

Our Documents

A National Initiative on American History Teacher Sourcebook, Volume III Civics, and Service

Our Documents
is a program of:



The Sourcebook is sponsored by: THE HISTORY CHANNEL

The National Archives and Records Administration, National History Day, and The History Channel are proud to continue their partnership in the **Our Documents** initiative and this third volume of the **Our Documents Teacher Sourcebook**.

This program is not just about looking at old documents. The documents serve as a catalyst to help teachers, students, parents, and all Americans to strengthen their understanding and appreciation of the records and values that undergird our democracy. Exploring the historical milestones they represent teaches us about our continual quest to “form a more perfect union.”

This year we are again making available more supporting material for the 100 documents, sharing additional ideas about how teachers can use these documents in their classes, and illustrating how they might help their students connect these pivotal documents to major themes in American history and to events and issues they face in their own lives.

When President Bush launched the **Our Documents** initiative in September 2002 he noted, “Our history is not a story of perfection. It is a story of imperfect people working toward great ideas.” We hope you find this sourcebook helpful as your classes explore the great ideas at the heart of our union that continue to shape the nation’s future.

John W. Carlin
Archivist of the
United States

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Executive Director
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> Our Documents:

A National Initiative on American History,

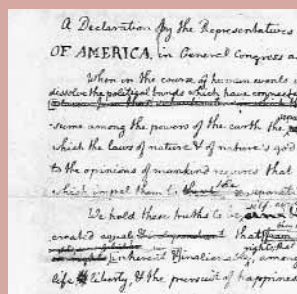


1776 Lee Resolution

Richard Henry Lee, Virginia delegate to the Second Continental Congress, urges the Congress to declare colonial independence from Great Britain on June 7. His statement to the Revolutionary Congress, which is adopted and forms the basis of the Declaration of Independence, is known as the “Lee Resolution.”

Declaration of Independence

The formal statement of separation and list of grievances, as well as the principles that inform them, is issued by the Continental Congress on behalf of the 13 American colonies against Great Britain.



1777 Articles of Confederation

This is the first “blueprint” of government adopted by the Continental Congress during the Revolutionary War. Wary of a strong central power in the wake of their experiences with Britain, the Articles reserve the right for each state to maintain “its sovereignty, freedom and independence.” The Articles identify Americans as citizens of their own state first, and of the United States second.

1778 Treaty of Alliance with France

Believing that they would benefit militarily by allying themselves with a powerful nation, the revolutionary colonies form an alliance with France against Great Britain. According to this first military treaty of the new nation, the United States will provide for a defensive alliance to aid France should England attack, and neither France nor the United States will make peace with England until the independence of the United States is recognized.

1782 Original Design of the Great Seal of the United States

Several years in the making, the Great Seal is adopted by Congress; it symbolizes the sovereignty of the new nation.



A Timeline: THE 100 DOCUMENTS IN CHRONOLOGICAL PERSPECTIVE

It is the purpose of **Our Documents**:

A National Initiative on American History, Civics, and Service to promote public exploration of how our democracy has taken shape over time. *Our Documents* is an initiative of National History Day and The National Archives and Records Administration in cooperation with the USA Freedom Corps.

Civics, and Service

National History Day is a nationally acclaimed history education program that is promoting the study of civics and citizenship among the nation's students and teachers. National History Day is encouraging students in grades 6-12 to participate in its annual student competition on **Communication in History** and is challenging teachers to develop lessons to restore the study of our nation's heritage to a prominent place in the classroom. To find out more, go to www.nationalhistoryday.org.

The National Archives and Records Administration is a federal agency that provides ready access to essential government records that document the rights of American citizens, the actions of Federal officials, and the national experience. Through the *National Archives Experience*, the National Archives is developing new, interactive educational programs to give people a deeper understanding of the contemporary importance and value of our country's recorded history. To find out more, go to www.archives.gov.

USA Freedom Corps is a White House Coordinating Council created by President George W. Bush to help foster a culture of service, citizenship and responsibility in America's communities. To find out more, go to www.usafreedomcorps.gov.

The Teacher Sourcebook is sponsored by **The History Channel**. Now reaching 83.2 million Nielsen subscribers, The History Channel brings history to life in a powerful manner and provides an inviting place where people experience history personally and connect their own lives to the great lives and events of the past. The History Channel received the prestigious Governor's award from the Academy of Television Arts & Sciences for the network's *Save Our History* campaign dedicated to historic preservation and education. Find out more at www.historychannel.com.

1783 Treaty of Paris

Ending the war between Great Britain and its former colonies, this treaty formally recognizes the United States as an independent nation.

1787 Virginia Plan

Having agreed the Articles of Confederation were too weak a basis on which to build a new national government, the delegates to a convention charged with creating a new Constitution for the United States adopt this new blueprint for government on May 29. Written by Virginia convention delegate James Madison, this plan proposes a strong central government composed of three branches: legislative, executive, and judicial. It also enables the legislative branch to veto state laws and use force against states that fail to fulfill their duties.

