

# Social Studies Department

## Citizenship Series

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We firmly believe that democracy rests upon the shoulders of a well-informed, interested, vibrant population. If a country is filled with citizens that aren't informed, don't care about what's going on, and don't believe that they have the power to help solve problems or make significant change, then that country can't really call itself a functioning democracy. We want the United States to be a politically active, dynamic place and we want our students to find meaning in more than cell phones, iPods, and Sun Valley Mall. Therefore, Social Studies students will engage in several activities that allow them to practice powerful citizenship and understand the importance of leaving a positive legacy within the school and/or larger community.

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### REPRESENTATIVE SEARCH

There are a number of people who make the decisions which govern your life. I want you to find out who they are and how to contact them. For each decision-maker, please list name, mailing address, phone number, and e-mail address. Important: For each state and federal representative, I want you to find the address, phone number, and e-mail address of her/his local office, as well as the Sacramento or Washington, D.C. contact info.

#### Local Government:

1. Walnut Creek (or Concord) Mayor
2. Walnut Creek (or Concord) City Council (all members)
3. County Board of Supervisors (your district member)
4. Mt Diablo Unified School District School Board (all members)

#### State Government:

1. The Governor of California
2. Your State Senator
3. Your State Assemblyperson

#### Federal Government:

1. President of the United States
2. Both of your U.S. Senators
3. Your member of the House of Representatives

#### Newspapers:

1. Contra Costa Times
2. Oakland Tribune
3. San Francisco Chronicle
4. San Jose Mercury News

Where do you find this information? The four places to start are the internet, the phone book, the Contra Costa Times (Saturday's paper, I think), and local offices of the Democratic or Republican Parties. Google "Who are my representatives" and you'll find a number of sites that will help a lot. You should find a mailing address, phone number, and e-mail address for each of the people above.

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### LETTER WRITING

During the course of the year, I want you to write 9 letters expressing your ideas on issues that concern you. The issues can be local, such as traffic on Ygnacio Valley Road; state, such as funding for education; national, such as gun control or immigration; or global, such as human rights abuses or destruction of the rain forest.

They can be directed toward politicians, organizations, or corporations. For example, you can write Greenpeace a letter supporting its efforts to decrease pollution of our seas. You could write a letter to Shell Oil explaining that you will not purchase its gasoline because of its support of brutal military dictatorships and disregard for the environment in countries such as Nigeria.

Your letters can also be of an information gathering nature. You could write McDonalds to express your concern over rainforest destruction, and to ask if it purchases beef being grazed on land that was once rainforest. You can write to Nike to ask about the reports that its employees in Indonesia work under sweatshop conditions - long hours, low pay and continuous exposure to heat and toxic fumes.

Along different lines, you can write letters-to-the-editor to the Northgate Sentinel, Contra Costa Times, or San Francisco Chronicle. These letters should be short and to the point, since editorial pages rarely contain lengthy submissions from readers. I would like you to send your letters in different directions, as I have suggested above.

#### **Please write:**

- 3 Letters to politicians
- 2 letters to corporations
- 2 letters to organizations
- 2 letters to editorial pages of newspapers
- 1 additional letter to any of the above

#### **Letter Requirements:**

- A. Your letters must be typed and in proper block letter business format.
- B. Letters will be due on the first Monday of every month (if Monday is a holiday, it will be due on Tuesday).
- C. You will turn in two copies of each letter. One will be folded and placed in a stamped, correctly addressed envelope; the other will not be folded and will be for me to read and grade.
- D. Each letter will be worth 30 points, and will be considered late if submitted without the stamped (42 cents postage), addressed envelope.

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### LEGACY PROJECT

Legacy is a difficult word to define. It's a word that we almost understand, and can use correctly in context, but is still hard to define specifically. Here are some partial definitions:

A legacy is something that a person, group, country, time period, event, etc.....

.....leaves behind

.....passes along to others

.....is really known for

It is the lasting impact, or even the lasting memory, of a person, place or thing. It can be physical, such as Mt. Rushmore being the legacy of a man named Gutzon Borglum. It can be a combination of physical and intellectual, like the body of work and thought left behind by Albert Einstein. It can be emotional, such as the anger and hate left over from the devastation of warfare.

