you faced on the bus. Blacks were assigned seats in the back of the bus, and if the bus was

crowded, were forced to give up their seats for white passengers. Some drivers would take your fare and not allow you to even walk down the aisle; they would make you walk around to the back door of the bus and often would pull away before black passengers could even get to the door. Why did you decide to take the bus on December 1, 1955?

Parks 1: I was 42 years old and was very tired on that particular day. I decided to take the bus home. I took a seat in the colored section and waited for my stop.

Parks 2: I decided it was time to raise a fuss and sat in the white section of the bus hoping to get arrested. This policy of discrimination was wrong, so I decided to do something about it.

Parks 3: There was a blizzard that day and the snow was very deep, so I had no choice but to take the bus home from work.

Panelist 4: Explain what happened on the bus, Mrs. Parks.

Parks 1: The bus simply got really crowded, and the bus driver told me to get up so a white man could have a seat. I refused. The bus driver stopped the bus and got two police officers to remove me. I was then arrested.

Parks 2: I sat down in the white section of the bus and was arrested for doing this.

Parks 3: The bus driver told me that I couldn't walk down the white aisle to get to my section of the bus. He pointed to the door and said I would have to exit the bus and enter from the real door. I refused, because once before when I did, the driver pulled away before I could reach the back door. I was then arrested.

Panelist 5: After refusing to give up your seat, you were arrested and fined \$14, which you refused to pay. Members of the black community organized a boycott of the bus line to protest the treatment we black people received. Instead of riding the bus, black people walked to and from their destinations. Eventually some carpools were organized. In the end, the boycott lasted 381 days. What else can you tell us about the bus boycott?

Parks 1: Some white people actually threw bottles at the walkers. The bus company tried to get officials to force us to take the buses. Some in the community, including myself, got death threats, but we continued to walk.

Parks 2: The boycott ended after 381 days. People were just too tired to keep walking and returned to the buses. I was disappointed that we had walked all those days and nothing changed. Why, I even went through six pairs of shoes in the process. On the other hand, I got in great shape, walking so much.

Parks 3: Many members of the black community were angry at me and called me a troublemaker. My husband and I were forced to move to the North.

Panelist 6: The incident on the bus led to a Supreme Court ruling saying that blacks could sit anywhere on a bus or train. The court ruled that black people did not have to give up their seats to white passengers. What else would you like young people to know about you?

Parks 1: I was just an average citizen who felt that discrimination because of the color of one's skin was unfair, and decided to try and make a difference. I was pleased that change came about peacefully.

Parks 2: I'm sad to say that my actions showed everyone that I wasn't very polite. My mother always told me to show good manners at all times, and looking back, I probably should have given up my seat.

Parks 3: My actions brought about changes in discriminatory practices and feel strongly that a Rosa Parks Day should have been created. I think I deserved more recognition than I received. Why, I never was even asked to appear as a guest on CNN's *Larry King Show*.

Host: Panelists and members of the audience, it is now time for you to decide who you think is the real Rosa Parks. Is it Number 1? Number 2? Or Number 3? [Pause.] All right, the votes have been cast. Will the *real* Rosa Parks please stand up?

To Tell the Truth With Paul Revere

Host: Our guest today is Paul Revere. However, only one of the three gentlemen before you is the real Mr. Revere. The other two are impostors. Your job is to listen carefully to the information presented and decide which of the three guests is the *real* Paul Revere. Let's begin by meeting our guests. What is your name, please?

Paul Revere 1: My name is Paul Revere.

Paul Revere 2: My name is Paul Revere.

Paul Revere 3: My name is Paul Revere.

Host: Allow me to read this brief statement from Mr. Revere: "I, Paul Revere, was born on New Year's Day 1735, in Boston, Massachusetts. I was a skilled silversmith who learned my trade from my father. I was a patriot who worked with people such as Samuel Adams and John Hancock to gain independence from England for the 13 colonies. I was part of a group of men who disguised themselves as Indians and threw British tea from ships in what became known as the Boston Tea Party. I was often called upon to ride my horse to get messages to other patriots. My most famous ride was to warn the colonists of the approaching British army, which resulted in the first battle of the American Revolution, at Lexington and Concord. In fact, you've probably read the poem "Paul Revere's Ride" by Henry Wadsworth Longfellow, about that ride. I also learned how to make gunpowder, built cannons, printed money for the Massachusetts colony, and opened the first rolling mill for making copper sheets in the United States. I also became famous for my bell making. I made 398 bells in my lifetime, of which 75 are still in church steeples in New England. I died in 1818. Signed, Paul Revere." Let's begin the questioning with Panelist 1.

Panelists 1: As was the custom for most young men, you went to school until the age of 13, then left to begin learning the silversmithing trade from your father. Tell us about a childhood memory you have, Mr. Revere.

Revere 1: I really enjoyed school. Good students were rewarded with cakes. Students doing poorly in their lessons were seated in the corner and wore a dunce cap. I learned reading, writing, and how to do math. I did very well at school and my teacher was sorry to see me leave. I made a promise to my teacher that I would always do my best in whatever I did in life.

Revere 2: I remember as a young boy belonging to a bell-ringing club. There were seven of us, and we rang the bells in the Christ Church of Boston. We each had our own rope to pull. To learn to pull the bells so they would echo beautifully throughout the town, we had to practice every week. By the way, bells were not just rung on Sundays—they rang to announce a fire, important meetings, good news or bad news, and on holidays.

Revere 3: I guess you could say that, even as a young boy, I had thoughts of an independent United States. One day, while ringing the bells, a friend said that his father liked to think that the beautiful bells rang for God and England. I thought they rang for America. I also thought, while in the steeple of the church ringing the bells, that a flag or lantern put there could be seen for miles away. Funny how years later, I would use that very same steeple to send a message to other colonists that the British had arrived.

Panelist 2: The French had claimed Canada and the English claimed the colonies on the Atlantic coast. When the French and their Indian allies came down from Canada, burning farm houses and killing colonists, you went to help the British fight the French at Lake George, NY. This period became known as the French and Indian War. Tell us about your participation in this war, which began in 1756.

Revere 1: Not really much to say, really. I was 21, and it was my first time away from home. The only battle I fought was to keep all the horrible black flies away from me. I had hoped for a little more excitement.

Revere 2: You'd have never known that the British were on the same side as us colonists. They didn't treat us very well. Not having uniforms, the British made fun of us. They called us "funny doodles" or "Yankee Doodles of Massachusetts." At one point, I had taken just about all I could take from the British soldiers and was quoted as saying, "I'd rather fight the English than the French!"

Revere 3: As Panelist 2 stated, the British didn't really treat us very well. We were not allowed to have a higher rank than British officers. I once asked a fellow colonists why were were treated differently. I said that, after all, we were all Englishmen. His answer was very interesting: he said that we were Americans, not Englishmen. That idea stuck with me in the years that followed.

Panelist 3: You became a very famous silversmith in Boston, making teapots, silver buckles, shoe buckles, pots, baby rattles, etc. Tell us about being a silversmith, or about some of the other occupations you tried.

Revere 1: Silver was expensive, so I had to think of other ways to earn money for my large family. I had 11 children, so I really had lots of mouths to feed. I even tried my hand at being a dentist. Back then, there weren't any fillings—decayed teeth were pulled. There was a need for artificial teeth to help people eat and be able to speak clearly. I made artificial teeth from hippopotamus tusks and sheep's teeth. I fastened them into place with silver wires.

Revere 2: I had a very unusual request for my silver work from a rich man in town. He asked me to make a silver collar for his pet squirrel.

Revere 3: Due to my skills in silver making, MTV asked me to design the first "moonman" trophy given at their annual award show.

Panelist 4: You helped to build resentment in the people of Boston against the British, through your engraving of an event that came to be known as the Boston Massacre. Tell us more about what you did as a patriot before the start of the Revolutionary War.

Revere 1: Well, it was March 5, 1770, and the colonists and the British soldiers were at a standoff. The colonists were throwing snowballs, ice, and coal at the soldiers, calling them names such as "lobsters" and "bloody backs" for the red uniforms they wore. Finally, the British fired on the people, killing one boy and four men (the first killed was Crispus Attucks, a black man). One of the dying colonists' last words were that the colonists had really started it and the British were trying to defend themselves. I made an engraving that sold like hotcakes which showed the soldiers firing on *peaceful* colonists. I wanted to get the colonists angry at the British, and since there wasn't CNN back then, my engraving was the only picture that many ever had of the event.

