

# The Molding of a Leader: Dwight David Eisenhower

## TEACHERS GUIDE



General Eisenhower chats with a  
Soldier in Belgium in 1944

“To be as honest with others as I am with myself.”  
D. D. Eisenhower 1942



# United States Department of the Interior

## NATIONAL PARK SERVICE

GETTYSBURG NATIONAL MILITARY PARK  
GETTYSBURG, PENNSYLVANIA 17325

EISENHOWER NATIONAL HISTORIC SITE  
GETTYSBURG, PENNSYLVANIA 17325

IN REPLY REFER TO:

K18

Dear Teacher:

The Eisenhower National Historic Site is pleased to provide you and your students with our education materials for the ***The Molding of a Leader: Dwight D. Eisenhower***. We hope it will enrich your study of character education, biography and social studies.

This program is designed for students in grades 4 and 5 and includes pre-visit preparation in the classroom, a two-hour program at Eisenhower National Historic Site conducted by a park ranger, and post visit follow-up in the classroom. It is important for the success of the on-site ranger program, *Eisenhower: A Man of Many Hats*, to complete as much of the pre-visit material as possible.

In order to facilitate interaction, please have your students wear nametags with first names printed in large letters. Also be sure that students are prepared for the weather. The program is held outside and students will be walking on gravel, wood chips, grass, and macadam. Rain gear is appropriate for inclement days.

The maximum class size for the program is 30 students and the minimum is ten. Parent chaperones should be kept to a minimum. The ranger will present the program, but the teacher should be present at all times to help maintain order.

This program was developed under the Parks as Classroom initiative that seeks to help educators use National Parks as places for learning. Today there are 385 units in the National Park System including national parks, monuments, historic sites, battlefields, seashores, lakeshores, scenic rivers and trails. The National Park Service is "dedicated to conserving unimpaired the natural and cultural resources and values of the National Park System for your enjoyment, education, and inspiration of this and future generations."

We look forward to meeting you and your students. If you have questions about your visit, please call us at (717) 338-9114.

Sincerely,

The Staff of Eisenhower National Historic Site

*The National Park Service cares for special places saved by the American people so that all may experience our heritage.*

EXPERIENCE YOUR AMERICA

# **MOLDING OF A LEADER – DWIGHT D. EISENHOWER**

## **To the Teacher**

Dwight D. Eisenhower held many positions of leadership and trust during his life span of 78 years. Among his most critical roles were his leadership as Commander of the Allied Forces in Europe during World War II and as leader of the free world during his presidency from 1953 to 1961. This proposed teaching package introduces students to this great American, but also challenges them to learn about his positive character traits that helped to develop his leadership skills.

This proposed teaching package is designed to appeal to all types of learners—visual, auditory, and kinesthetic. It fosters critical thinking skills as students read, write, listen, analyze, draw conclusions, and make connections to their own lives. The teaching package will include an introduction plus 5 lessons and a site visit.

**Introduction** – Dwight David Eisenhower: An Overview

**Lesson 1** - Defining a Person of Character

**Lesson 2** – The Development of Character Over Time

**Lesson 3** – Getting on the Right TRRACC – Ike’s Stories

**Lesson 4** – Defining Responsibility

**Site Visit** – President Eisenhower : “A Man of Many Hats”

**Lesson 5 – Post Visit - Get on the right TRRACC, Trustworthy, Respectful, Responsible, Accountable, Caring, and Citizenship**

The teaching package will enable students to make connections with their own lives while preparing them for a visit to the Eisenhower Farm. The lessons offer teachers a way to integrate the study of President Eisenhower’s leadership skills and character traits into the 4<sup>th</sup> and 5<sup>th</sup> grades curriculum.

This package also includes a list of the references consulted, and additional references for teachers and students to use.

## **Introduction – Dwight David Eisenhower: An Overview**

Students will read a short biography of President Eisenhower. They will then choose three important facts from his life and write a short speech to introduce the President to their PTO as a guest speaker.

### **Lesson 1 – Defining a Person of Character**

Students will define character traits in their own words, comparing their definitions with those found in the dictionary. They will then give examples of times when they have recognized the traits in others by taking an imagery walk around the school or town.

### **Lesson 2 – The Development of Character Over Time**

In this lesson, students will construct and examine a time line that encompasses the period from the Civil War through the Eisenhower years. The students will use the time line to choose events they feel gave President Eisenhower and their own family members opportunities to develop the character traits of Trustworthiness, Respect, Responsibility, Accountability, Caring and Citizenship

### **Lesson 3 – Getting on the right TRRACC**

Students will read and analyze selections from *various stories*. The students will use a graphic organizer to list character traits and give specific examples from the selections that show President Eisenhower was a person of character.

### **Lesson 4 – Defining Responsibility**

The students will identify evidence of responsible behavior in the life of the young Dwight D. Eisenhower and compare the evidence to their own lives by recording and discussing their responses to the satisfaction of the classroom teacher.

### **Site Visit – President Eisenhower: A Man of Many Hats**

The ranger will lead the students through a two-hour visit at the Eisenhower National Historic Site. The ranger's talk and tour will focus on the various hats worn by Ike during stages in his life as he developed his character traits and later employed them in his positions of leadership.