#### **The legacy of the 1960s is:**

- the continued questioning of authority
- the liberalization of morals and beliefs
- the environmental movement
- the women's movement
- experimentation with drugs
- a belief that it's legitimate to confront the powerful

#### **The legacy of the Ku Klux Klan is:**

- racism
- belief in white supremacy
- the symbols of the white hoods and burning crosses
- violence and intimidation as a political tool
- modern-day hate groups

On a piece of paper, please discuss the legacy of Martin Luther King, Jr. - write down eight aspects of his legacy. Then do the same for the Holocaust.

So where am I going with this? Think about it – history is all about legacy; in fact, one could go so far as to say that, despite different dictionary definitions, legacy and history are one and the same. History is what has gone on in the past, and just about everything (and everybody) worthy of winding up in a history book has a legacy.

Going further, I want you to know that you don't have to grace the pages of a history book to create a legacy. We all will. We will all, in ways large and small, effect the people around us, our family, school, community, state, country, and world. We'll be known as a certain kind of

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person; we'll be looked at for how we walked through the world; we'll have done and said and acted and thought and felt in ways that let others know that we were here, on earth, for a little speck of time.

So this year in history, I want you to think about the legacy that you're creating, and I want you to try to accomplish something that will make you proud of this legacy. I want you to work alone or with classmates, on a project that will be beneficial to the school, community, state, country, or world.

This isn't the same thing as community service. Though much community service is worthwhile and admirable, it usually doesn't require much thought by the participants. They simply show up to an established program and do the work that they're pointed toward – walking dogs for ARF, wheeling around patients at John Muir, picking up trash in a local park, etc.

These are all wonderful activities that can be part of one's legacy. For our program, however, I want many of you to create something new; to think about, discuss with peers, plan, research, and work on some activity that you can claim as yours. You will leave Northgate, able to say that you left something of yourself behind.

In groups of 5-6, please brainstorm for a few minutes and compile a list of possible activities. Be creative, but don't be ridiculous. Growing pot on campus to raise money to feed the poor would be a stupid (not to mention illegal) idea. Running a dirty underwear drive to collect undergarments for the homeless probably wouldn't go over too well. You get the point? Think expansively, but with a dose of realism.

### **Legacy Project Possibilities**

- Get involved with Make-A-Change and help to organize one of its programs:
  - Play Ball: Take kids or seniors who wouldn't otherwise go to a game to a baseball game this spring;
  - That's Entertainment: Musicians, actors, and other artists will perform for senior citizens in resident homes;
  - Generations Project: Teens getting together with either seniors or kids who need some companionship. One aspect of this already in operation is MDUSD's after school mentoring program, which many NHS students have been part of.
- Work with Habitat For Humanity to build a house with mainly Northgate volunteers.
- Develop a program to run errands and/or pick up groceries for senior citizens or those with limited mobility.
- Start a dog-walking program for people who aren't able to take their dogs out.
- Collect items for low-income people – warm clothing, sports equipment, soccer shoes (there used to be a man in Orinda who collected soccer shoes every year and sent them to kids in Mexico, used computer equipment, etc).

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- Work with other schools on joint service projects. Create a team of service club presidents from schools all over Contra Costa County.
- Create a website that publicizes all of Northgate's volunteer activities. The Make-A-Change website has already been started and could be expanded into an incredible resource for teen service and politics.
- Be a PR person for Make-A-Change, publicizing its programs and getting new people involved.
- Create a website that has information about local politics. Inform young people of Clayton, Concord, and Walnut Creek about their elected officials, contact information, city council meeting times, etc.
- Create a website devoted to political organizations, with short explanations of each (see my website, [www.spodawg32.net](http://www.spodawg32.net), News and Views page, for an example of what I mean.
- Start a local chapter of a national group such as the Sierra Club, NRA, NAACP, Amnesty International, PETA, Young Republicans, Young Democrats, etc.
- Organize a series of Poetry Slams at Northgate. Open it up to kids from other schools.
- Start a campaign to get classes at NHS to sponsor a child in another country or an impoverished part of the U.S.
- Start a sister school or sister-classroom program which links up Northgate students with teens from selected schools around the world.
- Start a "bank" that will plug into the micro-loan movement, providing small loans to people starting businesses in low-income countries. (I have a great article on this subject that appeared in the Chronicle a short while back.)
- Create a vegetable garden on the Northgate campus. Get materials and equipment in the form of contributions from community businesses – lumber for raised beds and a fence, tools, soil and seed, an irrigation system, etc. The food produced can be given to local homeless shelters, retirement homes, and the Northgate cafeteria.
- Those interested in sports can plan a charity basketball game or a 5K run to raise money for a specific cause.
- Start a program which sends teens to read to those who can't read on their own (such as people whose eyesight is failing).
- Give lessons in something that you're good at (painting, playing an instrument, sports, computer skill, nunchuk skills, bow-hunting skills, computer hacking skills, etc.) to people who can't afford lessons.
- Start a "business" for which you charge low-income customers very little for your service, such as setting up electronic equipment, setting up and fixing computers, cleaning and hauling, light construction, etc.
- Start up a chapter of Do Something, the organization that sponsors the Brick Awards.
- Organize a letter writing campaign to young men and women in Afghanistan.
- Organize a "Service Fair" at Northgate, at which groups from all over the Bay Area have tables, pass out literature, talk to students about volunteer opportunities, etc.
- Think BIG, as the young people highlighted at the Brick Awards did. Pick an issue that you're passionate about and go for it.