Revere 2: I took part in the dumping of the British tea into Boston Harbor on December 16, 1773. We threw 342 chests of tea overboard—about 10,000 pounds of the stuff! Afterwards, I rode 63 miles a day for 11 days to tell the other colonists what we had done.

Revere 3: I looked at all the tea turning the harbor brown and scooped up some up into my cloth handkerchief as a souvenir. Later, I accidentally dropped the hankie into a glass of lemon water. The lemon-flavored tea tasted great. I came up with the idea of selling tea with flavors like lemon and raspberry. I also liked the idea of the "tea hankie," instead of loose tea, as was the custom. I made a fortune with my tea mixes and something I called a "teabag."

Panelist 5: It was 1775, and the British commander General Gage ordered his soldiers to the city of Concord. The soldiers were to destroy the supplies there and arrest the patriots, Samuel Adams and John Hancock. You and William Dawes were sent to warn the people of Lexington and Concord. You decided to use Christ Church to give a signal to others colonists that the British were on the way: one lantern would mean that the British troops were travelling by land, and two lanterns, by water. Tell us, Mr. Revere, about your famous ride.

Revere 1: Can you believe that I left for my famous ride and forgot my spurs? Luckily, my dog followed me, and I placed a message to my wife around his neck and sent him home. A short time later, my dog returned with my spurs around his neck! Unfortunately, I never made the entire ride. The British caught me but let me go but on foot. They kept my horse.

Revere 2: I never really made the ride at all. I was a bit tired that night and wasn't up to riding the 12 miles to Concord. I raised homing pigeons as a hobby, so I just placed a message in the tiny purple backpack of my favorite pigeon, Silver, and sent him off.

Revere 3: Samuel Adams and I both had laptop computers and were just becoming familiar with something new called the "internet." I simply sent him an email that the British were coming and saved myself a long ride. The poet Longfellow didn't think sending an email would be as exciting as a midnight ride on horseback, so he changed the story a bit.

Host: Panelists and members of the audience, it is now time to decide which of our guests is the real Paul Revere. Is it Number 1? Number 2? Or Number 3. [Pause.] All right, the votes have been cast. Will the *real* Paul Revere please stand up?



Unhappy Boston! see thy Sons deplore.
Thy hallow'd Walks beset with guiltless Gore.
While faithless P—n and his savage Bands,
With murderous Rancour stretch their bloody Hands;
Like fierce Barbarians grinning o'er their Prey;
Approve the Carnage, and enjoy the Day.

If falling drops from Rage from Anguish Wring But know Extermination to that awful Goal,
If speechless Sorrows lab'ring for a Tongue, Where Justice strips the Murderer of his Soul;
Or if a weeping World can ought appease, Should venal C—ts the scandal of the Land,
The plaintive Ghosts of Victims such as these; Snatch the relentless Villain from her Hand,
The Patriot's copious Tears for each are shed, Keen Execrations on this Plate infic'd,
A glorious Tribute which embalms the Dead. Shall reach a JUDGE who never can be brib'd.

Copy Right Secured.

The unhappy Sufferers were Mess^{rs} SAM^l GRAY, SAM^l MAVERICK, JAM^s CALDWELL, CRISPUS ATTUCKS & EAT^h CAIRN
Killed, six wounded; two of them (CHRIST^h MONK & JOHN CLARK) Mortally

To Tell the Truth With Jackie Robinson

Host: Our guest today is Jackie Robinson. However, only one of the three gentlemen before you is the real Mr. Robinson. The other two are impostors. Your job is to listen carefully to the information presented and decide which of the three guests is the *real* Jackie Robinson. Let's begin by meeting our guests. What is your name, please?

Jackie Robinson 1: My name is Jackie Robinson.

Jackie Robinson 2: My name is Jackie Robinson.

Jackie Robinson 3: My name is Jackie Robinson.

Host: Allow me to read this brief statement by Mr. Robinson: "I, Jackie Roosevelt Robinson, was born in Cairo, Georgia, in 1919. I grew up during a time when African Americans couldn't play on professional baseball teams with white players. When I became the first African American hired to play on such a team, it was really newsworthy and helped to bring equal rights to African Americans in other areas as well. It was a wonderful time for me, playing professional baseball, but as the first African American to do so in a white league, I endured much cruel treatment. I remember one game when fans and players for the other team started calling me nasty names. A white

teammate, Pee Wee Reese, came over to me and put his arm around me to show them that we were friends. He showed them that we were friends. I went on to become the first African American named to the National Baseball Hall of Fame in 1962 and

worked throughout my life to bring civil rights to African Americans. When I died in 1972, the Rev. Jesse Jackson said about me at my funeral, 'He turned a stumbling block into a stepping stone.' Years later, I was the first baseball player to appear on a U.S. postage stamp. Signed, Jackie Robinson. P.S.: My parents gave me the middle name 'Roosevelt' in honor of President Theodore Roosevelt." Let's begin the questioning with Panelist 1.

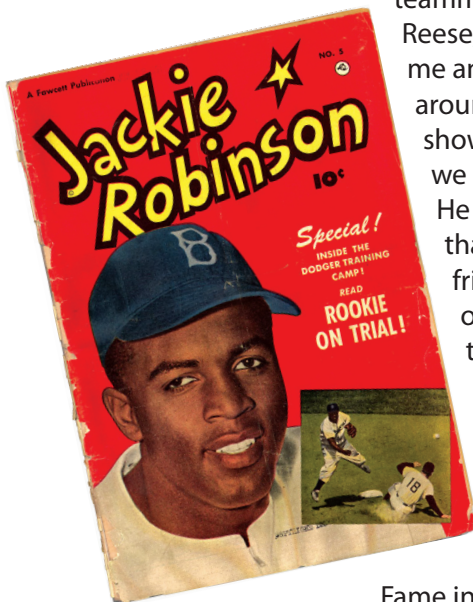
Panelist 1: Growing up as an African American wasn't easy. There were separate drinking fountains and whites-only restaurants. Public swimming pools were open to you only one day a week, and if you went to the movies, African Americans had to sit up in the balcony. Can you remember any memories from your childhood to tell us what it was like growing up?

Robinson 1: I remember a friend and I went into the local store that had a lunch counter. We both sat there and were ignored. The person at the counter thought we'd eventually leave and waited on everyone else but us. We refused to leave and waited and waited until the woman finally asked what we wanted to eat.

Robinson 2: I got mad at someone who was making nasty comments about me so I got a bunch of hot tar and tarred his lawn. When my mother saw what I had done, she was very angry at me and made me clean it up.

Robinson 3: My mother got us a place to live, but it was in a white neighborhood. People tried to get us to move with a petition. Someone else offered to buy the place outright. We stayed. One girl started saying really nasty comments to me, and when I shouted that I had a right to live in the neighborhood too, her father came out and threw rocks at me. I threw the rocks right back at him.

Panelist 2: Your mother raised you to be proud of yourself and your heritage. Your grandfather was a slave and your parents were poor sharecroppers. When your father left, your



mother left Georgia and took you and the other children to California to live. She couldn't stay home with you when your older sister started school, so she arranged with the school to let you stay during the day at the sandbox until your sister could take you home. Any other memories of your childhood?

Robinson 1: Mom tried hard, but for a single parent with five children, times were difficult. Sometimes, we had just sugar water and stale bread as the only food, so I never had real sporting equipment. Mom made do, however, and made me a baseball by wrapping a rag around the wool from an old sock. I spent hours practicing hitting my "baseball." And, for a bat, I used a stick!

Robinson 2: During recess, the other kids let me play with them. When the other kids saw how good I was at sports such as dodgeball and baseball, they competed to get me to play on their team by bringing me money or lunch. Since money was tight at home, I told my mother she didn't have to make me lunch anymore.

Robinson 3: As a boy, we lived about a mile from the Rose Bowl, a stadium they were building then. I often went near the stadium to play and said that one day, I'd play football there.

