

What Makes A Leader?

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Overview and Rationale

The following unit is titled “What Makes a Leader” and is designed for the fifth grade. In this overview and rationale we will describe the ideas we plan to use in this unit. In order for students to understand what makes an effective leader this unit will provide information on various types of current and historic leaders. Students should understand that a “bad” leader can still be effective according to his or her designs. We feel that children learn best when the material is presented in a way that students can relate to it and apply it to their lives and own experiences. We have included ways for students to connect leadership qualities with their own unique qualities.

This unit will focus on:

- Qualities of leaders—as an introduction to the unit the teacher and students will teach about different qualities, traits, and characteristics leaders possess. Students will develop a cognitive knowledge of qualities and be able to analyze leaders and determine what qualities the leaders possess.
- Leaders of World War 2—students will understand that leaders who may have done bad things still possessed leadership qualities that made them effective in carrying out their designs. Students will learn about both “good” and “bad” leaders.
- Leaders of Women’s Suffrage—students will be able to identify leaders of the suffrage movement in the United States and other countries. They will also discover that leaders can come from all walks of life. They will analyze leadership qualities in this section as they have in the previous sections.
- Leaders of Civil Rights Movement—Students will learn about prominent lesser known people involved in the civil rights movement. Students will add these leaders to their analysis of leadership qualities that is occurring throughout the unit.
- Present Day Leaders—Students will compare and contrast modern day leaders with leaders of the past. They will also analyze these leaders and their qualities.

These topics have shaped the society that our students are living in today and so it is important for them to know about it and have a working knowledge of things that happened between World War 2 and present day. This unit will prepare students for future issues and conflicts that may arise in their community or world.

Teacher Background Information

Qualities and Traits of Leaders

Teachers should be familiar with qualities that leaders possess (both good and bad leaders). For example charisma, public speaking, innovative ideas, diligence, people skills, etc. Leaders don't need to possess all of these qualities but they do need to have some of them.

Teachers can look online for some traits of successful leaders and discuss with students things that the class thinks are important. Some good websites include:

www.nsba.org/sbot/toolkit/LeadQual.html

www.onlinewbc.gov/docs/manage/traits.html

World War 2

Teachers should be familiar with primary leaders and events of World War 2. Teachers need to be familiar with the qualities that they possessed. For example some of Hitler's qualities included good public speaking skills, charisma, diligence, confidence, effective use of propaganda, etc.

Franklin D. Roosevelt's qualities included innovative ideas, charisma, etc.

Joseph Stalin's characteristics included effective use of authority and power, diligence, knowledge of military tactics, etc.

Winston Churchill's characteristics included good public speaking skills, charismatic, concern for others welfare, etc.

Some good websites to look at include:

www.teacheroz.com/WWIILeaders.htm --put up by a teacher and has some good links

www.pomperaug.com/socstud/stumuseum/web/mrchome.htm

<http://schools.4j.lane.edu/yujingakuen/projects/worldwartwo/>

Women's Suffrage

Teachers should be familiar with some of the basic leaders and events during the women's suffrage movement.

Susan B. Anthony's characteristics included determination, energetic, perseverance, good orator.

Elizabeth Cady Stanton's characteristics included boldness, daring, determined, good orator, etc

Some good links are:

www.ipu.org/wmn-e/suffrage.htm --timeline of voting rights for other countries

<http://www2.worldbook.com/features/whm/html/whm010.html> --has links to leaders and info on women's suffrage in other countries

<http://www2.worldbook.com/features/whm/html/whm013.html> --has information on leaders of the suffrage movement.

www.susanbanthonyhouse.org/biography.html

Civil Rights Movement

Teachers should be familiar with events and leaders in the civil rights movement. Martin Luther King Jr. was charismatic, determined, bold, good speaker, a peacemaker etc.

Malcolm X's traits included good speaking skills, charismatic, very bold, etc.

Linden B Johnson was charismatic, determined, bold, good speaker, etc.

Rosa Parks was bold, courageous, determined, etc.

