

Henry A. Wallace DVD

Discussion Questions and Suggested Activities

This guide, organized by topic, addresses the HAW project learning goals through provocative discussion questions and engaging activities. Use all or just a few of the media clips on the disc to motivate your students to think historically and draw conclusions.

The feature documentary, Media Archive and DVDquest on the disc are captivating resources that present thoughtful questions and challenges to students. These media features help provide the big picture, increase awareness of specific concepts, and facilitate discussion with thought-provoking issues and expert interviews. The additional online resources such as transcripts, Web sites, and DVDquest guides support inquiry as students explore compelling issues, survey stakeholders and experts in the field, and tackle the tough task of thinking like an historian.

Discussion Topics

1. Hybridization
2. Farming in Pre-Hybrid Era
3. Farm Life in the Great Depression
4. Economy of Farm Life
5. New Deal Farm Programs
6. The Agricultural Revolution
7. Third Party Politics
8. Changes in Iowa Land
9. McCarthyism
10. Art Reflects Society
11. Historical Impact of Individuals or Groups

Discussion Learning Goals

The students will:

1. Understand the hybridization process.
2. Understand how past scientific innovations related to plant biology revolutionized agriculture and in turn how the agricultural revolution impacted other segments of society.
3. Understand that the actions of individuals or groups have far-reaching effects on society and history.
4. Understand life on the farm in the late 1800s and early 1900s.
5. Understand life on a farm during the Great Depression.
6. Understand the concept of prices and interaction of supply and demand in a market economy as it relates to agriculture.
7. Understand the role of the arts as a response to events.
8. Understand the impact and roles of third party candidates in presidential campaigns.
9. Understand how Iowa's land has changed since the settlers arrived.
10. Understand the significance of Iowa's fertile soil and agriculture.
11. Understand the impact of McCarthyism on American society.
12. Understand the impact and roles of third party candidates in presidential campaigns.

Topic: Hybridization

Learning Goals:

- Understands the hybridization process.
- Understands how past scientific innovations related to plant biology revolutionized agriculture and in turn how the agricultural revolution impacted other segments of society.
- Understands that the actions of individuals or groups have far-reaching effects on society and history.

Discussion Questions:

These discussion questions are directed toward students and are intended to promote classroom discussion for pre-viewing, viewing, and post-viewing of the media on the DVD. The media used for these discussion questions include the feature video documentary and the Media Archive.

1. What comes to mind when you think of plant biotechnology? How could plant hybridization change the world?
2. If you could make your food more flavorful or more nutritious, what plants would you improve? What would you hybridize? Why?
3. Describe plant hybridization, and list several reasons why it is used.
4. Describe two different viewpoints about the impact of plant hybridization.
5. Present an argument that explains how the hybridization process revolutionized agriculture. It could include how it impacted society, population, family life, third world countries, technology, farm machinery, or other subjects.
6. Investigate problems that new plant hybrids could solve or create.
7. Identify a problem that a plant hybrid of your invention would solve. What other problems could it solve? How could your solution be accomplished? What problems would it create?

Suggested Activities:

These suggested activities are intended to enrich student learning and promote student involvement in the classroom. Resources for completing these activities include media on the DVD and materials on the Henry A. Wallace Web page as well as your own supporting resources.

1. Students research and describe the corn cycle predating hybridization and interview corn growers to establish current corn growing practices, then write an essay comparing and contrasting the process.
2. As a class project, grow a test plot of corn. Students keep a learning log about their hypotheses, problems, and discoveries then write a technical report on the process and the results.
3. Students write to a seed company to ask what innovations their plant scientists are developing or have developed and find out what other countries their experiment stations are in. Invite a hybrid seed dealer to talk to your class about how new hybrids are developed.
4. Visit a hybrid seed farm or experiment station where hybrid seed is developed. Have students ask the farmer or scientist to explain how hybridization occurs and to show them any new products that were created accidentally through natural cross pollination. Students can make diagrams showing the two "parent plants" and the resulting new plant.
5. Students create advertisements either promoting or discouraging the advancement of plant biotechnology. What key messages do they communicate? Review as a class the logical (and illogical) claims these advertisements make.
6. Students create multimedia presentations describing how the hybridization process revolutionized agriculture. Each presentation illustrates with visual evidence and support by text or speech the reasons why this was a positive or negative influence.
7. Discuss the food in our breakfast, lunch, supper, and snacks that are made from corn. Have students investigate food labels for these ingredients: corn syrup, corn starch, corn oil, and corn meal then make posters illustrating food products and non-food products made from corn.