Panelist 3: You loved to read and were an average student in school, but you were an excellent athlete, doing well in every sport you played. You especially liked football, baseball, track and field, and basketball. Did you get a scholarship to college?

Robinson 1: Yes, I did. I got a full scholarship and since my mother didn't have the money, this enabled me to have the chance to go to college.

Robinson 2: No, being black, there weren't any scholarships offered by major colleges, so I went to a local college and played on several team sports. After two years there, I earned a scholarship to several colleges and ended up at UCLA (University of California at Los Angeles).

Robinson 3: I didn't go to college. I was such a great athlete that I went pro immediately after high school.

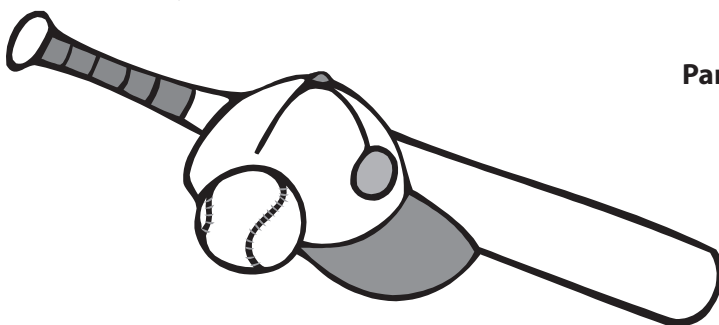
Panelist 4: When World War II started, you joined the army. You wanted to go to school to be an officer, but despite passing all the tests were told that because you were African American, you could not go. Heavyweight boxing champ Joe Louis came to your army base, and you told him what happened. He spoke to some people so that you and other black soldiers were allowed to go to Officer's Candidate School after all. Any other memories?

Robinson 1: I quickly became a four-star general and went on news shows as an expert explaining the war efforts.

Robinson 2: Would you believe I got arrested for riding a bus? Even though I could sit anywhere on an army bus, African Americans usually had to sit in the back of public buses. When I was told to move, I refused. I was arrested and tried for this crime, but I was found innocent. For the rest of my time in the service, I spoke up against unfair treatment of African American soldiers.

Robinson 3: I was on patrol in a town in Germany when two enemy soldiers came up on a buddy and me. I always kept a couple of baseballs in my backpack and decided to use my baseball skills. I threw the balls at their heads and knocked them both out cold. I got a medal for that one.

Panelist 5: After the war, you played baseball in what was then the Negro League. Professional baseball didn't allow African Americans to play on the same team as white players. The general manager of the Brooklyn Dodgers saw your skills and decided to sign you up. He asked if you had the courage *not* to fight



back against the treatment you would surely receive for being the first African American to play professional baseball. How were you treated?

Robinson 1: I was treated great. Being the first African American player to be on a professional baseball team brought people from all over to see me play. The crowds cheered me, gave me flowers, and gave me some really nice gifts, like a portable CD player to use on long bus trips.

Robinson 2: I got death threats, white runners purposely spiked me, pitchers aimed at my head when I came up to bat, and in Florida, games were canceled where there were laws against whites and African Americans playing on the same team. But, despite all this, I kept playing my best and I was chosen "Rookie of the Year."

Robinson 3: Like Number 2 stated, it was difficult. When the team traveled, I wasn't allowed into most of the hotels or restaurants and had to sleep on the bus.

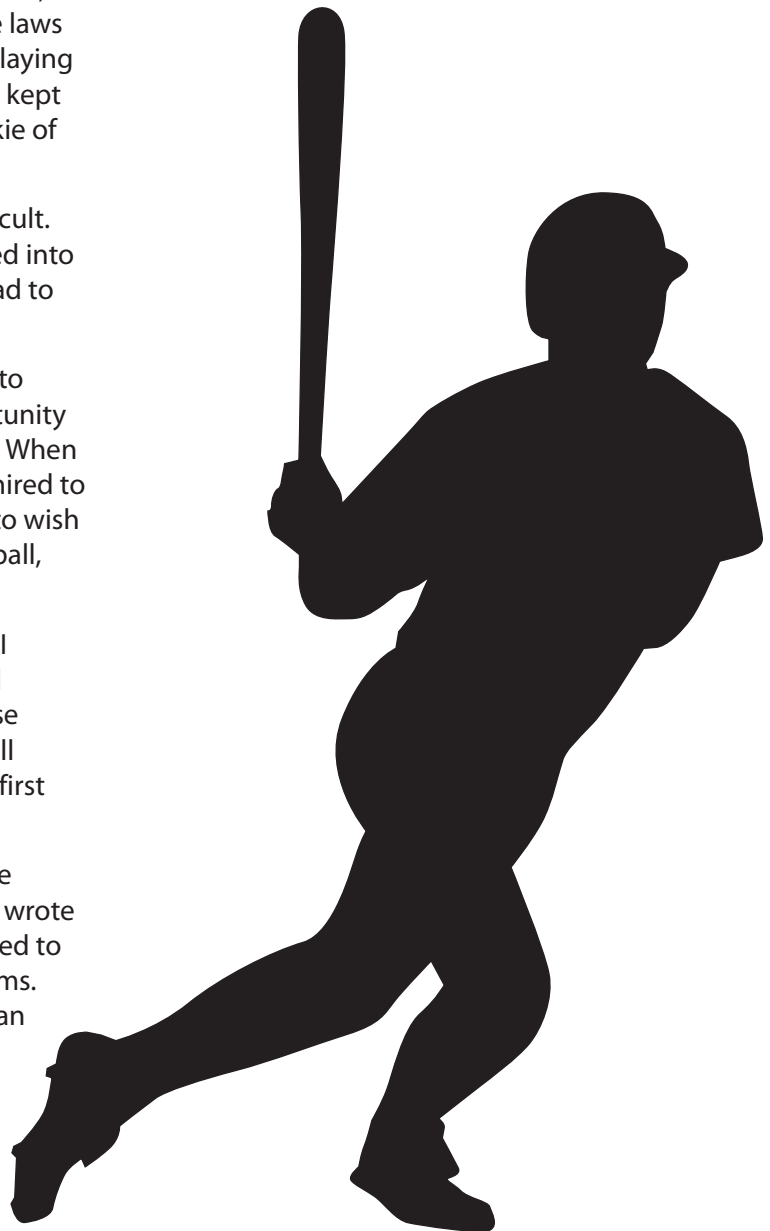
Panelist 6: After your three-year promise not to speak up ended, you used every opportunity to speak up for African American rights. When other African Americans started being hired to play the game, you'd call each of them to wish them well. When you retired from baseball, what did you do?

Robinson 1: After my baseball career ended, I started an internet search engine called Yahoo! I came up with the name because every time I made a hit during a baseball game, I would yell "Yahoo!!!" and run to first base. Made me millions of dollars.

Robinson 2: I got a job as vice president of the Chock Full O'Nuts Coffee Company and wrote a newspaper column in which I continued to speak out on African Americans' problems. I eventually started a bank to help African Americans get loans.

Robinson 3: Later in life, I opened a chocolate company called "Willie Wonka's" and sold solid chocolate baseballs which made by the Oompa-Loompa boys. I also wrote the song, "Take Me Out to the Ballgame," which the Oompa-Loompas liked to sing while making the chocolate baseballs.

Host: Panelists and members of the audience, it is now time to decide which of our guests is the real Jackie Robinson. Is it Number 1? Number 2? Or Number 3. [Pause.] All right, the votes have been cast. Will the *real* Jackie Robinson please stand up?



To Tell The Truth with Betsy Ross

Host: Our guest today is Betsy Ross. However, only one of the three women before you is the real Betsy Ross. The other two on the panel are impostors. Your job is to listen carefully to the information presented and decide which of the three guests is the *real* Betsy Ross. Let's begin by meeting our guests. What is your name, please?

Betsy Ross 1: My name is Betsy Ross.

Betsy Ross 2: My name is Betsy Ross.

Betsy Ross 3: My name is Betsy Ross.