Some good websites to look at include:

www.watson.org/~lisa/blackhistory/civilrights-55-65/

www.jfklibrary.org/civil_rights_documents_index.html

http://library.thinkquest.org/J0112391/civil_rights_leaders.htm --press the visit site button

Present Day Leaders—Mayor, Governor, President

Teachers should be familiar with events and leaders in their community including the mayor, governor, and president. Look at local newspapers for information about local leaders. Also look online for information about local leaders. Some other websites include

www.cnn.com

<http://hjnews.townnews.com>

Unit Planning Chart

Teachers: Tom, Scott, Anne

Grade: 5

Unit of Study: Leaders

Time frame: 5 ½ weeks

Unit Issue: What Makes a Leader?

Social Skills: Communication, group work, turn taking

Social Studies: Qualities and traits of leaders, World War 2, Women's Suffrage, Civil Rights Movement, Present Day Leaders

Teacher Resources: internet, library, newspaper

Read Alouds: Watsons Go to Birmingham, Number the Stars, Fair Weather

Student Reading/Literature: Surviving Hitler, Island on Bird Street, I Have a Dream

Oral Language: Presentations, group work, classroom discussion

Written Language: Presentation outline, letters to leaders, diary of a leader

Art: Profile silhouettes, mobile of local government, collages

Outcomes/Unit Goals: recognize different leadership qualities, know current leaders, and understand that leaders don't have to govern a country

Music: "Respect" by Aretha Franklin, Write a song to help remember leaders of different eras, Presidents of U.S. (www.songsforteaching.com/drjean/presidents.htm)

Science: talk about leaders that invent things or inventions that affected certain movements; talk about physical change-those in concentration camps, use plants and put plants in cold, hot, light, dark, etc and watch for the effects of these elements; discuss genetics and Jewish characteristics and how these things apply to discrimination.

Math: look at and compare dates of leaders, look at sizes of living space for Jews in WW2 (area and perimeter), ratios of minorities in class and city and nation-compare ratios

Technology—Use power point to present projects, have students use internet for research, watch video clips

Physical Education/Movement/Health—talk about health of people in concentration camps; how different conditions suffered by different groups would affect health; presidential fitness award;

Accommodations for learners—let students work in partners; tape record class discussions and then provide notes; provide guided notes of information they will need to find

Assessment—develop a rubric to assess presentations, observations, interviews

Field Trips/Guests—visit county building, have a war vet come in, political leader come in

Culminating Activity—Student presentation-oral report, homemade video, slide show, etc.

Organization and Subject Matter Overview

Unit Essential Questions	Week #1	Week #2	Week #3	Week #4	Week #5	Week #6
Week's focus/topic/content	Qualities and traits of leaders	World War II leaders	Women's Suffrage	Civil Right's Movement	Present Day Leaders	Student Presentations
National Standards Met	X. Civic Ideals and Practices Social studies programs should include experiences that provide for the study of <i>the ideals, principles, and practices of citizenship in a democratic republic</i> , so that the learner can: b. identify and interpret sources and examples of the rights and responsibilities of citizens. f. identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision-making; j. examine strategies designed to strengthen the "common good," which consider a range of options for citizen action.					
State Standards Met	Standard 7 Students analyze the contributions of individuals, groups, and movements in the United States from 1900 to the present. Objective 2 Describe the role of United States leaders in World War I, the Depression, and World War II, to the present. <ul style="list-style-type: none"> Describe the role of United States leaders from World War II to the present. 					
Monday's Learning Activity and Short Description	Class Discussion about leadership qualities	Allied Leaders	Talk about Leaders of Suffrage Movement	Talk about rights every person should have	World Leaders	Presentations
Tuesday's Learning Activity and Short Description	Present different leaders and discuss traits	Axis leaders	Talk about right's women fought for	Prominent Civil Rights Leaders	National Leaders	Presentations
Wednesday's Learning Activity and Short Description	Intro. to students presentation. Assign leaders	Compare and Contrast leaders of WWII	Compare with other countries Suffrage	Lesser-known leaders.	Local Leaders	NEW UNIT
Thursday's Learning Activity and Short Description	Research on Leaders	Work on Outline	Outline Due! Brainstorm Presentation	Work on Presentations	Finalize Presentations	NEW UNIT
Friday's Learning Activity and Short Description	Diary pages about leaders. Talk about research.	Veteran visit class and talk with class	Write a letter to leaders	Have a student debate on a school issue	Field trip to the capital	NEW UNIT

