

TODAY'S FRONT PAGES

The activities in this lesson plan are created to be used with the daily Front Page exhibit and can be linked to the online Front Page poster and the Stories of the Century exhibit.

Grade levels: 6-12

Exhibit summary: *Today's Front Pages* features the front pages of approximately 500 newspapers from countries around the world and is updated daily. Newspapers are listed alphabetically, first by state for the United States, and then by country for the international papers. This site also features archived front pages that chronicle events of historical and journalistic significance.

Objectives

To gain an understanding of the following:

- How newspapers serve as primary source documents of historically significant events
- How the newsworthiness of a story is determined by impact, time, location and reader interest
- How newspapers determine story placement by perceived newsworthiness, editorial considerations and readership
- How readership, location and competition from other news stories influence how a story is played
- How a newspaper's layout and style are deliberate
- How a newspaper's mission is to be fair, accurate and clear

Students will:

- Prepare for the exhibit by gaining prerequisite knowledge and skills
- View the exhibit
- Reflect on the exhibit by responding to analytic questions and tasks
- Extend the exhibit through activities that expand on and provide enrichment of the exhibit's content

- Apply what they've learned to their own experiences as they shape their world view

Preparing for the Exhibit

Key Concepts

(1) Familiarize the students with the elements that comprise the front page of a newspaper. The Newseum has an excellent resource for this purpose, the diagrammed Front Page poster. This document is [available online](#) and utilizes the front page of *The Washington Post* to illustrate how a front page is formatted. Use the following questions to analyze it:

- How do you, the reader, know what is the most important story on the front page? What are the techniques the newspaper utilizes to draw your attention to the content?
- The *jump line* tells the reader on what page a front-page story continues. Why do front-page stories often continue on another page?
- Some newspapers feature an index on the front page; others feature their index inside the paper. Why might a newspaper want the index on the front page? Why might a newspaper not want it on the front page?
- Why do you think most newspapers don't feature advertisements on the front page? Consider the role perceptions might play.
- The *overline* or *teaser* prompts readers to look at articles inside the newspaper. The *key* or *refer* serves the same purpose. What other features on the front page seek to draw the reader's attention to significant stories?

(2) Distribute hard copies of today's local newspaper. Ask students what is the first thing on the front page that grabs their attention. Various students will give different responses, but a focus on headlines and photographs will likely emerge. Give each student a copy of Handout 1-1 (see attached handout) to complete individually or with a partner. (Each student or pair will also need 15 adhesive notes.) Use the completed charts to discuss their analyses.

(3) Go to the Newseum's daily Front Pages online exhibit to see various newspapers from the same day or week. Also, provide several newspapers of the same day of the week. Attempt to provide for the greatest variance in style and purpose as possible. Establish stations around the room at which students can examine each paper. Have them browse through each paper, using a journal or teacher-created guide to note its features, style, the kind of news it covers and the intended audience. Reconvene to discuss their observations. Ask the students which papers give them the best daily news coverage and explain why.

(4) Distribute copies of a newspaper. They don't have to be from the same day or week. Ask students to choose a story from the newspaper. Have them create a table and record quotes that give different views on the story's topic and from people affected by the actions reported in the story. Ask the students if the story is thorough.

Enrichment

(1) Invite a journalist from your local newspaper to talk to your class about how editorial decisions are made at the newspaper. In particular, the journalist should address how planning the front page differs from planning the rest of the paper's layout; how the elements that comprise the front page differ from similar elements inside the paper; how the front-page photos are chosen; and how front-page stories are determined.

(2) Cut out front-page stories, without the headlines, from the past week's newspapers. Discuss the qualities of effective headlines and how front-page headlines differ or are similar in purpose and style from headlines throughout the paper. Then, instruct students to read the articles and create their own headlines. Let the students see the "real" headlines to compare with their own. Also, use the students' headlines to extend the discussion of how to write effective front-page headlines. Note: Headlines about events that have already happened are usually written in the present tense. Why?

(3) Collect a variety of newspapers for students to peruse. These can include the school paper, the community paper, specialized newspapers, or regional and national papers. After reviewing the parts of a front page on the Newseum's *The Front Page* poster, ask each student to choose one newspaper's front page to compare with the elements of *The Washington Post* using Handout 1-2.