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### YOUTH ACTIVISM

After reading the below article, I want you to find some examples of young people today who are making a difference in their communities and countries. Type a two-page report about the person, in which you include: name, age, city/town/village/country in which they reside, what they do to improve their surroundings, how they got involved in the activity, obstacles they encountered and how they dealt with them, why they do what they do, and why you find them inspirational.

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### YOUNG ACTIVISTS WHO WENT BEFORE YOU (*Phillip Hoose*)

You may not know it, but young activists helped win America's independence, end slavery, secure better conditions for workers, and win civil rights for all Americans. In most history books, you never hear about them. "We're not taught about younger people who have made a difference," says Sarah Rosen, fourteen, who led a demonstration for women's rights at her school when she was ten. "So studying history almost makes you feel like you're not a real person."

Before you read about kids who are working for peace and justice today, take a look at a few who went before you.

#### CHILDREN OF INDEPENDENCE

Ebenezer Fox was a fifteen-year-old apprentice barber in 1779 when he heard a man in a crowded Boston street singing:

*All you that have bad masters, And cannot get your due; Come, come, my brave boys, And join with our ship's crew.*

Nobody could have better described the way Ebenezer felt. And there were tens of thousands of apprentices in Colonial cities who felt the same way. They were boys, usually between the ages of ten and seventeen, whose fathers signed a contract for them to live with a master tradesman, such as a watchmaker, leather tanner, or shoemaker, for seven years.

Most boys hated their apprenticeships. They got no pay at all for seven years. Often they were treated like servants, doing chores around their masters' houses and land. Some-times they were beaten. Often the master didn't teach them the trade until the very end of the contract, and then only for fear that the apprentice would run away.

When the Colonies began agitating for independence in the 1760s and 1770s, many boys like Ebenezer Fox organized and fought against Great Britain.

They dreamed that in a new nation of free citizens, they, too, would be independent - not only from the British but from their masters as well. They compared them selves to the Colonies and their masters to King George III of England. Ebenezer wrote in his journal:

*I and other boys situated similarly to myself, thought . . . it was our duty and our privilege to assert our own rights. . . . I was doing myself a great injustice by remaining in bondayge, when I ought to go free; and that the time was come when I should liberate myself from the thraldom of others.*

While Ebenezer and other apprentices left their masters to battle British soldiers, girls fought for independence, too. They joined their mothers in "patriotic sewing circles," spinning cloth as fast as they could to make up for the cloth they now refused to buy from the British. "As I am (as we say) a daughter of liberty I chuse to wear as much of my own manufactory as possible," wrote twelve-year-old Anna Winslow of Boston in 1772.

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The girls knew their quick fingers were just as important to liberty as were the fingers wrapped around muskets and bayonets. Charity Clark, fifteen, who spun wool from her home in New York City, wrote to her British cousin that freedom would be won not only by soldiers, but by "a fighting army of amazones [strong women] ... armed with spinning wheels."

### **YOUNG FIGHTERS FOR BETTER WORKING CONDITIONS**

In the fall of 1790, nine young boys - the oldest was twelve - from poor families in Rhode Island became the first factory workers in American history. They had been hired to work in a textile mill, using newly invented machinery to turn yarn into cotton. They were the first of a great tide of child laborers.