Topic: Farming in Pre-Hybrid Era

Learning Goals:

- Understands life on the farm in the late 1800s and early 1900s.
- Understands how past scientific innovations related to plant biology revolutionized agriculture and in turn how the agricultural revolution impacted other segments of society.

Discussion Questions:

These discussion questions are directed toward students and are intended to promote classroom discussion for pre-viewing, viewing, and post-viewing of the media on the DVD. The media used for these discussion questions include the feature video documentary and the Media Archive.

1. What do you think farm life was like for your grandparents' parents and grandparents?
2. Examine primary sources from the turn of the 20th century. Find and review the daily tasks recorded in interviews and images to determine what chores were done by men, women, and children. Compare and discuss how changes in technology have effected doing these same tasks today.
3. Make a chart about seasonal tasks and roles of different family members, men, women and children. Are these tasks still done today? How are they different? How are they the same?
4. Examine photographs of old farm buildings, tools, and other technology of the turn of the 20th century and the early 1900s. How do they compare and contrast to modern farming practices?
5. Explain how technological advances began to affect farm production and farm life in Iowa.

Suggested Activities:

These suggested activities are intended to enrich student learning and promote student involvement in the classroom. Resources for completing these activities include media on the DVD and materials on the Henry A. Wallace Web page as well as your own supporting resources.

1. Students create multimedia diagrams or charts showing the processes involved in corn planting and harvesting before hybridization. As they present their projects to the class, invite senior citizens to comment about their childhood memories of corn planting.
2. Visit Living History Farms or a local museum that has farm machinery from the turn of the 20th century. Have students investigate how technology and tools have changed and what the modern results have been.
3. Have students show photographs of old farm buildings, tools, and other technology of the turn of the 20th century and the early 1900s to senior citizens in your community who lived on farms in the early 1920s, '30s and '40s. Students record these memories triggered by the photos about how life has changed and present the oral histories to the class.
4. As a class, research average corn yields from 1900 to 1940. Chart these yields against the timeline of the advent of hybrid seed corn and its eventual wide-spread use. Have students draw conclusions about the changes in farming, agricultural economy, and food production.
5. Have students make a chart comparing pioneer farming, turn of the 20th century farming, and modern farming.

Topic: Farm Life in the Great Depression

Learning Goals:

- Understands life on a farm during the Great Depression
- Understands life on the farm in the late 1800s and early 1900s.
- Understands how past scientific innovations related to plant biology revolutionized agriculture and in turn how the agricultural revolution impacted other segments of society.
- Understands the concept of prices and interaction of supply and demand in a market economy as it relates to agriculture.

Discussion Questions:

These discussion questions are directed toward students and are intended to promote classroom discussion for pre-viewing, viewing, and post-viewing of the media on the DVD. The media used for these discussion questions include the feature video documentary and the Media Archive.

1. What do you think when you hear someone talk about *the good old days*? What do you think farms were like 20, 50, 100 years ago?
2. Find interesting or unusual facts about farm life in the early 1900s. Explore life on a farm in the 1920s and 1930s. List facts about farming and living that are interesting or unusual.
3. Describe how hard times affected Iowa farmers after World War I.
4. Examine primary sources from the turn of the 20th century. Compare and contrast the daily tasks and chores done by men, women, and children to tasks today.

Suggested Activities:

These suggested activities are intended to enrich student learning and promote student involvement in the classroom. Resources for completing these activities include media on the DVD and materials on the Henry A. Wallace Web page as well as your own supporting resources.

1. Have students interview a person who lived on a farm during the Great Depression and gather primary and secondary sources in the form of photos, movies, newspapers, magazines, interviews. As a class create a Web site of multimedia and text that paints a vivid picture of life on a farm during the Great Depression. Invite peers, parents and senior citizens to visit this "virtual open house" of student projects.
2. As a class, discuss a typical day on the farm during the Great Depression. Have students create journals depicting life on the family farm during the Great Depression from a specific family member perspective. Encourage students to include details of division of labor and roles of men, women, and children. Share these perspectives with the class.
3. As a class, produce a radio documentary or multimedia presentation of life on the family farm during the Great Depression.
4. Using the results of oral history interviews conducted by students, create a short documentary using these primary source materials to explain life on the farm during the Great Depression. Invite other classes to view the video.
5. Have students make a comparison chart that compares farm and city life during the 1920s and during the Great Depression. Encourage them to use pictures from the era to create a collage which compares and contrasts the different life styles.