(4) Arrange to visit your local newspaper and attend a budget meeting. Who on the newspaper staff attends this meeting? What decisions are made? How are the decisions made?

Viewing and Responding to the Exhibit

Today's Front Pages

(1) Review two front pages of newspapers from the same U.S. city (many major cities still have two papers). How does the perspective on national and local news vary between the two papers? How can you explain or account for the differences and similarities?

(2) Follow one paper's front page for one week or longer. Keep a journal that chronicles the front-page content and your impressions of it. Note in particular story headlines, story subjects and photographs. At the end of the week, review your notes to answer the following questions:

- What do the stories that were featured most prominently have in common? In other words, what makes for a good front-page story?
- What attributes do the photographs chosen for the front page have in common? In what ways are they different?

(3) Choose 5 to 10 front pages from U.S. cities to review. Begin with the newspaper from the city closest to your school. What is the paper's lead story? Do other U.S. newspapers cover the same story? Do they give the story the same placement or emphasis? How do the various papers' perspectives on the story compare? How does reading numerous versions of the same story shape your own perspective on the story? Many newspapers will use the same story from The Associated Press or another wire service. Why would a newspaper want its own reporter doing a story that they could get from a wire service? *Teacher's note: A variation on this activity is to have each student read the same front-page story as covered by different newspapers. (This assumes a story of national significance.) As they read, students should write down the facts of the story in one column and the story's sources in another. Then, create a three-column chart on the board or overhead. The third column will serve to note the newspaper from which the fact comes. If the fact is included in all story versions, write "all" in the third column. Use the completed chart to demonstrate the differences in perspective or approach a newspaper can take on a story.*

(4) Compare today's headlines in major U.S. newspapers with headlines in international cities. (Peruse papers in foreign cities that are familiar and unfamiliar to you.) What international events and news are receiving front-page coverage? How do the types of front-page stories in a particular international city or country compare with the types of stories that typically receive front-page coverage in the United States?

(5) View at least three front pages written in languages that are foreign to you. Despite the language barrier, what elements provide clues that give you insight about the story content? How important is a photograph?

(6) Compare the front-page layout in one or more international newspapers with typical front-page layouts in U.S. newspapers. What features of these international front pages would you not expect to see in U.S. newspapers? Why not? Explain the similarities and differences you see, including why you think those similarities and differences exist.

(7) Follow coverage of a front-page story in your local paper for a week or longer. (Remember, the story might "move" from the front-page to another page in the newspaper.) Clip the articles in case you need to refer to them later. How did the story change or evolve? What elements, if any, were constant?

Archived Pages

The archive section includes front pages that chronicle events of historical and journalistic significance. Review the list of events the Newseum has identified as historically significant on the archive page.

(1) Do you agree that these events are historically significant? Why or why not? Which events, if any, might have more journalistic significance than historical significance? Explain your reasoning.

(2) Choose one story from the archive and write about how its historical significance changed or might change over time.

(3) How does a news story evolve into a historically significant event? Is there a specific point or time when a news story becomes historically significant? What determines whether or not a news story becomes historically significant? Cite specific examples.

(4) Review the front pages archived for several historically significant events. How does the layout and content of the front page change over time? Why does it change? Also, take note of changes in technology and the purchase price of the newspaper.

(5) Choose a set of front pages for one historically significant event to review and compare.

- In your opinion, which headlines communicate the importance or essence of the event?
- In your opinion, which pictures best communicate the importance or essence of the event? Why?
- How did different U.S. newspapers approach the event on their front pages?
- How does the international newspaper coverage of the event compare to the U.S. newspaper coverage? What factors might explain the differences and similarities?
- How do front-page images of the event in international papers compare to images in U.S. papers?

Extending the Exhibit

Follow-up Activities

(1) In addition to the headlines and photographs, a significant feature on the front page is the masthead (also called the flag, logo, or nameplate). In it, a newspaper typically features the name of the city, coupled with a word like *Tribune*, *Courier*, *Register*, *Post*, or *Times*. Find as many different names for newspapers as you can. Then, locate definitions for or explanations of each word. Why is the term appropriate for a newspaper? Why do some of the terms appear to be more or less appropriate than others? How so? Why?