Host: Allow me to read this brief statement by Ms. Ross: "I, Betsy Ross, was born Elizabeth Griscom in Philadelphia in 1752. The dinner table at my house was always a bit crowded, since I was the eighth of 17 children. I enjoyed sewing and became quite skilled at it. I eventually owned an upholstery store in Philadelphia. A grandson of mine told the story of my making the first official United States flag, but there isn't any actual record of my making the very first American flag that had the stars and stripes. As a seamstress, I did make many flags beginning in 1777. Today, in Philadelphia, only the Liberty Bell and Independence Hall attract more visitors each year than my home, the Betsy Ross House. There is even a bridge in the city named in my honor. I died at the age of 84 in 1836. Signed, Betsy Ross." Let's begin the questioning with Panelist 1.

Panelist 1: Ms. Ross, when you were about six, your brother teased you when you said you wanted to make furniture with your father. He said that was a boy's job. Upset by the comment, you went to the barn and tried to make a table for your doll and cut your finger. That was the day your mother gave you your first silver thimble! Tell us another memory of your childhood.

Ross 1: By the age of 12, I was very good at sewing. A girl I met had torn her good dress and thought it was ruined. I said I could fix it and did. Her relative gave me a coin to thank me,

so I went to the blacksmith and purchased something I really wanted—ice skates.

Ross 2: On the first day of school, my younger brother (yes, the one that teased me) was still too young to go and had to stay home with my mother. I remembered he looked so sad as he watched my sisters and me walk down the road. Being the first day of school, the local shopkeeper gave me a peppermint stick candy. It was a big treat! I ran home and gave the candy to my brother.

Ross 3: Today, most of you get your bread from the grocery store, but when I was growing up, we had to make our own bread. And not having yeast to purchase in a store, we always saved a piece to make the next batch of bread. That means a part of all our bread could trace its "bread tree" back to my grandparents and further. So one time my mother and I were making bread and the "starter piece" went missing. I was really upset that our family bread would never be the same if we had to borrow a piece from a neighbor. Fortunately, we found it—under the bread board.

Panelist 2: As Quakers, your family believed in living a simple and peaceful life. They also valued an education, even for girls, so you went to school. Can you tell us about your education?

Ross 1: I was very lucky that my parents valued an education for girls. I loved going to school, even though we also had to attend classes on Saturday mornings.

Ross 2: School was difficult. I hated doing numbers and reading. I was not a very good student and wished I could stay home like most of the other colonial girls my age.

Ross 3: School started at about eight in the morning, and after doing our studies, our teacher would say that we now could practice the art or trade that we "most delighted in." I would spend two hours sewing. After lunch, we had more studies, and then I had two more hours when I would sew.

Panelist 3: You met Benjamin Franklin, as a girl, and he called you a “twin” of the Liberty Bell since you were both born in the year 1752. You and your friends spent hours watching the harbor to see ships come to Philadelphia. Did flags interest you even as a young girl?

Ross 1: Yes, I told my friends to look at the flags on the ships. Flags, I said, were like a page out of a history book of a country. Each design meant something different.

Ross 2: No, flags didn’t interest me at all, but clothing styles sure did. I was always watching what women wore as they came down the gangplank of the ships coming from England.

Ross 3: Yes, I loved flags and loved waving the American flag as ships docked in the harbor.

Panelist 4: You father didn’t want you working outside the home, but you eventually convinced him to allow you to work for an upholsterer’s shop. You met John Ross and married him in 1773 against the wishes of your parents, since John was not a Quaker. What happened next in your life?

Ross 1: Well, the Revolutionary War began soon after and my husband John died in 1776 while guarding an ammunition storehouse that exploded. I continued to run the upholstery business that we had started.

Ross 2: As Number 1 stated, my first husband died and I remarried. My second husband, Joseph Ashburn, also died in the Revolutionary War. He was on a ship that was taken by the British, and some say that he died in a British prison.

Ross 3: When Paul Revere couldn’t finish his famous ride, he asked me to complete the journey to warn the colonists in the area that the British were coming.

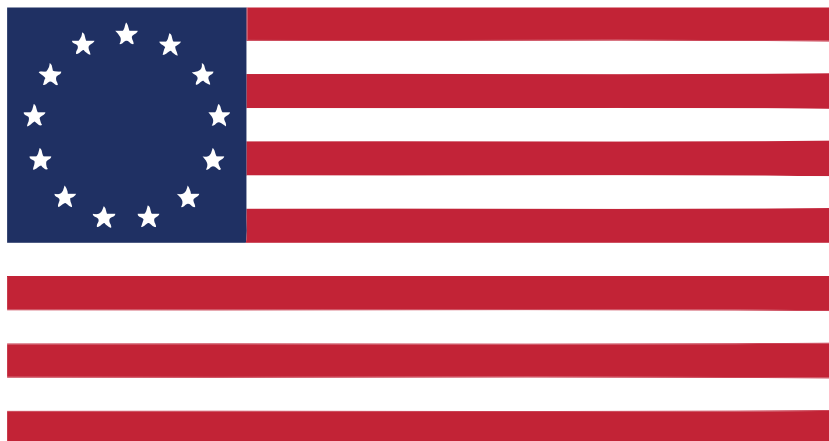
Panelist 5: During the war, you helped the war effort by making musket balls, something that was against the peaceful ways of the Quakers, and were removed from their group. When the British took over your Philadelphia home, you were allowed to stay. They called you the “Little Rebel,” because although you were polite, you told the soldiers you opposed them. Tell us about your main claim to fame.

Ross 1: I had met George Washington a few times, and he came to show me his sketches for a square flag with six stars. I told him that five stars would be easier to sew and a rectangular flag would wave better. It is said that Mr. Washington used my suggestions.

Ross 2: Not only did I sew the first flag for our country, I came up with the idea of making flag magnets to put on your car so people could display their patriotism.

Ross 3: I was the person that was asked to sew the American flag that was taken by astronauts to the moon.

Host: Panelists and members of the audience, it is now time to decide which of our guests is the real Betsy Ross. Is it Number 1? Number 2? Or Number 3. [Pause.] All right, the votes have been cast. Will the *real* Betsy Ross please stand up?



To Tell the Truth With Sacagawea

Host: Our guest today is Sacagawea. However, only one of the three women before you is the real Sacagawea. The other two are impostors. Your job is to listen carefully to the information presented and decide which of the three guests is the *real* Sacagawea. Let's begin by meeting our guests. What is your name, please?

Sacagawea 1: My name is Sacagawea.

Sacagawea 2: My name is Sacagawea.

Sacagawea 3: My name is Sacagawea.

Host: Allow me to read this brief statement by Sacagawea: "I, Sacagawea, was born in about 1787, in the Rocky Mountains in what is now the state of Idaho. There were only 13 states and about 4 million people in the United States at the time. I was a member of the Native American tribe called the Shoshone. In 1803, President Thomas Jefferson of the United States, the 'great white father' whose land and people I had never seen, bought the western territory known as the Louisiana Purchase from the French leader Napoleon. President Jefferson wanted the area explored and mapped, and gave this task to Meriwether Lewis and Captain William Clark. They hired my husband, a French trader named Toussaint Charbonneau, as an interpreter. He asked if I could come along. Since I was Shoshone, Lewis and Clark thought I might be of some help on the expedition. I proved to be quite helpful, since I could speak Shoshone, English, and the language of the Minnetarees better than my husband! I am given credit for being a guide, a woman explorer, and a person who cared for all races and helped many white people see they could live in peace and harmony with Native Americans. There are questions as to my death: Some say I died from a fever in 1812; Captain Clark wrote in his diary that I had died young. However, others say that I lived to be almost 100 years old, and that I loved to tell about my adventures with Lewis and Clark until the day I died.

That Sacagawea lived on a reservation in what is now Wyoming. There are mountain peaks, creeks, lakes, a mountain pass, and many monuments named for me. It is said that no other American woman has as many memorials in her honor. Signed, Sacagawea." Let's begin the questioning with Panelist 1.

Panelist 1: The Shoshone (or Shoshoni) tribe (also called the Snake Tribe) lived in tepees made of brush in the Rocky Mountains. Your people followed the food supply and came down onto the plains where you had enemies such as the Minnetarees. That tribe had many "shooting sticks"(guns), while your people had few. The buffalo was extremely important to your people. In addition to its meat, you used the hide to make blankets and tepees, and the bones to make knives and other tools. You also had a bag where you kept "special things." You were always looking for new things to add—another pretty stone, just the right bird feather, etc. In fact, you had a red feather (representing fire), white feather (snow), and blue feather (sky) in your bag. Little did you know that those three colors were on the flag of the people you later would help. Tell us more about your life as an Shoshone, and how at an early age you showed your brave nature.