Northwest Ordinance

This ordinance, passed by the Confederation Congress on July 13, establishes the United States' control over the territory north of the Ohio River and east of the Mississippi River. The ordinance lays the groundwork for national westward expansion by defining steps for the creation of new states.



Our Documents:

A National Initiative on: American History, Civics, and Service

Teacher Sourcebook, Volume III

The **Our Documents: A National Initiative on American History, Civics, and Service ■ Teacher Sourcebook** is sponsored by The History Channel.

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1787 continued Constitution of the United States

After months of debate in Philadelphia, the Convention charged with constructing a system of government to replace that created by the Articles of Confederation adopts a new national Constitution. This Constitution creates a representative democratic republican form of government with a system of checks and balances. The new government will have three branches: the Legislative branch that will include a House of Representatives and a Senate, an Executive branch, and a Judicial branch.



Federalist Paper No. 10

In order for the newly drafted Constitution to become law, it needs to be ratified by nine of the 13 states. Some voters in the states have to be convinced that the new Constitution is worth adopting. The Federalist Papers, which are a series of newspaper essays written by James Madison, Alexander Hamilton, and John Jay, are written to promote the ratification of the Constitution. In Federalist No. 10, Madison argues that the representative democratic republican form of government created by the new Constitution provides a remedy for the diseases to which such governments are most prone: factions.



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we the people
in order to form a more perfect union
discover... investigate ... **participate**

> **www.ourdocuments.gov**

Our Documents at Work in

—By Lee Ann Potter and Daniel Rulli, *National Archives and Records Administration*
Reprinted Courtesy of *National Archives and Records Administration*
Prologue, Winter 2003, Vol. 35, No. 4.



A teacher from Dayton, Ohio discusses the NHD program with students.

“These 100 documents are a sacred part of our history as Americans. I did not realize how truly special they were until I shared them with my seventh graders.”

—Lori Maynard
Seventh grade teacher
Fruitvale Junior High School
Bakersfield, California

Thousands of educators are using America’s most important historic documents to help students learn the story of their nation and its citizens, thanks to the Our Documents initiative. This was one of the main objectives of Our Documents, which is part of the “National Initiative on American History, Civics, and Service,” launched by President George W. Bush in September 2002. It is co-sponsored by the National Archives and Records Administration (NARA), National History Day (NHD), and the USA Freedom Corps.

Since the launch, teachers around the country have been tapping into the resources on the *Our Documents* web site, directing their students to it, and encouraging students to produce National History Day projects based on the documents. They are also incorporating suggestions from the Teacher Sourcebooks into classroom instruction, participating in the national lesson plan competition, and developing course assessments based on *Our Documents*. Finally, they are telling others about the initiative.

The *Our Documents* web site (www.ourdocuments.gov) features full-color images of one hundred milestone documents, drawn primarily from the holdings of the National Archives; transcriptions; brief essays that place the documents in their historical context; and resources for teachers. The National Archives web staff has gathered statistics on the site’s usage, and the numbers are quite impressive. For example, visits to the site are increasing: in October 2002, we recorded nearly 30,000 visits; by April 2003, that number had jumped to more than 100,000—an increase of more than 300 percent.

In addition to viewing the documents, visitors to the site can access the Teacher Sourcebooks. These two volumes provide suggestions for using the milestone documents in the classroom. Both volumes contain the list of one hundred milestone documents, an explanation of key themes in the documents, a timeline putting the documents in chronological order, lesson plans and classroom exercises, information on the student and teacher competitions, and a bibliography of works related to the documents.

Nearly three thousand sourcebooks were downloaded from the web site in the first nine months of the project, with a 400-percent increase in downloads between 2002 and 2003, and forty thousand hard copies of each were printed (with the generous support of *Newsweek* and The History Channel) and distributed.

The Nation's Classrooms: The *Our Documents* Initiative in its Third Year

In conjunction with NARA and the *Our Documents* project, NHD for the first time offered an opportunity for history, social studies, civics, and government teachers to develop document-based lesson plans for national awards and distribution. “Teaching *Our Documents*: A Lesson Competition for Educators” invited teachers to develop and test a classroom lesson focusing on one or several of the milestone documents. Lessons were designed to engage students in a meaningful examination of the documents within their historical context.

The first awards were announced at the annual National History Day national competition on June 15–19, 2003, at the University of Maryland at College Park. Teachers were required to adhere to various guidelines in preparing for the *Our Documents* competition.

The three national winners created a fourth-grade lesson on Jefferson and the Louisiana Purchase, an eighth-grade lesson on Washington’s Farewell Address, and a seventh- through tenth-grade lesson on documents related to Jim Crow laws. They were typical of the variety and creativity of the participants’ submissions.