Also, research the origins of your school or community's newspaper's name. This might involve contacting the editor or owner, reviewing archived copies of the paper (maybe the name changed at some point), or contacting sources that previously worked at the paper or doing research at your local library.

(2) Use your library's archives to locate the first edition of your local newspaper or another newspaper of your choice. (This could be a hard copy, but many libraries retain an archive of newspapers on microfilm, microfiche or in a computer file.) How has the front-page layout changed? If possible, locate editions of the paper from every five or ten years since its first edition. What changes appear to be subtle and what changes dramatic? What do you think prompted the changes?

(3) The poster *Headlines of History* features ten final newspaper editions of breaking news stories through the 20th century. Choose one of the ten stories or another story from the Stories of the Century poll. Locate your local newspaper's coverage of the same story. Where is the story featured (i.e., on the front page, inside the first section)? Why do you think it's placed where it is? Also, what, if anything, did the paper do to localize the story or to make it more relevant to your community?

(4) Next, review the newspaper issues in the days following the event. How long did the story stay in the paper? Did it "move" from the front page to elsewhere in the paper? If so, why do you think it moved? Also, how did the story evolve or change?

(5) Sometimes news stories that become historically significant do not begin as front-page news. Go to The Newseum's cyber exhibit *Stories of the Century* at <http://www.newseum.org/century/> and review the top 100 news stories of the 20th century. Which stories do you think started as front page news and which stories do you think evolved over days, weeks, months, or even years before becoming front page news? Research and justify your answers.

(6) Choose a front page from *Today's Front Pages* to compare with the home page of the newspaper's online version. (In most cases, the online counterpart can be accessed from the pop-up window featuring the front page.) The content and layout differences will be obvious, but focus on why the differences exist. How do the

differences between online and print media influence content and layout? What can the online version accomplish or offer that the print version cannot, and vice versa? Which medium do you prefer, and why?

Applying What You've Learned

(1) Consider the U.S. and international front pages you viewed in the exhibit. Which front pages are the most visually appealing? The easiest to read? What other features of those front pages impressed you the most?

Using this list, choose one of the following options:

- Design a front-page layout of your own newspaper or newsletter
- Redesign the front-page of an existing school, community regional or national newspaper

Regardless of the option you choose, be sure you are able to explain the rationale for your design choices. There are three rules for designing a front page: big headlines at the top, don't bump heads (put two side by side) and keep it simple.

(2) In spring 2005, the Carnegie Corporation released "Abandoning the News," a report based on a survey of 18- to 34-year olds' current and future sources for news. The report summarized the results in a slideshow at <http://www.carnegie.org/pdf/AbandoningTheNews.ppt>. Review the charts and other information to answer these questions:

- According to "Abandoning the News," how do 18- to 34-year olds view daily newspapers as a news source?
- How does their view compare with your own?

(3) Based on the survey questions in," create a survey for students in your school or grade level to determine their present and future sources of news. Present the results in a visually appealing manner to the editor of your local newspaper. Be sure to address the implications of the results (i.e., what the results mean) and suggest ways newspapers can enhance their appeal to people in your age group.

(4) Create your own *History Through the Headlines* compilation or exhibit for the first **xxx** years of the 21st century. Start by identifying the top 10 most newsworthy stories from 2000-2006. You might review archived newspapers or news magazines, poll friends and family members, or ask local journalists. Your final product should include rationales for choosing each story and evidence of the story on the front page of at least one regional or national newspaper and one local paper.

Today's Front Pages

Handout 1-1

Preparing for the exhibit – Foundational

Newspaper name: _____

(1) Using the adhesive notes provided by your teacher, locate the following features on the front page of the newspaper:

A headline	Issue number	A jump line	Price
A subhead	Edition	The lead story	
A byline	Photo caption	Nameplate/Masthead	
Dateline	Photo credit	An agate line/credit line	

(2) Respond to the following questions:

Feature	Analysis
Headlines	<p>How important is the headline to an article? Why?</p> <p>How does the purpose of front-page headlines differ from the purpose of headlines elsewhere in the paper?</p> <p>Why do you think there is sometimes more than one headline for an article?</p>
Images	<p>How important are the images on the front page?</p> <p>How does the purpose of front-page images differ from the purpose of images elsewhere in the paper?</p> <p>How do you think front-page photographs are chosen?</p>
Agate line/credit line	<p>Sometimes, instead of or in addition to the byline, you will see an agate line that reads <i>AP (Associated Press)</i> or <i>Reuters</i>. What do you think this means?</p>
Edition	<p>Newspapers in larger cities often distribute several editions of the same day's paper. Why might they need or want to do this?</p>
What questions or insights do you have about the features, content, or layout of the front page?	