Sacagawea 1: When I was born, a bird flew in the sky singing a beautiful song; that's how I got the name Sacagawea, which means "bird girl." I was always adventurous even as a young girl. One time, when I was about seven, I decided to search for where the sun lived. I got very lost. I remembered that grandmother said brave girls don't cry, so I tried not to, but I was very scared. Luckily, my older brother found me and took me home.

Sacagawea 2: As a girl, I was often asked by my mother to watch my baby brother. One day, a dog accidentally bumped my brother into the water, cradleboard (the baby carrier) and all. I couldn't swim but I had to do something before the current took my brother downstream. I jumped into the water and

grabbed hold of him. We were both rescued, and everyone called me very brave for my actions.

Sacagawea 3: One time, my grandmother and I were walking on a rock area while we were gathering firewood. Grandmother fell, injuring her leg, and was having trouble getting up. Suddenly, a rattlesnake came out from among the rocks and moved toward Grandmother. I quickly grabbed a stone and threw it at its head. I then used my knife to stab it a few times until it was dead.

Panelist 2: When you were about 12, the Minnetarees attacked and killed many of your tribe. You and many of the other girls were taken to become slaves of the Minnetarees. Can you share something you remember about your time with the Minnetarees?

Sacagawea 1: The Shoshone people were nomadic, since we followed the buffalo. While with the Minnetarees, I had to forget about making robes and moccasins with buffalo, deer, and antelope skins. I had to learn this idea called “farming.” I had to hoe the earth and then plant seeds. This grew a food called maize. The Minnetarees always had an extra food supply because of their knowledge of farming.

Sacagawea 2: I really wanted to run away from the Minnetarees and return to my people. Two other girls from my tribe were also captured. We agreed to run away, but then one of the girls got hurt and couldn’t walk, and said she couldn’t escape. When I realized that my friend, Willow Girl, would be very harshly beaten when the tribe learned that the other girl and I had escaped, I decided to stay behind with her. Both of us were whipped severely when the third girl escaped.

Sacagawea 3: It was the custom of both the Shoshone and the Minnetarees to sell girls into marriage. When I was about 15, a French fur trapper came to our village. He was the first white man I had ever seen. The Indian who had been my master had been losing at a certain “moccasin game.” Four moccasins with four pebbles (one with a small mark on

it) were moved around, and the players had to guess which had the marked pebble. If you guessed wrong, you gave up something of yours. My master sold me to the French trader who had come to the village because he had lost so many of his possessions in the game. Little did I know then, that this would change my life.

Panelist 3: Lewis and Clark were beginning their expedition to map the western U.S. They left from St. Louis, Missouri, in 1804. The goal of the expedition was to find a land route to the Pacific Ocean and map the new land purchased from France. It was thought that travel from the Missouri River over the Rocky Mountains would lead to the Columbia River and on to the Pacific Ocean. But to cross the Rocky Mountains, they would need horses, supplies, and help through the mountains. The expedition settled down for the winter in North Dakota, where they built Fort Mandan. Your husband, Toussaint Charbonneau, was hired as an interpreter. He wanted you to come along and told Lewis and Clark that you were Shoshone and could help with that language. Since few spoke Shoshone, they agreed to let you come along, even though you had a little baby. You helped the expedition in many ways. You mended clothes, made hundreds of moccasins for the men, cooked, and cared for the sick. You also found roots and berries for the men to eat when food was scarce. Tell us more about the expedition and what you did.

Sacagawea 1: Can you believe that no one thought to bring along a doctor? They thought a medicine chest would be enough—it wasn’t. When the men got sick, I knew many remedies my mother and grandmother had taught me, and about herbs that could make people well.

Sacagawea 2: At one point, we were sailing down the river when the boat almost turned over. My husband, my son Pomp, and I, were in the little boat. My husband was worried about himself and was screaming for help. I noticed that papers, instruments, and medical supplies were beginning to float out of the boat. I reached out to grab as many things as I could,

thinking they were of value. I was given a big cheer by all when we were rescued, because the items I saved were of great importance to Lewis and Clark.

Sacagawea 3: Having me along proved very helpful in another way. Native tribes never take women or children into battle. When the tribes we met saw me, they realized these “pale-faced” people came in peace.

Panelist 4: One of the reasons you were eager to help out on the expedition was to get home to your Shoshone people in the Rocky Mountains. You remembered landmarks along the way and finally were able to find your tribe, of which your brother, Cameahwait, was now chief. Lewis and Clark were grateful because they needed the supplies, guidance through the mountains, and horses. What did you do when you finally were reunited with your tribe?

Sacagawea 1: What do you think you’d do if you’d been kidnapped, made a slave, and sold to a man because your master had lost in a game called “moccasin”? I stayed with my people and said goodbye to the white men!

Sacagawea 2: This was an easy decision for me. I stayed with my people, especially since my brother was the number-one guy in the tribe.

Sacagawea 3: This was a great problem for me. First, my brother tried to sneak out on the expedition and leave the white men in the mountains with winter coming. When I learned of his plan, I told Captain Clark, who got Cameahwait to honor his word to sell horses and lead the expedition through the mountains. I decided that I would continue with the white men on their expedition to the “great water where the sun set,” the Pacific Ocean. They really seemed to need my help.



Panelist 5: Along the way, sickness, lack of food, terrible winter months, mosquitoes, and grizzly bears were just some of the problems that you faced. You, your husband, Pomp (called Jean-Baptiste by your husband), and Captain Clark almost died in a flash flood. You had to scramble up a wet rocky cliff to safety, with no help from your husband who once again was concerned most with his own safety. Finally, the expedition reached the Pacific Ocean. What was it like seeing the Pacific Ocean?

Sacagawea 1: Well, since I stayed with the Shoshone tribe, I never did see the Pacific Ocean until I read an issue of *National Geographic* magazine and saw the wonderful color photographs.

Sacagawea 2: Later in life, I took a trip to the Pacific Ocean. I brought an ironing board along—don’t ask me why! But it turned out to give me a great idea. I took the ironing board out into the ocean and rode a wave into shore. Once or twice, I actually got up and got to hang ten (my toes) off the front of the board. I made a fortune with something I called a “surf board.” SURF, of course, stood for Sacagawea, an Ultimately Radical Female! Perhaps, you’ve tried my invention?

Sacagawea 3: Captain Clark, who couldn’t pronounce my name and called me “Janey,” wasn’t going to let me see the Pacific Ocean. I mean really, I had come this whole journey and had proven my usefulness on a number of occasions. Not one for speaking my mind, I finally said something: I could hear this tremendous booming sound. I said I wanted to see the monstrous fish (a whale that had beached itself on the shore) and the “great waters” everyone had seen. I brought Pomp along, too.

Host: Panelists and members of the audience, it is now time to decide which of our guests is the *real* Sacagawea. Is it Number 1? Number 2? Or Number 3? [Pause.] All right, the votes have been cast. Will the *real* Sacagawea please stand up?

To Tell the Truth With Henry David Thoreau

Host: Our guest today is Henry David Thoreau. However, only one of the gentlemen before you is the real Mr. Thoreau. The other two are impostors. Your job is to listen carefully to the information presented and decide which of the three guests is the *real* Henry David Thoreau. Let's begin by meeting our guests. What is your name, please?

Henry David Thoreau 1: My name is Henry David Thoreau.

Henry David Thoreau 2: My name is Henry David Thoreau.

Henry David Thoreau 3: My name is Henry David Thoreau.