As part of their entries, the teachers were required to include an essay describing how well they thought their lesson worked as well as letters of recommendation from their students. These essays and recommendation letters reinforce the effectiveness of teaching with documents and illustrate the teachers’ enthusiasm for the *Our Documents* initiative.

For example, Lori Maynard, a teacher from Bakersfield, California, emphasized:

Indeed, the best moment of the lesson was when I gave a student who was “always doing what he is not supposed to be doing” the Declaration of Independence. He actually read it and was interested in it! This led to another fascinating discovery: None of my students had ever seen the Declaration of Independence, and all of them studied it quite deliberately when they had it in their hands. I believe this document has a special meaning to all citizens in these insecure times we are living in today. A question that was frequently asked was, “Is this really it?”

In addition to incorporating the documents into lesson plans, educators have also developed term projects and assessments based on the documents.



Courtesy of Earl McDonald, National Archives

Students from the Lab School of Washington, DC examine the Social Security Act at the National Archives.

Within a few minutes of his first perusal of the list, James Percoco, a history teacher at West Springfield High School, in Springfield, Virginia, said it became abundantly clear that these one hundred milestone documents aligned beautifully with the United States History Virginia Standards of Learning (SOLs)—the standards upon which students are tested each spring after their nine-month study of American history. He designed an *Our Documents* unit plan that engaged students with the documents through web use, research, oral presentations, and a one-hundred-question multiple choice final exam that included a question based on each document.

Article is available online at the following website:

http://www.archives.gov/publications/prologue/winter_2003_spotlight_our_docs.html

Percoco shared with NARA and NHD staff that “this activity was particularly effective in that it reached students with all kinds of learning styles and gave them freedom of choice as to how to learn the material. The presentation aspect of the unit asked students to employ their communication skills. This activity, in short, offered both teacher and students an opportunity to meet local standards in ways that went beyond rote learning and teaching.” A complete description of Percoco’s activity is available in the second volume of the Teacher Sourcebook.

In addition to the formal response from teachers to the competition, many educators at numerous national and regional conferences have mentioned their use of *Our Documents* with students at the elementary and secondary level as well in the development of document-based teaching strategies among education students at the university level and their colleagues.

H-TEACH, the history educators’ LISTSERV, hosted by H-Net at Michigan State University, carried a conversation started by a teacher in Massachusetts about developing “Our Documents Too”—a list of one hundred milestone documents in world history. In addition, the National Archives education staff and the staff of National History Day consistently introduce the site during teacher workshops, and both organizations have received e-mail messages indicating that entire document-based social studies curricula are being developed based on *Our Documents*.

The *Our Documents* project has succeeded not only by creating a dialogue among citizens about our country’s documentary heritage but also by encouraging document-based teaching in America’s classrooms.

Referring to his lesson on Washington’s Farewell Address, perhaps Dan Beuhler of Denver, Colorado, said it best:

Finally, there is nothing more rewarding than reading the actual words of our first President and coming away with an appreciation of their importance for the time they were written and for the relevancy that they carry today. This will not happen unless students work with the primary source in question.

Editor’s Note: The third volume of the *Our Documents* Teacher Sourcebook was added to the website in late August 2004. Volume 3 includes the two lesson plans selected as winners of this year’s “Teaching *Our Documents*: A Lesson Competition for Educators”. The winners created a sixth-grade lesson about African-American homesteaders in Kansas and a high school lesson about the Trail of Tears. Awards were announced on June 16, 2004, at the closing ceremonies for the 2004 National History Day National Contest.



Students study documents in the archives at the State Historical Society of Iowa.

Courtesy State Historical Society of Iowa

The People's Vote: Results Across the Nation and in the Classroom



Archivist of the United States John W. Carlin stands in front of the Charters of Freedom.

Between September 17, 2003 and December 15, 2003, more than 300,000 people cast their votes for the top ten documents in American history. On December 15, 2003, the results of *The People's Vote* were announced in a ceremony in the Rotunda at the National Archives and Records Administration.

As part of the *Our Documents* initiative, *The People's Vote: 100 Documents That Shaped America*, was launched by the National Archives and Records Administration on September 17, 2003, Constitution Day, in collaboration with National History Day (NHD) and *U.S. News and World Report*. It challenged Americans throughout the nation to engage in a lively and thoughtful debate about which documents in American history are the most influential. *The People's Vote* invited Americans to vote for 10 items, either from the list of *100 Milestone Documents* that comprise *Our Documents* or to write in their favorites. Thousands of Americans of all ages from across the entire United States answered the challenge.

In announcing the results of *The People's Vote*, John Carlin, Archivist of the United States, said, “*The People's Vote* is truly a unique initiative. No other project has invited Americans from all walks of life, all across the country, to voice their opinion on the documents that have shaped our history, culture, and society today. Not only did it challenge voters to really think and learn about the *100 Milestone Documents*, but it encouraged enthusiastic debates in homes, classrooms, workplaces, and on-line.”