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Today's Front Pages

Handout 1-2

Preparing for the Exhibit - Continuing

Element in <i>The Washington Post</i>	Is this represented on your paper's front page?	If yes, how?	If no, why might your paper not include this?
<p>What elements do you see on the front page of your paper that are not represented on <i>The Washington Post</i> front page?</p>			
<p>Consider the similarities and differences between the layout of your paper and <i>The Washington Post</i>. Why do you think these similarities and differences exist?</p>			

The Front Page

THE FRONT PAGE IS A NEWSPAPER'S front door. It's the first thing a reader sees. The stories that appear there are ones that will be talked about all day.

What makes a front-page story? Important news, of course, about decisions the president has made, wars that have broken out or planes that have crashed. But editors—the people who run newspapers—want a mix of stories. A good front page might also include articles about a come-from-behind sports victory,

a medical breakthrough or an ordinary person who has done something extraordinary—what's known as a “human interest” story. Photographs that grab the readers' eyes also are important parts of the front page.

The Washington Post's front page—also known as A1, the first page of the A section—starts coming together at a 2 p.m. meeting called the story conference. Post editors talk about the stories their reporters are working on and which ones seem like

good candidates for A1. Thirty minutes later they'll have a list of 25 to 30 A1 choices.

Editors spend the afternoon reading early versions of the stories. By 5:30 they've narrowed the stories to the seven or eight they think should go on the front page. The final decision is made at a 6 p.m. meeting—though if big news breaks, the front page can still be “ripped up” to make room for new stories. The front page will be tinkered with and improved all night long.

Here's a look at all the bits and pieces that make up a typical front page. See if you can find them on today's front page.

Nameplate: This is the newspaper's name. It's also sometimes called the flag, logo or masthead. Traditionally, newspaper nameplates are printed in a fancy style called “black letter” or “old English.” The design gives an air of authority to the newspaper and implies a rich tradition.

Weather Ear: For obvious reasons, the top corners of a newspaper page are called “ears.” Little snippets of information are sometimes put here.

Issue Number: The Post began in 1877. But the day this paper was printed, Sept. 9, wasn't the 278th day of the year. So why does it say No. 278? Because the first issue of The Post hit the streets on Dec. 6. Every Dec. 6 The Post adds another year and start counting again at 1.

M2 DM VA

Edition: There are at least three editions of each day's newspaper. That means stories and photos may be changed on different pages three times. The first edition—which would be marked here by an “R”—is called the Regional and starts being printed at 11:15 p.m. The second edition is the Suburban, marked with an “S” and printed starting at 12:45 a.m. The third is usually the Final, marked with an “M2,” printed beginning at 2:15 a.m. Sometimes there's an M1 before the Final.

The letters “DM VA” refer to how the paper is zoned. Since readers live all over the Washington, D.C., area, they're interested in all different things. Some papers delivered to Maryland and the District (“DM”) have different stories than those delivered to Virginia (“VA”). You'll notice this mostly on pages in the Metro section. The front page is usually the same in all areas (“DM VA”).

Sometimes you'll also see a “K” up here. That means there was a mistake on an earlier version of the page and it had to be “killed.” That's newspaper-talk for replacing it with the correct page.

The Fold: This is where the paper folds in half. When it's inserted into those blue street boxes or stacked on a store's counter, the top half is all you see. Some people say that stories that fall “below the fold” (on the bottom half) aren't as important as those “above the fold.”

Dateline: Stories have a dateline if they were written by a reporter outside the Washington area. The dateline may include the date the story was written and the city in which it was written. If there is no date, the story is less than 24 hours old.

Photo Credit: The name of the photographer who took the picture, and the organization he or she works for, goes here. Graphic artists also get credits like this.

Caption: This is a sentence or two describing what's going on in the photo and identifying the person or people in it.