Host: Allow me to read this brief statement by Mr. Thoreau: "I, Henry David Thoreau, was born in Concord, MA, on July 12, 1817. At an early age, I developed an interest in and appreciation of nature. My family was not wealthy, but they saved enough to send me to Harvard. While there I was an excellent student, and at graduation I gave a speech saying I believed that people should try and work one day a week and use the remaining six days to enjoy nature. I came to believe in learning for learning's sake, and not to use learning to get ahead in the world. After I graduated college, I taught school for a number of years but eventually decided to try and live by what I had said in my speech. At the age of 28, I borrowed an ax, chopped down some trees, and built a one-room cabin along the shore of Walden Pond. I stayed there for two years and wrote a journal of my observations of the world around me. Both my first book, *A Week on the Concord and Merrimack Rivers*, and *Walden* sold poorly during my lifetime. If was unfortunately years after my death that people began to read my works and appreciate my ideas. I am remembered as a naturalist and conservationist, and as an American writer who believed strongly in the importance of nature and of man's responsibility to disobey laws which are

unjust. Some say my early death was brought on from overexposure to the elements and to the graphite dust I inhaled while working at my father's pencil factory. I died from tuberculosis in 1862 at the age of 45. The writer Ralph Waldo Emerson said at my death, 'The country knows not yet, or in the least part, how great a son it has lost.' My gravestone says but a single word, 'Henry.' Signed, Henry David Thoreau." Let's begin the questioning with Panelist 1.

Panelist 1: You've described yourself as a keeper of wild stock and self-appointed inspector of rainstorms. You once looked at a neighbor's field and said, "I had no idea that there was so much going on in Haywood's meadow." You believed that nature should be observed as a whole and not in pieces. You once said that the paths to the woods and your boat were your studio. You were upset by the destruction of land and wildlife by new technology and worried about the harm that logging companies were doing to the forests. Tell us more about your love of nature.

Thoreau 1: I kept a spyglass, jackknife, and twine in my pockets. I also carried a small spyglass and an old music book to press plants which I found and wished to take home for further study. Of course, I always carried my notebook to jot down my observations. I especially was interested in hawks and Canada geese and made meticulous notes on bird species I saw at Walden Pond.

Thoreau 2: I carry a sad memory about nature. Unfortunately, for every person like myself who comes with a pencil or sketchbook, a thousand come with an ax or a rifle. I remember being with someone who killed a moose while in the woods. I was truly horrified by the experience! I enjoyed studying bear, deer, and beaver in a time when most people only thought of such creatures for killing.

Thoreau 3: Years before our country's first national park was established, I called for establishing

nature preserves for recreation and inspiration. Some credit me with helping to cause such eventual government action.

Panelist 2: As a young boy, you loved the outdoors and enjoyed swimming and hiking. At the age of 10, you wrote your first essay entitled, "Seasons." You eventually studied Greek and Latin and mastered them so well that you could read the works of the Greek poet Homer and others in the original language. Ralph Waldo Emerson was someone who greatly influenced you. He encouraged you to keep a journal, and gave you odd jobs as a handyman so you would have time to study nature and write. In fact, Mr. Emerson gave you the land at Walden Pond. Tell us something else about your early life.

Thoreau 1: I invented a machine to make pencil production faster at my father's factory, but I never really cared for business and didn't care for making anymore money than necessary to live.

Thoreau 2: After graduation from Harvard, I took at job at a school. I was criticized by the principal for being too lenient and not whipping enough of the students who didn't behave properly. I didn't like violence, so after I was told to punish six troublemakers, I quit.

Thoreau 3: My brother and I opened a school that was quite different from other schools of the time. We felt that textbooks were not as important as experience and took our students on many field trips to study nature and history. Unfortunately, my brother died suddenly, and I had to close the school.

Panelist 3: You once said that man got his strength from his contact with the earth and nature. You also said that people should discover who they are first. "Begin where you are, for there are undiscovered continents in our souls that need exploring first." Please share more of your thoughts with us, Mr. Thoreau.

Thoreau 1: I once said, "I was rich, if not in money, in sunny hours and sunny days."

Thoreau 2: I once said, "If a man does not keep pace with his companions, perhaps it is because he

hears a different drummer. Let him step to the music which he hears, however measured or far away."

Thoreau 3: I believed that people should simplify their lives and thus save time and energy that would allow them to "live deep and suck out all the marrow of life."

Panelist 4: In your essay entitled, "Civil Disobedience," you said, "If a law is wrong, people have the right to break that law in order to bring attention to it and change it." People such as Mohandas Gandhi of India and the American civil rights leader Martin Luther King were influenced by your work. Tell us, Mr. Thoreau, what sort of action did you believe someone should take if they felt a law was unjust?

Thoreau 1: I felt that if you didn't like a law, you could use what ever means you could think of to try and change such a law. For example, blowing up a building might cause people to notice your displeasure with a law.

Thoreau 2: I and people such as Gandhi and Martin Luther King believed that an unjust law could be changed through civil disobedience. That means nonviolent protests such as sit-ins, boycotts of stores, or protesting peacefully in the street.

Thoreau 3: I agree with Number 1 that to change a law you feel is unjust, you must get people to notice your displeasure with the law. I once made a train go off its tracks. Unfortunately, many people were hurt, but people noticed!

Panelist 5: What did you do with yourself for the two years you lived at Walden Pond? Didn't you get bored, with so little to entertain you?

Thoreau 1: I brought a laptop computer to the woods so I could play computer games in the evening hours. And, at times, the birds and all their chirping would get on my nerves, especially on days I wanted to sleep late. So, I also brought along a pair of earplugs.

Thoreau 2: I had plenty to do! I had two acres of vegetables to cultivate. I had to chop firewood, plaster the cabin to insulate it

for winter months, and when I wasn't out walking in the woods, I would be writing in my journal—a journal which after my death provided 14 volumes of information on my thoughts and observations.

Thoreau 3: I enjoyed inviting my friends up to my cabin, especially during the summer months. At night, we'd sit around the campfire singing songs and roasting marshmallows, and seeing who could tell the scariest story.

Panelist 6: You came to the support of a man named Joseph Palmer who had a long beard when beards were not popular. In fact, he was assaulted by people who tried to shave off his beard, and when he defended himself, *he* was arrested for assault! You believed that a person had a right to choose their appearance and visited Mr. Palmer while in jail. Eventually, he was released, but he refused to leave until it was publicly stated he had a right to wear a beard. Can you tell us about another stand you took in your life?

Thoreau 1: I was against the war in Vietnam and protested in the streets of Washington, D.C., along with many other peace activists. I wore a long beard, had long hair tied back with a bandana made from the American flag, and wore a peace sign around my neck.

Thoreau 2: During my two years at Walden Pond, I occasionally came into town. On one trip, I was arrested because I hadn't paid \$1.50 in taxes. I refused to pay the tax because I was opposed to our government's involvement in a war with Mexico.

Thoreau 3: I felt that women should also have the right to vote and walked with Susan B. Anthony in many of her women's suffrage demonstrations.

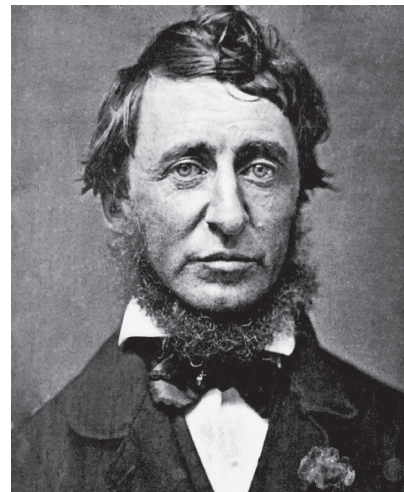
Panelist 7: You were very much opposed to slavery and even offered your cabin to runaway slaves en route to Canada. You studied the Native American tribes of the area when most people did not have any interest in learning about their culture. Can you share another example of something you did?

Thoreau 1: I realized that eventually people would read my work and see the benefits of nature. I decided to open a store which sold tents and other camping gear and started a monthly magazine with tips on hiking and camping. These endeavors made me very wealthy!

Thoreau 2: One time I was hiking with a companion, using a compass to route our way. We walked right through a house and proceeded to walk right out the back door without any comment to the shocked family seated at the dinner table.

Thoreau 3: I went back to work at my family's pencil factory and started a line of novelty pencils with erasers in the shape of wildlife. Since my book *Walden* was so successful, I decided to also offer a line of pencils made from trees cut down from Walden Pond.