NHD Executive Director, Dr. Cathy Gorn, gave the following remarks at The People's Vote ceremony on December 15, 2003. As a partner in The People's Vote and Our Documents initiative, National History Day is proud to serve as the education arm of the project, and to help young Americans come to a better understanding of their nation's past and the meaning of good citizenship and democracy.

Through the Our Documents initiative, National History Day is helping teachers return these Milestone Documents to their proper place in the classroom and engage students in an exploration of the conflicts and compromises, triumphs and tragedies, rights and responsibilities, and turning points in history, embodied in these documents.

Through The People's Vote, National History Day, U.S. News and World Report, and the National Archives helped these students practice thoughtful voting, teaching them that they

During the Fall of 2003, the National Archives, National History Day, and *U.S. News & World Report* cosponsored *The People's Vote: 100 Documents That Shaped America*. It allowed people to vote for ten documents, from the one hundred featured in *Our Documents*, as the ones they think most changed the course of history, shaped the United States, and defined Americans as a people.

Results of the vote can be found at www.ourdocuments.gov.

America Selects the Top Documents in Our History

More than 300,000 votes were cast as part of *The People's Vote*.

The results were announced in a ceremony in the National Archives Rotunda for the Charters of Freedom on December 15, 2004, Bill of Rights Day.

The following is a list of the ten documents that received the most votes and the percentage of votes each received:

1. The Declaration of Independence, 75.9 percent
2. The U.S. Constitution, 69.3 percent
3. The Bill of Rights, 67.9 percent
4. The Louisiana Purchase Treaty, 34.3 percent
5. The Emancipation Proclamation, 33.5 percent
6. The 19th Amendment to the Constitution, 31.4 percent
7. The 13th Amendment to the Constitution, 30.1 percent
8. The Gettysburg Address, 25.4 percent
9. The Civil Rights Act, 25.2 percent
10. The Social Security Act, 20.9 percent

Results of the vote can be found at:
www.ourdocuments.gov



Students view the declaration of Independence at the "People's Vote" announcement.

Courtesy of Earl McDonald, National Archives

must read, ponder, and debate before casting their ballots. It is our sincere hope that when the next generation becomes old enough to vote in local, state and national elections, they will do so only after thinking critically about their nation's past and its legacy for the future.

There is evidence that Our Documents can inspire learning, and that there is indeed hope for future generations. After participating in a lesson using President George Washington's 1796 Farewell Address (Document 15), Rachel Ibarra, an eighth grader at Morey Middle School in Denver, Colorado had this to say:

"When the class began to get into the Farewell Address, I found it interesting and challenging. I understood what Washington thought of political parties and his disagreement with them, that he believed that our country would thrive but only if it stays together, and how domestic and foreign policy issues are interconnected. I felt like all the time I took to work on this assignment was time well spent."

Brittany Hess, a seventh grader at Fruitvale Junior High School in Bakersfield, California participated in a lesson on Civil Rights, and wrote this: "We all cover segregation in elementary school but it was made so that it didn't look like things were so bad. This was the "real deal." We as seventh graders got exposure to the real world. The way this was presented made us want to keep exploring and learn more." (Based on a lesson that used Document 2, The Declaration of Independence, 1776; Document 43, The Fourteenth Amendment, 1868; Document 97, The Civil Rights Act of 1964; and Document 100, The Voting Rights Act of 1965.)

Our challenge now is to continue this exercise in understanding democracy and citizenship. Today's announcement comes at the end of a major push to engage Americans in such a practice.

The People's Vote has been both educational and fun, and it is fascinating to see which documents Americans are thinking about. But this is only the beginning of the discussion. Our task now is to continue this conversation and encourage all Americans, especially young Americans, to meet the challenge of continuing to mold "a more perfect union."

Help us form a More Perfect Union...

Go to www.ourdocuments.gov today!

Congress OF THE United States,

begun and held at the City of New York, on
Wednesday the fourth of March, one thousand seven hundred and eighty nine.

4 THE Conventions of a number of the States, having at the time of their adopting the Constitution, expressed a desire, in order to give effect to its powers, that further declaratory and restrictive clauses should be added: And as extending the ground of public confidence in the Government, will best ensure the faithful exercise of its powers, that further declaratory and restrictive clauses should be added: And as extending the ground of public confidence in the Government, will best ensure the faithful exercise of its powers, that further declaratory and restrictive clauses should be added:

RESOLVED by the Senate and House of Representatives of the United States of America in Congress assembled, two thirds of each, that the following Articles be proposed to the Legislatures of the several States as amendments to the Constitution of the United States, all of which are in the words of the said Legislatures, to be valid to all intents and purposes as part of the said Constitution: viz.