Holes: The newspaper starts out as one long, flat strip going through the presses. After it's folded vertically along the spine, it's pulled down to be cut by massive blades. Pins punch through the paper to pull it. Those pins leave marks at the bottom of every page.

Learn More—For free curriculum guides with lesson plans and reproducibles, visit The Washington Post's Newspaper in Education Web site: www.washpost.com/nie. For daily newspaper front pages from around the world and the nation, online exhibits and Newsmania, visit www.newseum.org.

The Washington Post

The Washington Post Newspaper in Education program provides material and resources to classroom teachers to use newspapers daily with the front page and the rest of the newspaper. In addition, on-line curriculum can be found at washpost.com/nie. Supporting a timely curriculum with reproducibles and KidsPost quizzes, the Web site also offers an intensive look at the mechanics of journalism. The *Inside Journalism* curriculum covers all aspects of putting together a newspaper as well as a focus on related First Amendment rights.

Key or Refer: There are many important stories in the paper every day. Not all of them can get on the front page. Little boxes or lines of type called keys alert readers to other articles in which they may be interested.

Color Dots: These are called NIRECO dots, after the company that makes the machine that uses them. All of the color images in a newspaper are made from four colors of ink. (Look at any photo with a magnifying glass.) The four colors are: yellow, magenta, an aqua-ish blue called cyan and black. But if the colors aren't lined up properly, the photos can look muddy or blurred. As the paper goes through the press, a video camera focuses on the NIRECO dots. If they're not in a perfect line, evenly spaced, the presses are adjusted.

UPC Code: There's always a bar code at the bottom of the page, so the price can be rung up as the paper is swept across a scanner in the checkout line.

Tick Mark: These four, color lines should sit atop one another. It's a way to make sure the colors are aligned. (See “Color Dots” below.)

Overline: Words at the top of the page call attention to sports scores or special sections inside the paper.

“Final”: This was the last version of the newspaper printed that day. At least three versions, or editions, are printed. (See “Edition” at left.) The first one is the Regional (it doesn't say anything in this space), the second is the Suburban (it says “Home Edition”) and the last is the Final. If everything works as planned, Post subscribers get the Home Edition. It has local sports and updates in the Style, Metro and A sections. The Final is distributed at newsstands and contains West Coast sports scores and late news updates.

Price: The Post provides all this information for 35 cents. And if you get the paper delivered at home it's even less: 28 cents a copy. A newspaper doesn't survive on the subscriptions or newsstand sales. Most of a paper's revenue comes from the ads it sells. (There are no ads on the front page of The Post, although some papers sell space there to advertisers.)

Gray Bar or Registration Line: This thick line helps make sure the color photos in the paper look good. It's made up of color ink that is applied to the paper at a known density and intensity. As papers come off the press, technicians use a tool called a densitometer to measure whether the ink is right. If it's not, something is wrong, and they make adjustments. When the gray bar is correct, the color should be right everywhere on the page.

Lead Story: The story at the top right is the one that Post editors think is the most important of the day. Generally, the higher on the page a story is, the more important the story.

Press Letter and Number: The Post has two printing plants: one in Springfield, Virginia, another in College Park, Maryland. Look here to see whether this copy of the paper was printed in Maryland (“M”) or Virginia (“V”). Each plant has four separate presses. The number tells you exactly on which press the paper was printed.

Headline: This should give the story in a nutshell, letting a reader decide whether to read the article. Usually, the bigger the headline, the more important the story.

Subhead: Smaller than the headline, the subhead gives a little more information.

Byline: This is the name of the person who wrote the story. Just underneath is the: **Agate Line/Credit Line:** If it says “Washington Post Staff Writer” or “Washington Post Foreign Service,” an employee of The Post wrote the story. If it says “Special to The Washington Post,” someone who doesn't work full-time for The Post was paid to write that particular story.

Rule: The line used to separate stories.

Jump Line: Stories started on the front page finish up on another page inside the A section. The jump line tells you on what page the story continues.



History Through the Headlines

Journalists go where the action and human conflict are to give readers a front-row seat to history. The late Post president and publisher, Phillip E. Graham considered journalism the first rough draft of history. Newspapers provide information and exercise our guaranteed right of freedom of the press. Editors seek to provide the most significant news on front pages every day. The Newseum and The Washington Post have collaborated on a historical timeline of the 20th century using front pages. Here are ten final editions—breaking news through the century—that show history in the making.