By 1830, more than a million children worked in textile mills. Many worked from dawn till dusk every day but Sunday. They made perhaps a dollar a week, which they turned over to their parents. Their only holidays were Christmas, Easter, and a half day for the Fourth of July.

In the 1830s, children began to fight for their rights by joining and leading dozens of strikes for more pay and shorter hours. Eleven-year-old Harriet Hanson was one of 1,500 girls who walked out of a giant textile mill in Lowell, Massachusetts, in 1836 to protest the company's plan to raise the fees they had to pay to sleep in a company-owned boarding house.

On the day of the strike, while the girls on the upper floors walked out of the mill singing, the girls on Harriet's floor hesitated. They began to whisper. What if they lost their jobs? What would the company do to them?

Harriet was disgusted. "What do we have to lose?" she asked. Still, they stood indecisively at their looms. "I don't care what you do," she said finally. "I am going to turn out whether anyone else does or not."

Eyes straight ahead, Harriet turned around and marched toward the door. In the next moment, she heard a great shuffling of feet. She looked back to see the entire floor lining up behind her. Harriet never forgot her moment of decision. "As I looked back on the long line that followed me," she later wrote, "I was more proud than I have ever been since."

### **YOUNG CONDUCTORS ON THE UNDERGROUND RAILROAD**

The first black children to live in America had been snatched from their homes in Africa, chained, and thrown into the bottoms of crowded ships for a long, stormy voyage across the Atlantic. Many died on the way. Those who survived were sold to plantation owners.

They were measured and weighed and auctioned as if they were cattle or sheep. They became part of their white master's property, along with his furniture and crops and land.

Black babies were often separated from their parents to prevent love within families from threatening the masters' control. Boys and girls were made to do hard work in the fields and around the plantation house from the time they were very young. They were not allowed to learn to read or write. They were often whipped.

Between 1820 and 1860, thousands of slaves fled the South into the free Northern states and all the way to Canada in a long relay chain of secret houses called the Underground Railroad. There was no map; a runaway slave learned the path one station, as the houses were called, at a time. The runaways were tracked like animals by hunters on horseback, who received a bounty, or reward, for every escaped slave they caught.

Since the bounty hunters paid closest attention to adults, it was often up to the children of families on the Underground Railroad to act as "conductors" - to look out for runaway slaves and hide them before the slave catchers could capture them.

In the 1820s, a young Quaker boy named Allen Jay lived in an Underground Railroad station in southern Indiana. Whenever runaway slaves appeared, Allen ran out from his hiding place in a peach orchard and hustled them to safety, conducting them through the peach trees and on into a cornfield, where they would run crouching between tall rows of corn until they reached the base of a big walnut tree. There he would tell the fugitive to rest until he could return with a basket of food.



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Once it was dark, Allen would harness his parents' horse to a wagon full of straw, which he heaped over the runaway. Then he would drive five miles north to the next station - his grandfather's house.

Lucinda Wilson was another young conductor. She lived in southern Ohio. Like Allen, it was her job to look out for runaways and help them. One morning when she was thirteen, a movement caught her eye while she was picking berries in a field near her house. She saw two young runaway girls hiding at the edge of the field. As she walked closer, she could see they were exhausted, their bare feet swollen and bleeding.

She helped them back to her home and began to fix them a meal while they lay down. Suddenly there was a heavy knock on the door. Quickly Lucinda pulled the girls up the stairs to her room. She helped push one girl into a clothes hamper. She gave the other a set of her nightclothes, and the two leapt into bed together, the runaway hiding her face inside Lucinda's nightcap.

Instantly they heard boot steps on the stairs. Two bounty hunters burst open the door to Lucinda's room, but all they could see were two girls sleeping soundly. They left quickly, apologizing as they retreated. Months later, Lucinda learned that the two girls had arrived safely - and free - in Canada.

### **"WE WANT TO GO TO SCHOOL."**

After the Civil War, in which many men were killed or injured, even more children went to work to help their families. By 1900, more than two million American kids were working in mines and mills, barns and fields, stables and sweatshops. In the coal mines of Pennsylvania, boys as young as nine were harnessed like mules to wagons of coal, which they were ordered to pull down into the earth and then back up full of coal. Factories were filled with new machinery that was especially dangerous to small workers. "Once in a while a hand gets mashed, or a foot," explained one factory owner to an investigator. "But it doesn't amount to anything."