### **Lesson 5 – Post Visit – Get on the right TRRACC: Trustworthy, Respectful, Responsible, Accountable, Caring, and Citizenship**

The children will demonstrate that they will try to be a person of good character by creating a poster, and/or by writing a letter to the park rangers, to be displayed at the Eisenhower National Historic Site. The teacher may also choose to give out the Eisenhower Award for Good Character.

## **Introductory Lesson**

### **DWIGHT DAVID EISENHOWER: AN OVERVIEW**

Dwight David Eisenhower was born in Denison Texas in 1890, but grew to manhood in Abilene, Kansas. Ike (a nickname from grade school) was raised with five brothers in a modest, hard working family that had traditional values including trust, responsibility, respect, accountability, caring and good citizenship. It was in this family atmosphere, with his father David and mother Ida as role models, that Ike began to develop the traits that would help to mold him as a leader. Besides his household chores and schoolwork, Ike grew vegetables to sell for spending money, and he loved sports such as baseball, football, hunting, fishing, and camping.

Ike's parents didn't have the money to send him to college. After he graduated from high school Ike took a job at the creamery in Abilene and made an agreement with his brother Edgar that they would help each other pay for college. While working at the creamery Ike found out from his friend, "Swede" Hazlett, that he could get a free education at a military academy. He passed the test and won an appointment to the United States Military Academy at West Point.

At West Point Ike studied, but he also played football. When he had an injury and could no longer play, he continued as a coach. He also began to take seriously the West Point motto of Duty, Honor, and Country. After graduation he reported for duty at Fort Sam Houston, Texas where he met and fell in love with Mamie Geneva Doud. They were married on July 1, 1916 and would remain married for 53 years.

The United States entered World War I against Germany in 1917. Young Eisenhower hoped to serve in the war zone but in 1918 was disappointed to be assigned to Camp Colt in Gettysburg, Pennsylvania. On the fields of the famous Civil War site of Pickett's Charge, Ike commanded a newly formed tank training corps. At war's end he left Gettysburg for a new assignment, one of many in a career that became a 38-year tour of the world.

Before the United States entered World War II in 1941, Eisenhower believed he would probably retire from the army as a colonel. However, his superiors, including President Roosevelt, recognized his abilities. He was rapidly promoted and became a 5- star general, the highest rank a military officer can achieve. Eisenhower had good organizational abilities, leadership skills, strong character traits, and a likeable personality. These personal qualities enabled him to lead armies from different countries to victory in Europe.

A few years after the war ended, Ike became President of Columbia University in New York City. As he thought about retirement, Ike fondly remembered the time he and Mamie spent at Camp Colt, and so he bought a farm near Gettysburg in 1950.

Retirement was not in the cards for Ike. In 1950, President Truman asked him to take command of the new North Atlantic Treaty Organization (NATO) in Europe. In 1952 Ike was convinced, and reluctantly agreed, to seek an even greater position; that of President of the United States. Americans trusted Eisenhower because of his war record and they believed he was totally honest. His famous wide grin led many to proclaim "I Like Ike." He easily won the elections of 1952 and 1956.

As president, Eisenhower wanted to work for peace. His efforts helped to end the war in Korea, and the United States remained at peace during his eight years in office. Some of his other accomplishments included the development of the Interstate Highway System, the passage and enforcement of civil rights laws, integration of the armed services, and space exploration. His critics said he didn't do enough for civil rights, or to squelch the extreme Senator from Wisconsin, Joe McCarthy. Senator McCarthy falsely accused many good American citizens of being communists. His accusations sometimes ruined the lives and careers of innocent people.

During his years in the White House, President Eisenhower often brought dignitaries from all over the world to his farm in Gettysburg. He loved to show off his prize herd of Black Angus cattle and sometimes even gave visitors a tour of the Gettysburg battlefield. His farm became famous in 1955 when he used the farm as the "temporary White House" as he recovered from a heart attack.

When Ike turned the presidency over to John Kennedy in 1961, he and Mamie returned to Gettysburg to spend the remainder of their lives in the only home they ever owned. In retirement, Eisenhower was very active writing books, advising Presidents Kennedy and Johnson, and relaxing with friends and family.

Ike and Mamie made a gift of the farm they loved to the people of the United States in 1967. He continued to reside in Gettysburg until several months before his death. On March 28, 1969 at the age of 78, President Eisenhower died at Walter Reed Army Hospital in Washington, D.C. Mamie continued to live at the farm until she died ten years later in 1979. In 1980 the Eisenhower National Historic Site, preserved and interpreted by the National Park Service, was opened to the public to help us remember this great American and his accomplishments.

## Introductory Lesson



**President Eisenhower - December 17, 1956**

## Our Guest Speaker: President Eisenhower

### **PROMPT:**

The annual President's Day assembly will be taking place this week. The school planning committee has invited President Eisenhower to be the guest speaker for the event. You have been asked to introduce the President to the audience of students and parents.