ARTICLES in addition to, and amendment of the Constitution of the United States of America, proposed by Congress, and ratified by several States, pursuant to the fifth Article of the Original Constitution.

St. ... After the first enumeration required by the first Article of the Constitution, which the proportion shall be so regulated by Congress, that there shall not be less than one Representative for every thirty thousand, until the number shall amount to what Congress may determine, nor less than one Representative for every



1788

Federalist Paper No. 51

1789

President George Washington's First Inaugural Speech

1791

Bill of Rights

The first 10 amendments to the Constitution, known as the Bill of Rights, are ratified by the states. These Amendments define citizens' rights in relation to the government, and include guarantees of freedom of speech and religion, and the right to a speedy and public trial.

Federal Judiciary Act

Timeline CONTINUED ON PAGE 22

Article 11. In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed; to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have the assistance of counsel for his defence;

And in suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any court of the United States, than according to the rules of the common law.

Wherein Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

11th. No enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

18th. The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively or to the people.

1937,

Frederick Augustus Muhlenberg, Speaker of the House of Representatives

John Adams, Vice President of the United States, and President of

Beckley, Clerk of the House of Representatives.

Attest *Attest* Secretary of the Senate.

Understanding *Our Documents*

A Competition for Students

For more information on National History Day and your local NHD contest, visit the NHD website at www.nationalhistoryday.org

For more than 25 years National History Day (NHD), a non-profit history education program dedicated to improving the way history is taught and learned, has promoted educational reform related to the teaching and learning of history in America's schools. The year-long NHD program engages students in grades 6–12 in the process of discovery and interpretation of historical topics. Student participants produce dramatic performances, imaginative exhibits, multimedia documentaries, and research papers based on research related to an annual theme. These projects are then evaluated at local, state, and national competitions. Through participation in the competitions, students not only gain a deeper understanding of history, they improve their research, presentation, and critical thinking skills. With programs in 49 states and the District of Columbia, NHD engages all types of students—public, private, parochial and home-school students; urban, suburban, and rural. More than 700,000 students participate in the NHD program yearly.

In once again joining with the National Archives and Records Administration and the U.S.A. Freedom Corps in the *Our Documents* Initiative this year, NHD hopes to expand appreciation of our nation's history among students, as well as to promote excellent teaching in the nation's schools. Students are invited to enter the *Our Documents* contest by using one or more of the 100 *Milestone Documents* in projects related to 2005 National History Day Theme, *Communication History*.

As in past years, any student in grades 6–12 may participate in the National History Day program in either the Junior (grades 6–8) or Senior (grades 9–12) divisions. Winners of the National History Day/*Our Documents* Competition will be announced at the national contest held at the University of Maryland at College Park, June 12-16, 2005. For more information on National History Day, visit the NHD website at www.nationalhistoryday.org.

Teaching *Our Documents*

A Lesson Competition for Educators

Mail your lesson by
March 30, 2005 to:

Teaching *Our Documents*,
National History Day,
0119 Cecil Hall,
University of Maryland,
College Park, MD 20742

Taking A Stand in History

Again this year, NHD is offering an opportunity for history, social studies, civics, and government teachers to develop document-based lesson plans for national awards and distribution. *Teaching Our Documents: A Lesson Competition for Educators* invites teachers to develop and test a classroom lesson focusing on one or several of the *100 Milestone Documents* in United States history. Lessons should engage students in a meaningful examination of the documents within their historical context. Awards will be announced at the annual National History Day national competition, June 12–16, 2005, at the University of Maryland at College Park. Teachers should adhere to the following guidelines in preparing for the *Our Documents* teacher competition.

Contest Rules:

I. Participation

- Participation is open to history, social studies, civics, and government teachers in public, private, parochial, and home schools.
- Participation is open to teachers in upper elementary grades (grades 4-6), middle schools, and high schools.
- Participating teachers must engage their students in “Understanding *Our Documents*: Taking a Stand in History,” National History Day’s 2006 student program theme.

II. Lesson Content

- ***Our Documents* Connection**
Your lesson should focus on a teaching activity related to your choice of one or several of the

100 Milestone Documents, and it should explain the connection between the document(s) and NHD’s 2006 theme, *Taking a Stand in History*.

- **Historical Background**

Your lesson should include a brief section on the historical background (context) of the document(s).

- **Cross-curricular Connections**

How can this lesson be used in classes other than American History? You should include a statement explaining your lesson’s relationship to history as well as to classes in other disciplines.

- **Teaching Activities**

Your lesson should include a substantive teaching activity that engages students in a critical

examination of the documents within the context of United States History (and World History, if appropriate). The lesson should also identify skills that are developed through this lesson (e.g., technological skills, reading, etc.)