Topic: Economy of Farm Life

Learning Goals:

- Understands the concept of prices and interaction of supply and demand in a market economy as it relates to agriculture.
- Understands the role of the arts as a response to events.
- Understands the concept of prices and interaction of supply and demand in a market economy as it relates to agriculture.
- Understands life on a farm during the Great Depression.
- Understands life on the farm in the late 1800s and early 1900s.

Discussion Questions:

These discussion questions are directed toward students and are intended to promote classroom discussion for pre-viewing, viewing, and post-viewing of the media on the DVD. The media used for these discussion questions include the feature video documentary and the Media Archive.

1. What is *supply and demand*? How does it work? Why is it important in our economy?
2. Explain how food, culture, and money relate to each other.
3. Investigate the economic issues of farm production of the 1920s and 1930s. Investigate the issues of production costs of farm crops and livestock, the return realized for production, and economic influences of supply and demand during the 1920s and '30s.
4. Explain overproduction during the 1920s and its impact on prices.
5. Find the Ding Darling political cartoon entitled "It's Fine As Long As You're Going Up." What is the message of the cartoon? What is the significance of its published date of 1928 and the historic economic events of 1929?

Suggested Activities:

These suggested activities are intended to enrich student learning and promote student involvement in the classroom. Resources for completing these activities include media on the DVD and materials on the Henry A. Wallace Web page as well as your own supporting resources.

1. As a class, compare the cost of production of various farm crops and livestock versus the return realized during the 1920s. Have students design and produce a diagram that illustrates the cost to produce one of these products and the return realized by a farmer during the 1920s.
2. Have students imagine they are farmers in 1929 growing four products (corn, wheat, pigs, chickens) for market. Using their research of economic prices and trends for these commodities, ask students to propose and present what they each believe would have been the wisest production plan for the years 1930-1935. Have them explain the reasons for their choices.
3. Have students make billboard advertisements illustrating how the food in breakfast, lunch, dinner, and snacks are made from corn. Have other students describe the economic effect the display could have.

Topic: New Deal Farm Programs

Learning Goals:

- Understands the role of the arts as a response to events.
- Understands that the actions of individuals or groups have far-reaching effects on society and history.
- Understands the concept of prices and interaction of supply and demand in a market economy as it relates to agriculture.
- Understands life on a farm during the Great Depression.

Discussion Questions:

These discussion questions are directed toward students and are intended to promote classroom discussion for pre-viewing, viewing, and post-viewing of the media on the DVD. The media used for these discussion questions include the feature video documentary and the Media Archive.

1. What was the "Ever-normal Granary" and how did it work? Why was it an important program for farmers?
2. Explain the Agricultural Adjustment Act of 1933. How did it help farmers during the Great Depression?
3. Explain the message in Ding Darling's cartoon entitled "Two Pairs of Pants and a Pair of Suspenders."
4. What was the controversy surrounding the destruction of cotton and pigs when New Deal farm programs first began?

Suggested Activities:

These suggested activities are intended to enrich student learning and promote student involvement in the classroom. Resources for completing these activities include media on the DVD and materials on the Henry A. Wallace Web page as well as your own supporting resources.

1. Divide the class into five groups and have each group investigate a landmark accomplishment in the New Deal farm programs and explain how this still impacts modern farms. Have students then project the impact that modern innovations will have on farms of the future.
2. As a class, discuss Wallace's "Great Irony" of his influence on agricultural production and how this irony still impacts today's agribusiness. Have students speculate what we can learn from this and what needs to be done to improve and strengthen our current farm economy. Have students write a policy that should be implemented to ensure these improvements.
3. Have students imagine that they discovered a journal or scrapbook dating from 1931-1939 in the attic of their great-grandparents' farm house. What would they find? What stories would it tell about the changes in agriculture their great-grandparents experienced due to the New Deal farm programs? Have students re-create these journals and scrapbooks to share with senior citizens. Have students ask these seniors if this is what their parents experienced.