### **Task 1**

Reread the information that you have just read with your teacher and pick out significant facts that you feel the audience would like to know about him. The triangle organizer will help you gather and organize the information you want to use in the introductory speech.

### **Task 2**

Now that you have collected the facts you will use in your speech, write your introduction. You will only have one minute to read it to the audience. Because of the time limit, it must be no more than one notebook page long.

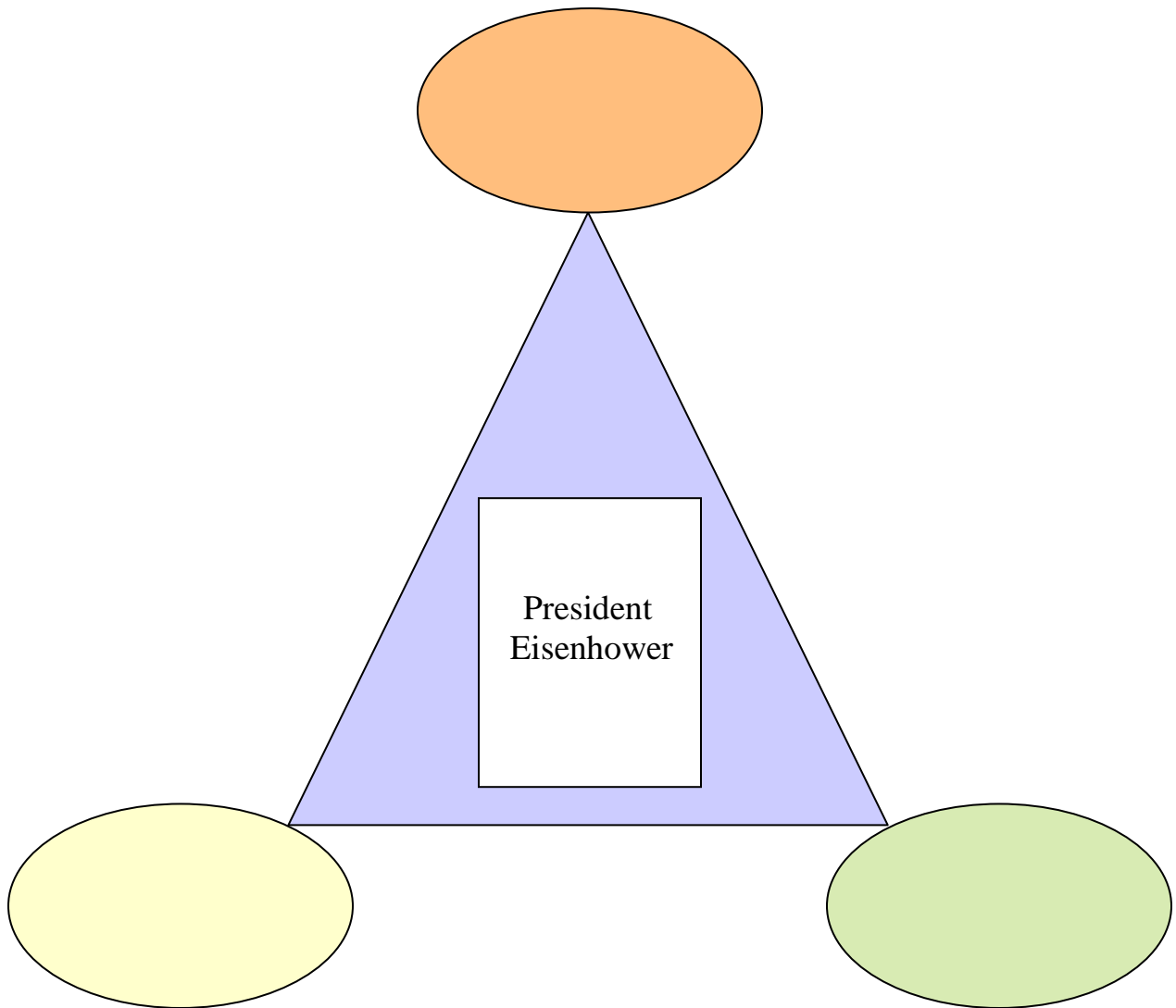
## STANDARDS FOR SCORING

### **Rubric scoring**

- |     |   |
|-----|---|
| 3   | Introduction has at least three facts about the life of President Eisenhower.<br>It is written on paragraph form with no spelling or punctuation errors.<br>A topic and closing sentence are included.<br>Handwriting is legible. |
| 2   | Introduction has at least three facts about President Eisenhower.<br>Paragraph form is not evident.<br>There are some spelling and punctuation errors but the paragraph is still readable.<br>Handwriting is legible.             |
| 1   | Introduction has less than three facts about President Eisenhower.<br>Spelling and punctuation errors make the introduction difficult to read.<br>Handwriting is legible.   |
| NSR | Response is illegible and has numerous errors and omissions.  |



## Introductory Lesson - Planning Triangle



Topic sentence \_\_\_\_\_  
\_\_\_\_\_.

Closing sentence \_\_\_\_\_  
\_\_\_\_\_.