Host: Panelists and members of the audience, it is now time to decide who you think is the real Henry David Thoreau. Is it Number 1, Number 2 or Number 3? [Pause.] All right, the votes have been cast. Will the *real* Henry David Thoreau please stand up?



To Tell the Truth With Jim Thorpe

Host: Our guest today is Jim Thorpe. However, only one of the three gentlemen before you is the real Mr. Thorpe. The other two are impostors. Your job is to listen carefully to the information presented and decide which of the three guests is the *real* Jim Thorpe. Let's begin by meeting our guests. What is your name, please?

Jim Thorpe 1: My name is Jim Thorpe.

Jim Thorpe 2: My name is Jim Thorpe.

Jim Thorpe 3: My name is Jim Thorpe.

Host: Allow me to read this brief statement by Mr. Thorpe: "I, James Francis Thorpe, was born in 1888, near Prague, Oklahoma. As a great-grandson of the famous Indian chief Black Hawk, I was also given the Indian name 'Wa-Tho-Huk' (which means "Bright Path"). I gained fame for my football, baseball, and track and field abilities. I was the first athlete to win both the decathlon and pentathlon at the Olympic Games in 1912. I was the first president of what became known as the NFL and was inducted into the Football Hall of Fame in 1963, ten years after my death. I am considered one of the greatest all-around athletes in history. I died in 1953. Signed, Jim Thorpe." Let's begin the questioning with Panelist 1.

Panelist 1: You learned some valuable advice about planning from your father when you were a boy. He told you to "know ahead what you are going to do in shooting or anything else, then you are ready when the time comes." Tell us about a memory from your childhood.

Thorpe 1: When I was a boy, we didn't "buy" marbles to play with. We went down to the water and got clay and shaped the clay into balls and let them harden. One day, my friends and I were making marbles, and I only made three. My friend said I should make more, but I responded that three would be enough—you just needed a shooter and two other marbles. I didn't mean to brag when I said that I'd win

more marbles when we started playing. I was just telling him the truth.

Thorpe 2: Yes, I too remember that day. I won all the marbles from one of the boys who then said he couldn't play anymore. So I gave him a handful of marbles back so he could continue playing with me.

Thorpe 3: I liked to fish and learned to how to use the same kind of sharp-pointed spears my ancestors did. I also loved to rope and ride wild ponies. I said at about the age of 15 that I "never met a wild one that I couldn't catch, saddle, or ride."

Panelist 2: Your school was 23 miles from where you lived, so you and your twin brother Charlie had to live there. Tell us something about your school days.

Thorpe 1: I didn't like math. I didn't see any point to it, but my brother explained that knowing math would be important later in life. He helped me, and in return I helped Charlie with baseball.

Thorpe 2: After my twin brother died at the age of eight, I was very unhappy being alone and away from home, so I walked the 23 miles back home. My father then walked me all the way back. When I again walked home, my parents sent me to a school in Kansas. I couldn't walk back from there, because it was 250 miles away.

Thorpe 3: You've already heard that I didn't like math very much. During a lesson one time, I wasn't paying attention. Instead I was watching a fly and took out my rubber band and snapped it. The teacher said I had to miss recess and kill all the flies in the classroom. I was unhappy about missing recess, but if I had to do it, I told myself that I'd do the best I could. Later, my teacher told me that I needed to set a good example both in the classroom and on the playground.

Panelist 3: You excelled at every sport you tried and especially liked playing football and basketball. When you first saw a high jump bar (set at 5'9"-high at that time), you ran over and cleared it wearing your blue jeans. Tell us another memory of playing sports in school.

Thorpe 1: I went out for the golf team and on the first day, I shot a hole-in-one on three different holes. I thought that had I not been listening to my iPod, I would have had better concentration and could have done even better.

Thorpe 2: I once played a football game and tackled a guy named Eisenhower. He got a twisted knee. That player I tackled went on to become the president of the United States.

Thorpe 3: I sometimes got into trouble because I didn't always listen to my coach. One time, during tackle practice, I was benched because I kept running and wouldn't let the other players tackle me. I told my football coach, "No one tackles Jim."

Panelist 4: You took part in the Olympics in Stockholm, Sweden, in 1912. When asked which events you wanted to enter, you answered "all of them," saying that it wasn't any fun to just watch them. While other athletes continued training, you didn't, saying that you knew you were ready and any additional training wouldn't help. How did you do at the Olympics?

Thorpe 1: Would you believe that I misplaced my track shoes just minutes before an event and had to borrow someone else's to wear? Maybe that and the fact I didn't train before my events were why I didn't do so well at the Olympics.

Thorpe 2: When I asked if there was an event in which I could kill flies with a rubber band, they told me no. I decided I didn't wish to compete and went home.

Thorpe 3: I competed both the pentathlon (it has five track-and-field events) and also the decathlon (10 track-and-field events). I earned a total of 8,412.96 points. The person in second place had 700 points. When King

Gustav V of Sweden awarded me my medals, he said, "You, sir, are the greatest athlete in the world." By the way, I did misplace my track shoes and did have to borrow someone's for the events.

Panelist 5: In 1950, the Associated Press did a poll on the greatest sports figures of the first half of the 20th century. You were selected, of course. In 1996–2001, you were also awarded *ABC's Wide World of Sports* Athlete of the Century. What became of your Olympic medals?

Thorpe 1: My medals and other awards are in the Smithsonian Museum in Washington, D.C. I donated them so others could come and see them.

Jim Thorpe 2: I sold the medals on ebay.com to help pay the \$20 million cost to be a passenger on a Russian spaceship. I was the first athlete in space.

Jim Thorpe 3: Sadly, the medals were taken away from me and my accomplishments were removed from the record books. You, see, I had accepted money one summer for playing baseball (I really needed the money) and didn't realize that it would take away my amateur (that is, not professional) status. The Olympics was only for amateur athletes. I was very saddened by this event, but didn't speak out.

Host: Panelists and members of the audience, it is now time to decide who you think is the real Jim Thorpe. Is it Number 1, Number 2 or Number 3? [Pause.] All right, the votes have been cast. Will the *real* Jim Thorpe please stand up?



To Tell the Truth With Orville Wright

Host: Our guest today is Orville Wright. However, only one of the three gentlemen before you is the real Mr. Wright. The other two are impostors. Your job is to listen carefully to the information presented and decide which of the three guests is the *real* Orville Wright. Let's begin by meeting our guests. What is your name, please?

Orville Wright 1: My name is Orville Wright.

Orville Wright 2: My name is Orville Wright.

Orville Wright 3: My name is Orville Wright.

Host: Allow me to read this brief statement by Mr. Wright: "I, Orville Wright, was born in 1871, in Newcastle, Indiana. I had a little sister named Kate and an older brother named Wilbur. On December 17, 1903, Wilbur and I made the world's first controlled flight in a self-powered machine that was heavier than air. Wilbur and I were confident that we could fly and we did. In fact, that's exactly what I said to Wilbur after I made the 12-second, 120-foot, ride: "We did it, Will!" You may be surprised that our flying machine got very little coverage in the newspapers. And when we first approached the United States government about purchasing our machine, no one was interested. Today, you can see our first airplane on display at the National Air and Space Museum in Washington, D.C. I died in 1948, while Wilbur died of typhoid fever in 1912. Signed, Orville Wright." Let's begin the questioning with Panelist 1.

Panelist 1: You and your brother, Wilbur, were always working on something together despite the four-year age difference. A guest to your home was amazed to see all your projects on the dining room table (not to mention that you had to eat in the kitchen). She then noticed that one of you was melting glue in a pot on the stove, next to the dinner that was cooking. The woman told your mom that she shouldn't allow such things, but your mother responded that the house belonged to the children too, and that she never wanted

to discourage your ideas. Her support was very important to your life. Can you tell us some things you learned from your mother?

Wright 1: I once got upset that there weren't any more ideas to think up—I think I was 13 years old at the time—and my mother said that I needed to always be on the lookout for ideas, and to listen to everything around me because ideas are always waiting to be discovered.

Wright 2: My brother Wilbur almost got knocked down by a huge windstorm while going to the barn for firewood. Mother told him to stay low to the ground. It was great advice that helped us later in life.