III. Lesson Format

Your lesson must follow the following format:

- Title
- *Our Documents* and Theme Connection
- List of Document(s) (If using more than one Milestone Document, list documents in chronological order.)
- Historical Background
- Cross-Curricular Connections
- Teaching Activities (All teaching activities must be explained clearly and thoroughly enough that other teachers would be able to understand and apply the lessons verbatim in their own classrooms)
- Project Grading/Assessment (Explain how student performance was evaluated)

IV. Lesson Success

- Include a two-page report outlining the success and usefulness of your lesson.
- Include two letters of recommendation from your students detailing their experience and perspective on the success of your lesson. This means you must pilot your lesson in your classroom!

V. Awards

- Awards will be presented to teachers in elementary, middle, and high schools for the Outstanding Document Lesson related to *Taking a Stand in History*.

List of the 100 Milestone Documents

The following is a list of *100 Milestone Documents*, compiled by the National Archives and Records Administration, and drawn primarily from its nationwide holdings. The documents chronicle United States history from 1776 to 1965¹.

The list begins with the Lee Resolution of June 7, 1776, a simple document resolving that the United Colonies “are, and of right, ought to be free and independent states. . .” and ends with the Voting Rights Act of 1965, a statute that helped fulfill the promise of freedom inherent in the first documents on the list. The remaining milestone documents are among the thousands of public laws, Supreme Court decisions, inaugural speeches, treaties, constitutional amendments, and other documents that have influenced the course of United States history. They have helped shape the national character, and they reflect our diversity, our unity, and our commitment as a nation to continue to work toward forming “a more perfect union.”

¹ The decision not to include milestone documents since 1965 was a deliberate acknowledgement of the difficulty in examining more recent history. As stated in the guidelines for the National History Standards, developed by the National Center for History in the Schools, “*Historians can never attain complete objectivity, but they tend to fall shortest of the goal when they deal with current or very recent events.*”

1. Lee Resolution, 1776
2. Declaration of Independence, 1776
3. Articles of Confederation, 1777
4. Treaty of Alliance with France, 1778
5. Original Design of the Great Seal of the United States, 1782
6. Treaty of Paris, 1783
7. Virginia Plan, 1787
8. Northwest Ordinance, 1787
9. Constitution of the United States, 1787
10. Federalist Paper No. 10, 1787; No. 51, 1788 **
11. President George Washington's First Inaugural Speech, 1789
12. Federal Judiciary Act, 1789
13. Bill of Rights, 1791
14. Patent for the Cotton Gin, 1794
15. President George Washington's Farewell Address, 1796 **
16. Alien and Sedition Acts, 1798
17. Jefferson's Secret Message to Congress Regarding Exploration of the West, 1803
18. Louisiana Purchase Treaty, 1803
19. *Marbury v Madison*, 1803
20. The Treaty of Ghent, 1814
21. *McCulloch v Maryland*, 1819
22. Missouri Compromise, 1820
23. Monroe Doctrine, 1823
24. *Gibbons v Ogden*, 1824
25. President Andrew Jackson's Message to Congress “On Indian Removal,” 1830
26. Treaty of Guadalupe Hidalgo, 1848
27. Compromise of 1850
28. Kansas-Nebraska Act, 1854
29. *Dred Scott v Sanford*, 1857
30. Telegram Announcing the Surrender of Fort Sumter, 1861
31. Homestead Act, 1862
32. Pacific Railway Act, 1862
33. Morrill Act, 1862
34. Emancipation Proclamation, 1863
35. War Department General Order 143: Creation of the U.S. Colored Troops, 1863
36. Gettysburg Address, 1863 **
37. Wade-Davis Bill, 1864
38. President Abraham Lincoln's Second Inaugural Address, 1865 **
39. Articles of Agreement Relating to the Surrender of the Army of Northern Virginia, 1865
40. 13th Amendment to the U.S. Constitution: Abolition of Slavery, 1865



Courtesy of Earl McDonald, National Archives

General Dwight D. Eisenhower gives the order of the Day, the D-day statement, to soldiers of the Allied Expeditionary Force.