1903—Soared Like an Eagle
December 17 – Orville Wright flies a 750-pound aircraft, powered by a gasoline engine, for 12 seconds (120 feet) across the sand hills of Kitty Hawk, N. C. His brother, Wilbur, stays aloft for 59 seconds. It is the first time man flies in a mechanically powered machine.



1920—Women's Suffrage
August 18 – The 19th Amendment to the United States Constitution is ratified. It prohibits discrimination in voting based on sex. One hundred and forty-four years after the birth of the Republic, American women finally have the right to vote.



1929—Stocks Collapse
October 29 – Thousands buy stocks with borrowed money in the soaring stock market of the late 1920s. When the bubble bursts, stocks crash. Savings, homes and jobs are lost. Banks close. Economic mismanagement leads to the Great Depression, which lasts until World War II.



1940-1945—The Holocaust
As American soldiers liberate the Buchenwald concentration camp in Germany, April 11, 1945, they report atrocities committed by the Nazis – particularly against Jews – at this and other camps. Six million Jews die. Before 1945, few front pages tell of the Holocaust.



1941—Hawaii Attacked
December 7 – Japanese planes bomb the U.S. Pacific Fleet at Pearl Harbor in Hawaii. The United States declares war on Japan. Germany declares war on the United States on Dec. 11, 1941. America is in World War II.



1945—Atomic Bomb
August 6 –In World War II, the U.S. bomber Enola Gay drops a new kind of bomb on the Japanese city of Hiroshima. The city is leveled and burns. More than 60,000 people die, relatively few of them soldiers. The “Atomic Age” begins.



1963—Kennedy Shot Dead
November 22 – President John F. Kennedy is assassinated in Dallas during a motorcade through the city. Lyndon B. Johnson becomes the 36th president of the United States. The man accused of the assassination, Lee Harvey Oswald, is shot dead Nov. 24, 1963, on national TV.



1969—Eagle Has Landed
July 20 – “Houston, Tranquility Base here. The Eagle has landed.” With these words, Neil Armstrong tells the world that mankind finally has realized an age-old dream – to walk on the moon. Armstrong and Edwin “Buzz” Aldrin do it after flying for eight days aboard Apollo 11.



1974—Nixon Resigns
August 9 – Richard Nixon resigns his presidency in disgrace, brought down by the Watergate scandals involving political spying, sabotage and cover-up. It starts with an attempted burglary at Democratic Party headquarters in the Watergate Hotel on June 17, 1972. Two young Washington Post reporters, Bob Woodward and Carl Bernstein, report the Watergate burglary story and uncover in others abuses of power.



1989—Wall Falls
November 9 – Restrictions on travel into and out of East Germany are lifted. Germans soon are dancing on and literally chipping away at the Berlin Wall, which for so long divided them. For years the people have heard broadcasts from the West. The wall could keep East Berliners prisoners, but it could not keep out the news. The fall of the Berlin Wall is a watershed moment in the decades-long struggle between communism and democracy.



2001—9/11
September 11 -- More than 3,000 people die on one day when terrorists use airliners to attack U.S. sites. After being hit, the twin towers of the World Trade Center burn and fall. The west side of the Pentagon collapses when a jetliner slams into it. Passengers resist hijackers and a fourth airliner crashes into a Pennsylvania field. These attacks lead to the U.S. war on terrorism. The world changes.



Boldface stories are available in Quicktime movie format at www.newseum.org

The Newseum asked journalists and historians to choose the biggest stories of the 20th Century. Here are the results.