Topic: The Agricultural Revolution

Learning Goals:

- Understands how past scientific innovations related to plant biology revolutionized agriculture and in turn how the agricultural revolution impacted other segments of society.
- Understands life on the farm in the late 1800s and early 1900s
- Understands the concept of prices and interaction of supply and demand in a market economy as it relates to agriculture.
- Understands that the actions of individuals or groups have far-reaching effects on society and history.

Discussion Questions:

These discussion questions are directed toward students and are intended to promote classroom discussion for pre-viewing, viewing, and post-viewing of the media on the DVD. The media used for these discussion questions include the feature video documentary and the Media Archive.

1. Explain how the hybridization of corn impacted society, including population shifts, family life, food, or other subjects. How do we view life – and live life - differently because of the hybridization of corn?
2. What impact did Henry A. Wallace's discoveries with hybrid corn and his experiment stations have on the world?
3. Present an argument that explains the positive and negative impact of the hybridization process revolutionized agriculture. It could include how it impacted family farms, third world countries, technology, farm machinery, or other subjects.

Suggested Activities:

These suggested activities are intended to enrich student learning and promote student involvement in the classroom. Resources for completing these activities include media on the DVD and materials on the Henry A. Wallace Web page as well as your own supporting resources.

1. As a class, make a display entitled "Changing the World...Feeding the World." Have students each contribute plant innovators and scientific advances and the impact they have had on the world. Ask the students to reflect on what impact they will have on the future.
2. As a class, list all the people students know or have read about who are "plant people" such as scientists, local gardeners, farmers, greenhouse and orchard operators, seed sowers, selectors, and savers. List all the people they know or have read about who are innovators and problem solvers (curious, creative, action-oriented people) who wanted to improve the world. Have students report on how they have impacted society and what careers in biology, agriculture, botany, or horticulture are available today. Ask students to find out how to get a job in one of these fields and what impact these jobs could have on the future.
3. Have students research additional scientific advances in plant biology that affected agriculture. Have them reflect on how these advances affected agriculture and later events and activities. For example, advances related to plant biology and genetics. Have students create a chart showing the details of the event, and how it has affected modern life including an explanation of the improvements in the quality of lifestyles as a result of the innovation.
4. During the month of October (Hunger Awareness Month), search Web sites and newspapers for articles about hunger. October 16 is UN World Food Day and Norman Borlaug Day in Iowa. October 24 is United Nations Day. Make a Difference Day is also in October. Plan activities for these days such as a "Hunger Banquet." Discuss with your students how they can give back to the local community and be part of the world community. Bring attention to the problem of world hunger: more than one billion people suffer from food insecurity around the world.

Topic: Third Party Politics

Learning Goals:

- Understands the impact and roles of third party candidates in presidential campaigns.
- Understands that the actions of individuals or groups have far-reaching effects on society and history.

Discussion Questions:

These discussion questions are directed toward students and are intended to promote classroom discussion for pre-viewing, viewing, and post-viewing of the media on the DVD. The media used for these discussion questions include the feature video documentar and the Media Archive.

1. It is said that "democracy works best when everyone participates." Do you agree or disagree? Why?
2. What are third party candidates?
3. Explain why third parties evolve in a "two party" system.
4. Explain the perceived positive and negative impacts of third party candidates on presidential campaigns.
5. Investigate the issues of the 1948 party platforms. How did Henry A. Wallace's candidacy and campaign influence the "two-party" system?

Suggested Activities:

These suggested activities are intended to enrich student learning and promote student involvement in the classroom. Resources for completing these activities include media on the DVD and materials on the Henry A. Wallace Web page as well as your own supporting resources.

1. As a class, investigate the issues of the 1948 party platforms of the Democratic, Republican, Progressive and Dixiecrats. What were the issues? What were the candidates' stances on the issues? Compare and contrast stances on the issues. Are any of those issues included in the party platforms of recent campaigns?
2. As a class, design a chart that compares the platforms of the four major parties (D, R, P and Dixicrat) in the 1948 presidential campaign. Divide the class into four groups and have each group choose one of the four parties and plan a campaign for the candidate from one of the four major parties (D, R, P and Dixicrat) in the 1948 presidential campaign. Hold a mock election.
3. Have students choose one third party candidate in American history whose actions significantly impacted society and write a paper or create a multimedia presentation describing our society if the person had NOT entered politics.
4. As a class, have students research the history of third parties in the US. What were the coinciding economic and political events? What patterns can they find? Have students project political trends of the future provided current status of third parties.