41. Check for the Purchase of Alaska, 1868
42. Treaty of Fort Laramie, 1868
43. 14th Amendment to the U.S. Constitution: Civil Rights, 1868
44. 15th Amendment to the U.S. Constitution: Voting Rights, 1870
45. Act Establishing Yellowstone National Park, 1872
46. Thomas Edison's Patent Application for the Light Bulb, 1880
47. Chinese Exclusion Act, 1882
48. Pendleton Act, 1883
49. Interstate-Commerce Act, 1887
50. Dawes Act, 1887
51. Sherman Anti-Trust Act, 1890
52. *Plessy v Ferguson*, 1896
53. De Lome Letter, 1898
54. Joint Resolution to Provide for Annexing the Hawaiian Islands to the United States, 1898
55. Platt Amendment, 1903
56. Theodore Roosevelt's Corollary to the Monroe Doctrine, 1905
57. 16th Amendment to the U.S. Constitution: Federal Income Tax, 1913
58. U.S. 17th Amendment to the U.S. Constitution: Direct Election of Senators, 1913
59. Keating-Owen Child Labor Act, 1916
60. Zimmermann Telegram, 1917
61. Joint Address to Congress Leading to a Declaration of War Against Germany, 1917
62. President Woodrow Wilson's 14 Points, 1918
63. 19th Amendment to the U.S. Constitution: Women's Right to Vote, 1920
64. Boulder Canyon Project Act, 1928
65. Tennessee Valley Authority Act, 1933
66. National Industrial Recovery Act, 1933
67. National Labor Relations Act, 1935
68. Social Security Act, 1935
69. President Franklin Roosevelt's Radio Address unveiling second half of the New Deal, 1936
70. President Franklin Roosevelt's Annual Message to Congress, 1941
71. Lend Lease Act, 1941
72. Executive Order 8802: Prohibition of Discrimination in the Defense Industry, 1941
73. Joint Address to Congress Leading to a Declaration of War Against Japan, 1941
74. Executive Order 9066: Japanese Relocation Order, 1942
75. Eisenhower's Order of the Day, June 6, 1944
76. Servicemen's Readjustment Act, 1944
77. Manhattan Project Notebook, 1945
78. Surrender of Germany, 1945
79. United Nations Charter, 1945
80. Surrender of Japan, 1945
81. Truman Doctrine, 1947
82. Marshall Plan, 1948
83. Press Release Announcing U.S. Recognition of Israel, 1948
84. Executive Order 9981: Desegregation of the Armed Forces, 1948
85. Armistice Agreement for the Restoration of the South Korean State, 1953
86. Senate Resolution 301: Censure of Senator Joseph McCarthy, 1954
87. *Brown v Board of Education*, 1954
88. National Interstate and Defense Highways Act, 1956
89. Executive Order 10730: Desegregation of Central High School, 1957
90. President Dwight D. Eisenhower's Farewell Address, 1961
91. President John F. Kennedy's Inaugural Address, 1961
92. Executive Order 10924: Establishment of the Peace Corps, 1961
93. Transcript of John Glenn's Official Communication With the Command Center, 1962
94. Aerial Photograph of Missiles in Cuba, 1962
95. Test Ban Treaty, 1963
96. Official Program for the March on Washington, 1963
97. Civil Rights Act, 1964
98. Tonkin Gulf Resolution, 1964
99. Social Security Act Amendments, 1965
100. Voting Rights Act, 1965

All of the documents listed above are in the holdings of the National Archives and Records Administration, except where noted with an **.

Tapping into Local Repositories to Teach ***Our Documents***

—By Lee Ann Potter, National Archives and Records Administration

The 100 Milestone Documents included in *Our Documents* can be daunting to students—many are long, written in a formal, unfamiliar style, and deal with complicated issues—but teaching the documents does not have to be daunting. Local repositories, including libraries, historical societies, private collections, state archives, and regional archival facilities are marvelous places to locate documents that can help teach about the Milestones. And the people who work in these facilities are often excited to work with interested educators and students.

A local repository may hold diaries, private papers, manuscript collections, artifacts, school yearbooks, past issues of periodicals, rare books, and more. Often these resources relate to the milestones in *Our Documents* and can effectively illustrate their impact, significance, and relevance to students. For example,

A county land office may hold documents that describe property according to “townships” and “sections,” terms first used following the Northwest Ordinance (Document #8).

An historical society in a western town with a train station may hold train schedules from when the railroad was first built following the Pacific Railway Act (Document #32).

A museum on the campus of a land grant college may hold documents relating to the school’s creation as a result of the Morrill Act (Document #33).

The archives or historian’s office of a local company may have materials relating to how some of the 100 Documents, such as the Patent Application for the Electric Light Bulb (Document #46), the National Labor Relations Act (Document #67), or the Civil Rights Act of 1964 (Document #97), affected business practices.

A school district's records office may hold yearbooks for schools that existed prior to integration following Brown v. the Board of Education (Document #87).

A local library may hold past issues of newspapers or periodicals (most likely on microfilm or microfiche) that announced and described many of the 100 Documents.

By introducing students to these types of local materials, teachers can increase student interest in the documents included in *Our Documents*.

Teachers might expose students to local materials by:

- 1. incorporating facsimiles into classroom instruction;**
- 2. inviting guest speakers from the facilities to talk with students;**
- 3. planning a fieldtrip to the facilities; or**
- 4. coordinating student research into the collections.**

Through such activities, students will gain greater understanding of how the *100 Documents* both reflected and influenced the national experience; and how the national experience both reflected and influenced local experience.