Learning Activities Bank

Title of Lesson: Leadership Qualities

Teacher: Anne Wilkinson

Date: October 24, 2004

Time Allotted: 45 Minutes

Grade Level: 5th grade

Number of Learners: Whole class (about 25)

Unit Theme: What Makes A Leader?

Standard(s) met:

Standard 7—Students analyze the contributions of individuals, groups, and movements in the United States from 1900 to the present.

Objective 2—describe the role of United States leaders in World War I, the Depression, and World War II, to the present.

- Examine the role of United States leaders in World War I and the Great Depression.
- Describe the role of United States leaders from World War II to the present.

Goal: The learners will be able to (National Standard: X. Civic Ideals and Practices Social studies programs should include experiences that provide for the study of *the ideals, principles, and practices of citizenship in a democratic republic*.) identify and interpret sources and examples of the rights and responsibilities of citizens; identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision-making; and examine strategies designed to strengthen the “common good,” which consider a range of options for citizen action.

Objectives: Given a classroom discussion and the materials listed below, the learners will generate a list of traits that they see in various leaders and create a matrix to use in future lessons that involve the discussion of specific leaders in order to examine and describe the role of United States leaders from World War II to the present.

Materials: Large sheet of butcher paper, markers, paper and pencils for each student.

Motivation: Teacher will put butcher paper up on the wall. Teacher will display some pictures of some famous leaders. Teacher will also include pictures of some current, local leaders (principal, mayor, community leaders, etc.)

Procedures: Tell students that today we are beginning a new unit on leaders. Give a very brief overview of the things students will be learning about during this unit. Tell students that today we are going to discuss the qualities of leaders. Ask students who the principal of the school is and what s/he does. On the butcher paper start a list of qualities, traits and characteristics that students list. Examples of things on the list include

- Makes up rules
- Rewards and punishes people
- Earns respect
- Helps people

Ask students to identify people who are leaders of other groups or organizations. Have students list the leaders' qualities, traits, or characteristics. Add these to the butcher paper.

Some examples of leaders may include:

- Town or city leaders
- Fire department leader
- Police department leader
- Leader of large store or major businesses in town
- Leader of newspapers
- State leaders
- Country leaders
- Leaders of other countries

Read the story: Follow the Leader: Rainbow Fish and Friends by Gail Donovan and David Austin Clar. ISBN: 1590141067. The publisher is Night Sky Books and was published January 2003. After reading this book help students analyze the qualities, traits and characteristics of the leaders in this book and add them to the butcher paper. (This will be good modeling for when students have to analyze other leaders in the next few lessons of this unit).

After adjusting the list of qualities on the butcher paper put the qualities as column heads on the matrix chart provided with this lesson plan. Have students list some of the leaders you have discussed today on the rows and mark the traits, qualities, and characteristics of those leaders. This will make it easier for students to organize the qualities of leaders that will be discussed the next few days.

Help students analyze the matrix. Look at what traits leaders have in common, if there are any traits that leaders don't have, what traits that some leaders have but not others, etc. After discussing have students write a paragraph about what makes a leader and what kinds of traits those leaders have.

Accommodations: Be sure every student has a chance to participate. Students who may have difficulty writing should be allowed to record their responses or give a shorter response. Discuss any other needs with specialists and provide accommodations as needed.

Closure: Tell students that we will be using these matrices throughout the remainder of this unit. Remind students that we can adjust this matrix along the way and that we can use it to figure out some of the qualities that leaders need.