Topic: Changes in Iowa Land

Learning Goals:

- Understands how Iowa's land has changed since the settlers arrived.
- Understands the significance of Iowa's fertile soil and agriculture.
- Understands that the actions of individuals or groups have far-reaching effects on society and history.

Discussion Questions:

These discussion questions are directed toward students and are intended to promote classroom discussion for pre-viewing, viewing, and post-viewing of the media on the DVD. The media used for these discussion questions include the feature video documentary and the Media Archive.

1. Explain the interrelationships of food, land, and culture.
2. Explain where our food comes from.
3. Explain products of various Iowa commodities.
4. Describe how Iowa's rich topsoil evolved and how the topsoil can be diminished by erosion. What farming practices and conservation practices are now used to preserve and protect the soil?
5. Explain how Iowa agriculture impacts the world's food supply

Suggested Activities:

These suggested activities are intended to enrich student learning and promote student involvement in the classroom. Resources for completing these activities include media on the DVD and materials on the Henry A. Wallace Web page as well as your own supporting resources.

1. Visit a natural prairie near your hometown or the Neil Smith National Prairie Learning Center near Prairie City, Iowa. Examine the prairie and the displays about the soil. Participate in seed harvesting, planting, and other activities that promote the growth of the prairie in the educational programs.
2. Meet with local farmers and the soil conservationists of your county. Have students interview them about farming practices that conserve the soil and protect the water that flows into your community's drinking water. Visit farms to view these techniques.
3. Visit a local park or prairie and meet with the county conservationist, forester, or naturalist. Have students find evidence of how the land has changed since the pioneers started settling and farming the land.
4. Visit the Henry A. Wallace Birthplace and Country Life Center near Orient, Iowa. Participate in discussions about the prairie and explore the prairie and monuments about the soil and prairie. Visit the garden and examine organic food grown. Discuss why Iowa's soil is so fertile. Discuss what Henry A. Wallace believed was so important about grasslands.
5. Invite speakers to your school or plan an Ag Day for your students. Explore products made from corn, soybeans, and other Iowa commodities and examine the impact Iowa soil and farmers have on the world food supply. Explore agribusiness careers in Iowa and how Iowa exports agricultural products.

Topic: McCarthyism

Learning Goals:

- Understands the impact of McCarthyism on American society.
- Understands that the actions of individuals or groups have far-reaching effects on society and history.

Discussion Questions:

These discussion questions are directed toward students and are intended to promote classroom discussion for pre-viewing, viewing, and post-viewing of the media on the DVD. The media used for these discussion questions include the feature video documentary and the Media Archive.

1. In times of conflict, how can the individual's right to express views coexist with society's need to maintain peace?
2. Should freedom of speech be a frequently used civic responsibility or a Constitutional right reserved only for times of debate?
3. Present a logical and reasonable case that answers the question, "What does it mean to be patriotic?"
4. Who was Joe McCarthy? What is McCarthyism?
5. What was the case against Henry A. Wallace in the House Un-American Activities Committee hearings? How was his life and legacy changed as a result?

Suggested Activities:

These suggested activities are intended to enrich student learning and promote student involvement in the classroom. Resources for completing these activities include media on the DVD and materials on the Henry A. Wallace Web page as well as your own supporting resources.

1. Conduct surveys to compile responses to questions such as, "What does it mean to be patriotic?" What would be considered "un-American" activities today? Have students present results of surveys and draw conclusions about our current beliefs as a society.
2. Have students create a series of investigative news stories about the McCarthy investigations for class presentation as radio commentaries or hard news pieces. Have other students describe the "spin" on the people and events of the time of these news stories.
3. Have students create newspaper editions from the McCarthy era that include investigative news stories, commentaries, and political cartoons. Compare these editions to current major newspapers. What are the differences? Similarities?
4. Have students choose an artist, actor, or political figure whose career was negatively impacted by an appearance before the House Un-American Activities Committee. Have them describe how his or her life changed as a result of the investigation. Have students speculate, in class discussion, what positive contributions these people may have had, if not for these hearings.
5. Have students conduct oral histories of people who remember the Cold War era. Ask them to present the memories they collected in a multimedia presentation.
6. Have students compare and contrast the McCarthy era investigations to the events following the September 11, 2001 terrorist attacks.

Topic: Art Reflects Society

Learning Goals:

- Understands the role of the arts as a response to events.
- Understands the impact and roles of third party candidates in presidential campaigns.