Wright 3: One time when mother took us for a picnic, my brother pointed to a bird flying down to the water to catch a fish, and asked her to explain to us how a bird flies. Wilbur then said that someday he'd like to make wings so he could fly too. Mother never discouraged either of us and told Wilbur that maybe he would one day!

Panelist 2: You and your brother were always taking things apart to see how they worked. One time you got a toy top and broke it to see if it would still spin without the metal bands. You took apart old sewing machines, clocks, and even a toy duck to see what made it quack. Any other childhood memories?

Wright 1: My brother and I were always trying to make money to purchase supplies for whatever project we were working on. We gave goat-drawn wagon rides until the goat started chasing neighborhood dogs and cats. The goat also liked charging at kids, and when it began pulling down clothes from clotheslines, we were forced to give up the goat.

Wright 2: Our mother gave us good advice. She said, "If it looks right on paper, it will be right when you make it." Having designed a plan, we tried building our own kite. It took a few attempts

but our homemade kite soared higher than any other kid's kite. We started selling our kites to other children in the neighborhood.

Wright 3: There was a fertilizer factory about a mile away from our house. We decided to go around collecting old bones to sell to the factory to be ground up to make fertilizer. We stored the bones we collected in the barn, but a dog would take them at night, leaving us to gather more bones. When we had enough to sell, we got only 20 cents for our efforts and decided not to have that as a business anymore. My mother said the neighbors didn't like the smell coming from the barn anyway.

Panelist 3: You loved math but didn't like homework. Your brother began reading books about flying when he was laid up from a ice-hockey accident that knocked out five teeth (and another three had to be pulled). Looking for ways to make money, you and a friend started a printing business, but when a customer wanted to pay in popcorn, you stopped working with your friend. You wanted money to purchase more equipment, not popcorn. This is when you and Wilbur become business partners. Tell us about your first company.



Wright 1: We opened a bicycle business and started something we called the Tour de France. Lance Armstrong wore a shirt with our business name on it during the race, and it got us lots of business.

Wright 2: Our first attempt at bicycle making didn't work very well. I entered a bike race to get customers interested. I was nearing the finish line when my front tire exploded. Wilbur and I were really worried that no one would buy a bike from us then. I should have put *new* tires on my bike instead of using those that I'd ridden on for a month. I entered a second race and won with the bike we called the "Wright Flier." Business was great after that.

Wright 3: The printing business kept us busy until a man came in asking for some oil for his unusual bicycle (both wheels were the same size instead of front one being larger). With more and more bicycles being purchased, more would need to be repaired from time to time. It was then that we decided to add repairing bicycles to our business. Eventually, we began making bicycles to sell, too.

Panelist 4: You and your brother never gave up on the idea of flying and decided to build a glider. Using your mother's advice to always plan, you contacted the U.S. Weather Bureau in Washington, D.C., to find out what town had the best winds for your experiments. It was Kitty Hawk, North Carolina. Tell us about your first flying attempts.

Wright 1: We built a hot air balloon which contained the latest in technology, including a flat-screen television and a wireless computer so we could check with the Weather Channel about storms in the area.

Wright 2: After reading the first "Harry Potter" book, Wilbur suggested that we try and make a real Firebolt broomstick. We managed to get the broomstick in the air and soon held the first quidditch game in the United States.

Wright 3: We made several attempts but I realized something: we weren't the bosses of our glider. We needed to have some controls for steering our glider, so we went back to the shop to continue work.

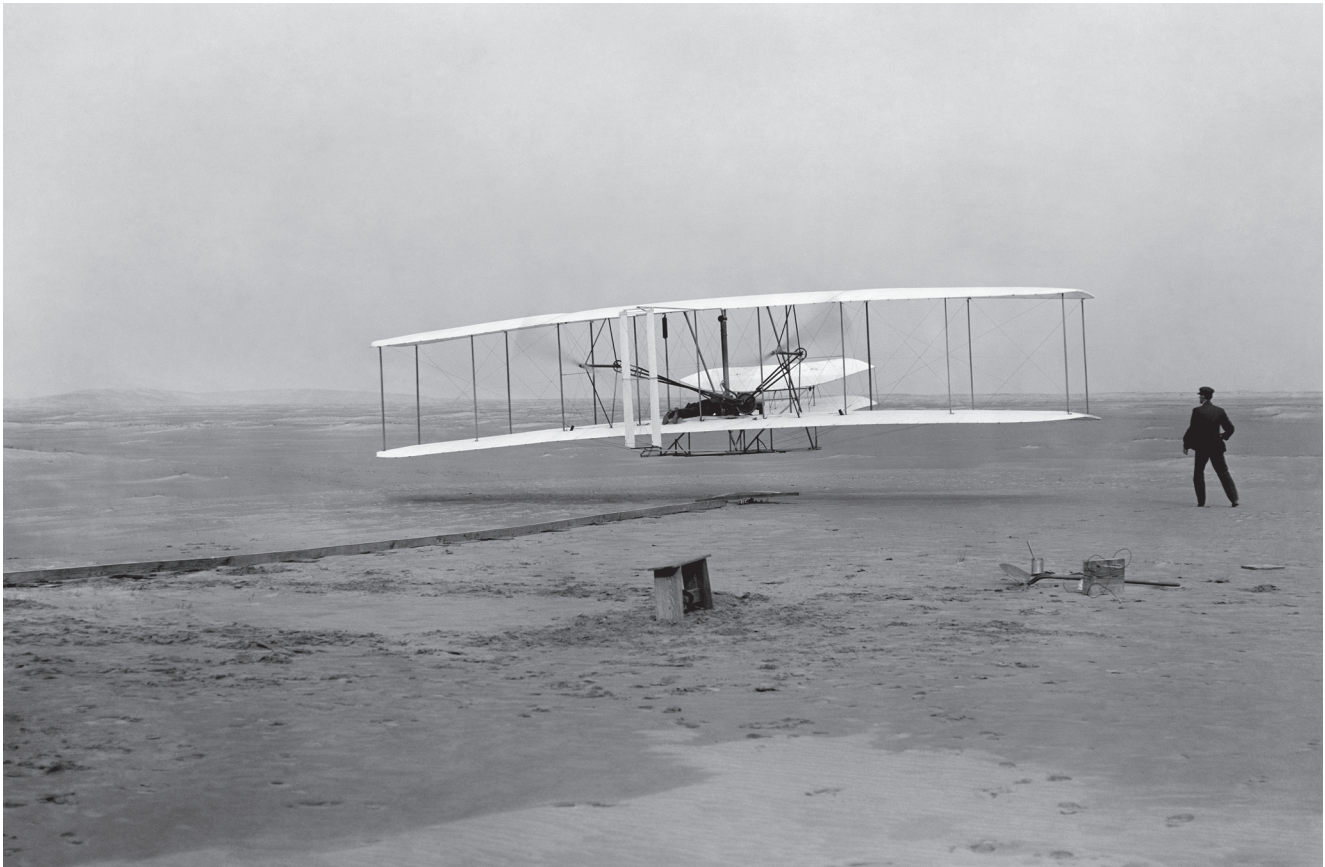
Panelist 5: You and Wilbur tossed a coin to see who first would go up in your flying machine on December 17, 1903. You won the toss. Your flight lasted 12 seconds and traveled 120 feet. The second attempt, by Wilbur, lasted 59 seconds and went 852 feet. People must have been cheering at your success.

Wright 1: Yes, it was all quite exciting. Large crowds of people had gathered to see the very first flying machine powered by a gasoline engine take flight. After I landed, people came running up to me wanting to shake my hand and get my autograph.

Wright 2: CNN, Fox News, ABC, NBC, and CBS were all on hand to film our historic flight. It was covered live on all the television stations, so I was a bit nervous when I took off. Thankfully, it was a successful flight.

Wright 3: Most people thought we were foolish. In fact, despite our efforts to let the public know of our attempt, only four people and a child came to see us on December 17, 1903. Even when we built our next plane, which went higher and flew longer, people still thought the idea of flying was silly.

Host: Panelists and members of the audience, it is now time to decide who you think is the real Orville Wright. Is it Number 1? Number 2? Or Number 3? [Pause.] All right, the votes have been cast. Will the *real* Orville Wright please stand up?



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