Children fought back. In Paterson, New Jersey, kids walked out of their factory when the company suddenly delayed their lunch break from noon to one, for even by noon their stomachs were growling. They won. In Philadelphia, children who worked sixty hours a week in textile mills went on strike, carrying signs that read, "We want to go to school!" They, too, won a shorter week.

In 1899, a group of determined young boys from New York City took on two of the richest and most powerful men in America. William Randolph Hearst and Joseph Pulitzer owned the two biggest newspapers in New York. These two giants were used to getting their own way simply by rolling over people.

In those days, the papers were delivered to buyers by newsboys, or "newsies," who bought the papers from the company and then sold them to readers for a little more money, keeping the difference.

The trouble started when Hearst and Pulitzer decided to raise the price that the newsies had to pay for their papers. They didn't figure kids could do anything about it. But the newsies were used to scrapping on the streets of America's toughest city. They quickly formed a union and announced that they would refuse to deliver the Hearst and Pulitzer papers until their buying price returned to normal. "We're here for our rights and we will die defendin' em," explained one ten-year-old striker named Boots McAleenan.

The newsies demonstrated at the places where delivery carts usually gave them their bundles of papers. They put signs up on nearby lampposts saying, "Help the Newsboys" and "Our Cause Is Just." Hundreds of boys surrounded the carts and shouted at the drivers, who quickly tossed the papers over the side and fled.

As newspaper sales plummeted, advertisers began to ask for their money back. When sales dropped by two thirds, Hearst and Pulitzer gave up. They offered a deal that gave the newsies even more money than before. The newsies snapped up the deal and went back to selling papers.

It took until 1938 for the nation to outlaw child labor. Even now there are many kids who work too long and hard, especially picking crops. But were it not for the courage of thousands of young people like Harriet Hanson and the newsies - and the adults who helped them - the situation would almost certainly be much worse.

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### YOUNG FIGHTERS FOR CIVIL RIGHTS

Every Martin Luther King Day, students hear how black Americans in the 1950s and 1960s overcame laws that split society into two groups: black and white. But while we hear about Dr. King and Rosa Parks, we rarely hear about the thousands of young activists who joined the fight for freedom.

In the fall of 1957, armed soldiers escorted nine black students to Little Rock Central High School. Once they got inside, they were on their own.

In 1954, the U.S. Supreme Court ruled that there could no longer be separate schools for black and white children. The decision angered many whites. Black children had to face that anger when they walked through the doors of southern schools for the first time.

One such child was fifteen-year-old Elizabeth Eckford. On September 4, 1957, she tried to become the first black student ever to enter Central High School in Little Rock, Arkansas. Actually Elizabeth was one of nine black students who had signed up to enroll that day. Expecting trouble, they had agreed to travel to school together. But at the last minute, the pickup place got changed. Elizabeth didn't have a phone, so she didn't get word.

She put on the new dress she had made for the first day of school and waited for her ride to arrive. When no one came, she picked up her notebook and walked nervously out her front door alone.

Soon Elizabeth could see that a mob of white people, held back by police, had formed across the street from her school. A line of Arkansas National Guardsmen, carrying rifles with bayonets, blocked the entrance to the school. At first Elizabeth thought they were there to protect her from the mob. Terrified, she tried to pass through the soldiers and get into the building. But they pointed their bayonets at her and blocked her way. They would let only white students through.

There was nowhere to run and no one to help her. She made her way to a bench by the bus stop at the end of the block as the screaming mob broke past the police and surrounded her. Several screamed of lynching her. After what seemed like forever, the bus appeared and a sympathetic woman guided Elizabeth aboard. Later that fall, it took one thousand federal troops to protect Elizabeth and the other five black girls and three boys so they could enroll at Central High.

But there were no soldiers to protect them once they got inside the building. All year long they were taunted and tripped, scalded in the showers, ignored, and called names. "After a while," recalled Melba Patillo Beals, one of the nine students, "I started saying to myself, 'Am I less than human? Why are they doing this? What's wrong with me?'"

But Melba, Elizabeth, and the other seven had the courage to stay all year at Central High. Ernest Green, the only senior in the group, became the first black student ever to receive a diploma there.