Assessment/Evaluation: Review the paragraphs that students have written. File paragraphs in portfolios. Also check matrices to see if students have put them together correctly (matrices need to be fixed if they need it since they will be used throughout the unit).

Extension: Have students order the characteristics, traits, and qualities based on what they feel are most important to least important. You could also predict what will be the most common, least common, best and worst traits that leaders will have.

Teacher Reflection:

Lesson Title: How Adolph Hitler was a Leader

Teacher: Scott Rogers

Date: 10-20-04

Time Allotted: 40 min

Grade Level: 5th

Number of Learners: 20-30

Unit Theme: What Makes a Leader?

Standard Met:

Standard 7—Students analyze the contributions of individuals, groups, and movements in the United States from 1900 to the present.

Objective 2—describe the role of United States leaders in World War I, the Depression, and World War II, to the present.

- Examine the role of United States leaders in World War I and the Great Depression.
- Describe the role of United States leaders from World War II to the present.

Goal: The learners will be able to (National Standard: X. Civic Ideals and Practices Social studies programs should include experiences that provide for the study of *the ideals, principles, and practices of citizenship in a democratic republic*.) identify and interpret sources and examples of the rights and responsibilities of citizens; identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision-making; and examine strategies designed to strengthen the “common good,” which consider a range of options for citizen action.

Objective: Given the materials listed below, the learners will review a leader and one of his talks in order to recognize how the role of the United States leaders in World War II may have been affected by him.

Materials: Pictures of Hitler and WWII, Hitler’s talk: “My Political Testament” from <http://www.humanitas-international.org/showcase/chronography/documents/htestmnt.htm>

Motivation: Have you ever decided to not like someone because someone else told you things about them that sounded awful and later you found weren’t true? How did you feel when you realized the person you began to dislike was innocent? (Students will discuss these questions in groups of two to three. After a couple minutes, they will share some ideas as a class.) (5 min.)

Today we will learn about a leader who was so good at giving public speeches he convinced many of his people that people of different origins and nationalities were inferior to them.

Procedures:

1. Address the purposes of this lesson: To point out a different kind of leader that had some differing values from leaders we have previously studied; to show why he was effective.
2. Talk a little about Adolph Hitler: Leader of Germany during WWII, very effective at speaking to people and influencing them to think negatively about people of different races, (especially the Jews). Point out that this was a very strong attribute that helped Hitler become a leader. Place some pictures around the room of Hitler and WWII.
3. Read marked selections from Hitler’s talk, “My Political Testament” (excerpt at the end of the lesson plan) and ask the students to wonder if they lived at the time, how it

could have affected them. Have students discuss this in their groups for a couple minutes. Share a few thoughts as a class.

(Give clarification of the talk when necessary. i.e., vocabulary)

4. From the information in the talk, the class will make inferences as to why they think Hitler was a successful leader. These will be listed on the board. (The teacher will include his/her own inferences in order to help students' interpretation of the talk.)

5. A final discussion will take place on why or why not this example of a leader is desirable. I.e., what results concluded, were the majority helped or hurt, etc...?

6. Letter Writing Activity: The students will write a respectable letter to Adolph Hitler sharing their ideas about how a good leader should treat all people.

Accommodations:

ESL Grouping: During more challenging activities advanced ESL students, who speak the same first language, will often work with less experienced ESL students.

Homogeneous Grouping: Students of similar abilities may be grouped together during certain activities.

Heterogeneous Grouping: Students of different abilities may be grouped together during certain activities.

Wait Time: Wait time will be set at five seconds or more to ensure students have time to develop answers.

Closure: I will review the list of reasons Hitler was effective as a leader, and share my opinion that this is an extreme example of a leader, that is not necessarily desirable.

Finally I will share a few very important traits I look for in a good leader. (Wants to help the majority become better, honest, wants to help all people, etc....)

Assessment/Evaluation

Letter: I will review the letters the students wrote to determine their understanding of a good leader.

Anecdotal Notes: Notes will be taken during group time to determine further instruction on Adolph Hitler as a Leader and what characteristics, actions, attitudes etc... make a leader.