1	U.S. Drops Atomic Bomb	1945
2	Men First Walk on the Moon	1969
3	Japan Bombs Pearl Harbor	1941
4	Wrights Fly First Airplane	1903
5	U.S. Women Win the Right to Vote	1920
6	JFK Assassinated in Dallas	1963
7	Nazi Holocaust Exposed	1945
8	World War I Begins	1914
9	Court Ends 'Separate But Equal'	1954
10	U.S. Stock Market Crashes	1929
11	Antibiotic Penicillin Discovered	1928
12	DNA's Structure Discovered	1953
13	Soviet Union Dissolves	1991
14	President Nixon Resigns	1974
15	Germany Invades Poland	1939
16	Communists Take Over Russia	1917
17	Ford Creates Assembly Line	1913
18	Soviets Launch First Satellite	1957
19	Einstein Conceives Relativity	1905
20	Birth Control Pill OK'd by FDA	1960
21	New Polio Vaccine Works	1953
22	Hitler Named Chancellor	1933
23	M.L. King Jr. Assassinated	1968
24	Allies Invade France on D-Day	1944
25	Deadly AIDS Disease Identified	1981
26	Congress OKs Civil Rights Act	1964
27	Berlin Wall Falls	1989
28	Official U.S. Debut of TV	1939
29	Mao Starts Communist China	1949
30	Lindbergh Flies Atlantic Alone	1927
31	Apple II First Mass-Market PC	1977
32	World Wide Web Invented	1989
33	Scientists Invent Transistor	1948
34	FDR's New Deal Begins	1933
35	World Crisis over Cuba Missiles	1962
36	'Unsinkable' Titanic Sinks	1912
37	U.S. Celebrates V-E Day	1945
38	Roe v. Wade Legalizes Abortion	1973
39	World War I Ends	1918
40	U.S. Radio Broadcasts Begin	1909
41	Flu Epidemic Kills 20 Million	1918
42	ENIAC Accelerates Computing	1946
43	U.S.-Licensed TV Begins	1941
44	Jackie Robinson Integrates Baseball	1947
45	Israel Achieves Statehood	1948
46	Plastic Revolutionizes Products	1909
47	Alabama Bus Boycott Begins	1955
48	U.S. Tests Atomic Bomb	1945
49	Apartheid Ends in South Africa	1993
50	King Delivers 'Dream' Speech	1963
51	First Computer Chip Patented	1959
52	Radio Signal Spans Atlantic	1901
53	President Clinton Impeached	1998
54	Marshall Plan Unveiled	1947
55	Robert F. Kennedy Slain	1968
56	U.S. Rejects League of Nations	1920
57	'Silent Spring' Warns of Eco-Danger	1962
58	Beatles Tour USA	1964
59	Congress Passes Voting Act	1965
60	Gagarin First Man in Space	1961
61	First Jet Plane Takes Off	1939
62	U.S. Escalates Vietnam War	1965
63	North Vietnam Takes Saigon	1975
64	Secret Project to Make A-bomb	1942
65	GI Bill of Rights Strengthened	1945
66	Shepard First American in Space	1961
67	Watergate Engulfs Nixon	1973
68	Quake, Fire Devastates S.F.	1906
69	World's Nations Form U.N.	1945
70	Berlin Wall Goes Up	1961
71	Gandhi Starts Nonviolent Reform	1920
72	Standard Oil Trust Busted	1911
73	U.S. Troops Leave Vietnam	1973
74	NATO Established	1949
75	Soviet Famine Kills 25 Million	1928
76	FDR Defeats President Hoover	1932
77	Gorbachev Begins 'Glasnost'	1985
78	Quantum Mechanics Proposed	1900
79	Scientists Clone Sheep	1997
80	Interstate Highways Approved	1956
81	Panama Canal Opens	1914
82	Friedan Sparks Women's Rights	1963
83	Shuttle Challenger Explodes	1986
84	U.S. Defends South Korea	1950
85	Riots at Democratic Convention	1968
86	Freud Interprets Dreams	1900
87	China's Famine Kills 20 Million	1958
88	U.S. Enters World War I	1917
89	Babe Ruth Hits 60 Home Runs	1927
90	Glenn First American in Orbit	1962
91	Gulf of Tonkin Resolution OK'd	1964
92	Pathfinder Sends Mars Photos	1997
93	Hitler Launches 'Kristallnacht'	1938
94	Churchill Leads Great Britain	1940
95	First 'Test-tube Baby' Born	1978
96	Airlift Saves West Berlin	1948
97	Gates, Allen Start Microsoft	1975
98	Chernobyl Nuke Plant Explodes	1986
99	Scopes: Evolution v. Creation	1925
100	U.S. Warns of Smoking Hazards	1964