By 1960, young people were sitting in at lunch counters, kneeling in at churches and wading in at beaches and pools throughout the South in order to integrate all-white facilities. College students rode into the heart of the segregationist South to try to integrate bus stations. They were beaten, threatened, spat upon, and jailed. Several were killed.

In 1963, an army of young people - many in early grade school - turned the tide in one of the most important episodes of the civil rights movement. The scene was Birmingham, Alabama, which Martin Luther King, Jr., called the hardest city in the U.S. for blacks to live in. That spring, Dr. King and other civil rights leaders thought up a dramatic idea to try to force Birmingham's white leaders to integrate the city's downtown stores. They decided to march on the stores every single day. They knew the police would be sure to haul the marchers off to jail. The idea was to fill up the Birmingham jails with so many demonstrators that police would have no place to put other protestors.

Every day, more and more demonstrators were locked up. But before long, all the adults who were willing to go to jail were behind bars. One night when Dr. King asked for new volunteers to be arrested, only a handful of adults stood up.

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But Dr. King noticed that a group of young people was standing, too. Some appeared to be third- and fourth graders. At first Dr. King told them they were too young. But as the days passed and adult volunteers became even harder to find, he made the decision to let them join in. On the morning of May 2, 1963, nearly one thousand children marched out of the Sixteenth Street Baptist Church and into the streets of Birmingham, carrying signs and chanting for freedom. Some were only six years old.

Police began to arrest them by the dozens. Singing, the children climbed into the police wagons. Soon the police ran out of wagons. Then they ran out of police cars. Then fire trucks. By nightfall, six hundred kids were in jail. "I have been inspired and moved today," Dr. King told their parents at a rally that evening. "I have never seen anything like it."

Word spread around the country. The next morning, dozens of reporters and photographers flew into the Birmingham airport. Just before noon, sixty more children walked out of the church and into the streets. The police were waiting. They knew the nation had seen children make them look foolish the night before on TV. This time they were determined to keep the kids away from the downtown business section without making arrests.

As the children approached, police aimed special fire hoses called monitor guns at them. A command was given, and a blast of water struck the young protestors like a truck, knocking them backward. Still holding on to each other, they tried to keep singing a song called "Freedom." As a horrified crowd watched, the police walked forward, increasing the pressure.

Meanwhile, hundreds of other young people poured out of the church and began running for the downtown area. Police let dogs loose to chase them. One newspaper photographer took a picture of a young black boy being bitten in the stomach by a police dog. Millions of people who saw the picture the next day were at once inspired by the boy's courage and horrified by the police action. Overnight, the children of Birmingham had created a pressure of public opinion that was even stronger than the force of the fire hoses that had been used against them, and within weeks, an agreement was made between black and white leaders in Birmingham that ended segregation in the city.

### **A VOYAGER FOR PEACE**

Young people have tried hard to ensure world peace, too. One young girl from Maine helped to thaw the ice of the Cold War between the United States and the Soviet Union.

In the winter of 1982, ten-year-old Samantha Smith wrote a letter to the leader of the Soviet Union, Yuri Andropov. Samantha had become worried about nuclear weapons after watching a TV show.

In her letter, she got right to the point: "Are you going to have a war or not?" she asked Andropov. "If you are not, please tell me how you are going to help not have a war."

She stuck on forty cents' postage and asked her dad to mail it on the way to work. Five months later she received Andropov's reply: "I invite you, if your parents will let you, to come to our country, the best time being the summer ... and see for yourself: in the Soviet Union - everyone is for peace and friendship among peoples."

Samantha Smith's visit was filmed and written about by journalists from around the world. Through their cameras, adults saw Samantha laughing in Moscow, swimming at a children's summer camp on the Black Sea, and riding a bicycle in Leningrad. The children around her didn't seem like monsters; they seemed just like children everywhere.

During her visit, Samantha made deep friendships. "Sometimes at night we talked about peace," she wrote. "None of them hated America and none of them ever wanted war. It seemed strange even to talk about war when we all got along so well together."

By the time Samantha Smith got home, all her old questions had given way to a single new one. "I don't know," she said, "why grown-ups can't get along."

You can see that without the conscience, energy, and courage of young people from Ebenezer Fox to Samantha Smith, American history might be very different. Next, meet a group of young people who are making a difference in their own communities and throughout the world right now.