Extension:

Journal Entries: Following the lesson, students will write in their journals their own ideas related to what makes a leader, and Adolph Hitler being a leader.

Teacher Reflection:

“In these three decades, only love for my people and loyalty to my people have guided me in all my thoughts, actions, and life. They gave me the strength to make the most difficult decisions, such as no mortal has yet had to face. I have exhausted my time, my working energy, and my health in these three decades.”

“It is untrue that I or anybody else in Germany wanted war in 1939. It was desired and instigated exclusively by those international statesmen who were either of Jewish origin or working for Jewish interests. I have made so many offers for the reduction and elimination of armaments, which posterity cannot explain away for all eternity, that the responsibility for the outbreak of this war cannot rest on me. Furthermore, I never desired that after the first terrible World War a second war should arise against England or even against America. Centuries may pass, but out of the ruins of our cities and monuments of art there will arise anew the hatred for the people who alone are ultimately responsible: International Jewry and its helpers!”

“As late as three days before the outbreak of the German-Polish War, I proposed to the British Ambassador in Berlin a solution for the German-Polish problem -- similar to the problem of the Saar area, under international control. This offer cannot be explained away, either. It was only rejected because the responsible circles in English politics wanted the war, partly in the expectation of business advantages, partly driven by propaganda promoted by international Jewry.”

“I die with a joyful heart in the awareness the immeasurable deeds and achievements of our soldiers at the front, of our women at home, the achievements of our peasants and workers, and the contribution, unique in history, of our youth, which bears my name.”

This excerpt is from

<http://www.humanitas-international.org/showcase/chronography/documents/htestmnt.htm>

Photos can be found at <http://images.google.com/images?q=Adolph+Hitler&hl=en>

Title of Lesson: Lesser known leaders of the Civil Right Movement.

Teacher: Tom Little

Date: October 20, 2004

Time Allotted: 40 min.

Grade Level: 5th

Number of Learners:

Unit Theme: What Makes a Leader?

Standards Met Standard 7—Students analyze the contributions of individuals, groups, and movements in the United States from 1900 to the present.

Objective 2—describe the role of United States leaders in World War I, the Depression, and World War II, to the present.

- Examine the role of United States leaders in World War I and the Great Depression.
- Describe the role of United States leaders from World War II to the present.

Goal: The learners will be able to (National Standard: X. Civic Ideals and Practices Social studies programs should include experiences that provide for the study of *the ideals, principles, and practices of citizenship in a democratic republic*.) identify and interpret sources and examples of the rights and responsibilities of citizens; identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision-making; and examine strategies designed to strengthen the “common good,” which consider a range of options for citizen action.

Objectives: Given different biographies, texts and websites the learner will become more familiar with lesser known leaders of the Civil Rights Movement, like James Reeb, Ruby Bridges, Mary Ann Shadd Cary, Ida Bell Wells-Burnett, Fannie Lou Maner, Jimmie Lee Jackson, Booker T. Washington, etc, in order Describe the role of United States leaders from World War II to the present.

Materials Needed: *Through My Eyes* by Ruby Bridges; *Rabble Rousers* by Cheryl Harness; a print out about James Reeb, Jimmie Lee Jackson, Booker T. Jackson, James Merideth; and a print out about the 1963 Birmingham wedding killing Carol Denise McNair, Cynthia Wesley, Addie Mae Collins, Carole Robertson.

Motivation: Show an excerpt from Martin Luther King Jr.’s I have a dream speech. “I have a dream that one day this nation will rise up and live out the true meaning of its creed: ‘We hold these truths to be self-evident: that all men are created equal.’” Talk about what this statement means to them, and what equal means.

Procedures:

1. “Yesterday, we talked about popular leaders of the Civil Rights Movement. Today we are going to talk about leaders who aren’t as well known.”
2. “We have been defining the word “leader” for a couple weeks now and today we are going to look at some people who did nothing extraordinary.”
3. Divide the classroom into 4 groups and give each group one of the four texts to study.
4. Give the students 15 minutes to study the text and prepare a presentation on their person and what made them a leader, along with a brief description of their story.