Discussion Questions:

These discussion questions are directed toward students and are intended to promote classroom discussion for pre-viewing, viewing, and post-viewing of the media on the DVD. The media used for these discussion questions include the feature video documentary and the Media Archive.

1. Does art influence society or does society influence art?
2. Explain the role the arts play in historic events.
3. Find examples of the arts involved in historic events and put them in historical context politically, economically, and socially. Explain the historic references in these examples of artistic expression and their impact.
4. Choose a Ding Darling political cartoon that interests you. Write a short essay to explain the artist's message.

Suggested Activities:

These suggested activities are intended to enrich student learning and promote student involvement in the classroom. Resources for completing these activities include media on the DVD and materials on the Henry A. Wallace Web page as well as your own supporting resources.

1. As a class, collect political cartoons that reflect life during the Great Depression. Without discussion of these cartoons, have students choose one cartoon and write a short essay to explain the artist's message. Have students compare their thoughts with other students who have chosen the same political cartoon.
2. Have students write and perform a short story, poem, or song or create a work of art (sculpture, painting, pen and ink drawing) that reflects political or social events of an historic era.
3. Present examples of popular songs, artwork, plays, movies, novels that reflect events that occurred during an historic era. Have students research and explain the impact of these artistic expressions that reflect events -- put them in historical context. What was happening at the time politically, economically, socially?
4. Have students identify and summarize plots from literature that reflect events that occurred during an historic era.
5. Explain satire (political and social) as used in literature. Have students find and present an example of satire and explain its historical context, intended meaning and social comment.
6. Have students present a biography of a songwriter or author who produced social commentary through his or her work. As a class, listen to a song or piece of work that this artist created. Have the class comment on the artistic impact of the work.

Topic: Historical Impact of Individuals or Groups

Learning Goal:

- Understands that the actions of individuals or groups have far-reaching effects on society and history.

Discussion Questions:

These discussion questions are directed toward students and are intended to promote classroom discussion for pre-viewing, viewing, and post-viewing of the media on the DVD. The media used for these discussion questions include the feature video documentary and the Media Archive.

1. Think of a famous person. Now think of what the world would be like if that famous person hadn't lived. What would be different?
2. What accomplishments are credited to Henry A. Wallace? Make a list of five accomplishments credited to Henry A. Wallace and the effects those accomplishments had.
3. Compile a list of individuals in Henry A. Wallace's life who also had a major impact on society. Decide which person's actions most significantly impacted society using specific criteria about their actions or life work to help you decide. Choose criteria and decide who had the most influence and relate instances in American history when the individual or group significantly impacted history.
4. Consider the chain of events (cause and effect) that connected George Washington Carver, Henry A. Wallace, and Norman Borlaug. Make a timeline containing sentences and pictures about how each person encouraged or blazed the trail for the next person on the chain.

Suggested Activities:

These suggested activities are intended to enrich student learning and promote student involvement in the classroom. Resources for completing these activities include media on the DVD and materials on the Henry A. Wallace Web page as well as your own supporting resources.

1. Identify a person or group who significantly impacted society. Have the students develop a timeline to illustrate the "domino effect" that occurred as a result of the actions of the person or group.
2. Have students research the life and accomplishments of George Washington Carver or Norman Borlaug. What impact did their knowledge and appreciation of plants have on others? How did they change the world? What other plant scientists have come after them?
3. Compile a list of individuals who have by their actions or life work had a major impact on society. Make an effort to include unpopular or unknown figures and show gender/ethnic equity. Have students seek out primary documents such as letters that would give clues to the "real person" as it relates to their activities. As a class, compile a list of questions students would ask the individual or group if they had the opportunity to have dinner with the individual. Where would the dinner be held? What would the answers to the questions be?
4. Read current events articles in the newspaper about citizens who are trying to actively solve problems in the world community or local community. Have students write to them to thank and encourage them.
5. Have students interview grandparents or parents for words of wisdom they can pass on to them about what is important in life. Have students ask them who had the greatest impact on their lives. Have students write an essay about what they learned about this generation that they didn't know before. Ask students what words of wisdom they will tell the generation that follows them.
6. Have students interview various important community leaders in their town such as the mayor, government officials, police chief, educator, Chamber of Commerce director, and others. Have students ask them why they want to "give back to the community" and what advice they can give on how to have an impact on improving the community. As a class, make a display in your school about individuals who have positively affected your community through service.