Accommodations: Students who have difficulty reading will be placed in the two groups with picture books, and the stories will be read aloud, with peer translators helping if needed. All students will be required to participate in the presentation.

Closure: Each group will have 5 minutes to present their material in any method they would like. (A trial, news report, oral presentation, retelling, etc.) After presentations are finished take a few moments to talk about what was learned.

Assessment: Students' presentations will be evaluated by students and teacher, by filling out the rubric at the end of this lesson plan. The teacher should also record their observations in a notebook.

Assessment

Using a rubric to assess presentations

Student Name _____

Date _____

	1 points	2 points	3 points
Qualities of leaders	Lists and gives examples of 0-1 quality	Lists and gives examples of 2-3 qualities	Lists and gives examples of 4+ qualities
Effects of leaders	Lists and gives examples of 0-1 effects of leaders	Lists and gives examples of 2-3 effects of leaders	Lists and gives examples of 4+ effects of leaders
Background information on leaders	Provides little or no background information	Provides some background information	Provides a sufficient amount of background information
Student reflection on leaders	Student has no or little reflection	Student has some reflection	Student has thoughtful and sufficient reflection

Observations to assess student progress throughout the unit—Teacher will walk around throughout the unit and take anecdotal notes on students (activities, presentations, group discussions, etc). Teacher should make sure to get information and observations on all students in the classroom. Be sure to take notes on positive things the students are doing as well as in areas they may be struggling with. For example notice when students participate in discussions, when they complete activities, and the good things they do during their presentations. Take notes on when students don't participate in discussions as this may be a sign of student's lack of knowledge in that area. If students seem reluctant to participate in activities this may be an indicator of lack of knowledge and the student may need some extra help.

Informal interviews throughout the unit to assess student knowledge—ask students questions throughout the unit. Some questions may include:

- What kind of traits does (whatever leader you are discussing) have?
- How does s/he use those traits in a positive or negative way?
- What is something new you have learned about _____?
- What surprised you about _____?
- What kind of help do you need?
- Who has been your favorite leader we have discussed so far?
- Why do you think this leader was/is so successful?
- What things/actions/ideas do you agree with or disagree with?
- Who do you think is the most effective leader and why?

Student portfolios—Include reflections, hard copies of presentations, reflections about Friday activities, etc.

Self assessments—Students should write a reflective paragraph about what they have done in this unit and the level of understanding they have achieved. Students should give themselves a score or grade.

Write letters—Have students write letters to authors. Either real or pretend letters reflecting on the things that students have gleaned from the literature students have read.

Appendices **References**

Children's Books

- Harness, C. (2003). *Rabble Rousers*. New York: Dutton Children's Books.
- Curtis, C. (1963). *Watsons Go To Birmingham—1963*. Yearling.
- Spinelli, J. (2003). *Milkweed*. Knopf Books for Young Readers.
- Orlev, U. (1992). *Island on Bird Street*. Houghton Mifflin/Walter Lorraine Books.
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- Peck, R. (2003). *Fairweather*. Puffin Books.
- Bridges, R (1999). *Through My Eyes*. New York: Scholastic Press.
- Stewart, G. (1994). *Hitler's Reich*. Gale Group.

Adult Content

- Newspapers (to find out local and national news)
- Menkart, D. (2004). *Putting the Movement Back Into Civil Rights Teaching*. Teaching for Change.
- Blake, J. (2004). *Children of the Movement*. Chicago Review Press, Inc.
- Brokaw, T. (1999). *The Greatest Generation Speaks: Letters and Reflections*. Random House, Inc.
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- www.historyplace.com/worldwar2/riseofhitler/index.htm
- <http://www.spartacus.schoolnet.co.uk/USAcivilrights.htm>
- <http://www.historylearningsite.co.uk/WW2.htm>
- <http://www.humanitas-international.org/showcase/chronography/documents/htestmnt.htm>
- <http://images.google.com/images?q=Adolph+Hitler&hl=en>