You don't have to go to Washington, DC, to go to the Archives

National Archives

The National Archives and Records Administration (NARA) has a nationwide network of research facilities, including the Presidential Libraries, that welcome researchers who are as young as 14 years of age. Perhaps there is a facility near you!

National Archives and Records Administration Research Facilities Nationwide

(Information about all NARA facilities is online at <http://www.archives.gov/facilities/index.html>.)

National Archives and Records Administration

700 Pennsylvania Avenue NW
Washington, DC 20408-0001
202-501-5400
Email: inquire@nara.gov
8601 Adelphi Road
College Park, MD 20740-6001
301-837-2000
Email: inquire@nara.gov
NARA—Northeast Region (Boston)
380 Trapelo Road
Waltham, MA 02452-6399
866-406-2379

NARA—Northeast Region (Pittsfield)

(Microfilm holdings only)
10 Conte Drive
Pittsfield, MA 01201-8230
413-236-3600

NARA—Northeast Region (New York City)

201 Varick Street, 12th Floor
New York, NY 10014-4811
212-401-1620

**NARA—Mid Atlantic Region
(Center City Philadelphia)**
900 Market Street
Philadelphia, PA 19107-4292
215-606-0100

NARA—Southeast Region
1557 St. Joseph Avenue
East Point, GA 30344-2593
404-763-7474
NARA—Great Lakes Region (Chicago)
7358 South Pulaski Road
Chicago, IL 60629-5898
773-948-9000

NARA—Central Plains Region (Kansas City)
2312 East Bannister Road
Kansas City, MO 64131-3011
816-926-6272

NARA—Southwest Region
501 West Felix Street-Building 1
P.O. Box 6216,
Fort Worth, TX 76115-0216
817-334-5515

NARA—Rocky Mountain Region
Denver Federal Center, Building 48
P.O. Box 25307
Denver, CO 80225-0307
303-407-5700

NARA—Pacific Region (Laguna Niguel)
24000 Avila Road
Laguna Niguel, CA 92607-6719
949-360-2641

NARA—Pacific Region (San Francisco)
1000 Commodore Drive
San Bruno, CA 94066-2350
650-238-3500

NARA—Pacific Alaska Region (Seattle)
6125 Sand Point Way, NE
Seattle, WA 98115-7999
206-336-5115

NARA—Pacific Alaska Region (Anchorage)
654 West Third Avenue
Anchorage, AK 99501 2145
907-271-2443

Herbert Hoover Library
210 Parkside Drive
P.O. Box 488
West Branch, IA 52358-0488
319-643-5301
www.hoover.archives.gov

Franklin D. Roosevelt Library
4079 Albany Post Road
Hyde Park, NY 12538-1999
845-486-7770
www.fdrlibrary.marist.edu

Harry S. Truman Library
500 West U.S. Highway 24
Independence, MO 64050-1798
816-833-1400
www.trumanlibrary.org

Dwight D. Eisenhower Library
200 Southeast Fourth Street
Abilene, KS 67410-2900
785-263-4751
www.eisenhower.archives.gov

John Fitzgerald Kennedy Library
Columbia Point
Boston, MA 02125-3398
617-514-1600
www.jfklibrary.org

Lyndon Baines Johnson Library
2313 Red River Street
Austin, TX 78705-5702
512-721-0200
www.lbjlib.utexas.edu

Nixon Presidential Materials
Office of Presidential Libraries
National Archives at College Park
8601 Adelphi Road
College Park, MD 20740-6001
301-837-3290
www.nixon.archives.gov

Gerald R. Ford Library
1000 Beal Avenue,
Ann Arbor, MI 48109-2114
734-205-0555
www.fordlibrarymuseum.gov

Gerald R. Ford Museum
303 Pearl Street, NW
Grand Rapids, MI 49504-5353
616-254-0400

Jimmy Carter Library
441 Freedom Parkway
Atlanta, GA 30307-1498
404-331-3942
www.jimmycarterlibrary.org

Ronald Reagan Library
40 Presidential Drive
Simi Valley, CA 93065-0600
805-577-4000/800-410-8354
www.reagan.utexas.edu

George Bush Library
1000 George Bush Drive
College Station, TX 77845-3906
979-691-4000
bushlibrary.tamu.edu

The William J. Clinton Library and Museum

1000 LaHarpe Boulevard
Little Rock, AR 72201
501-244-9756
www.clinton.archives.gov

Note: The National Archives also has record centers in Dayton, OH; Lee's Summit, MO; Suitland, MD; and northeast Philadelphia. Access to the records held in these facilities, however, is only through the agency of origin. Also, some, but not all, records at the National Personnel Records Center in St. Louis are open for research. Consult their web site, www.archives.gov/facilities/mo/st_louis.html for current information. The National Archives is currently updating its telephone system nationwide. If you are unable to reach a facility using the telephone number listed, please contact local directory assistance.

State Archives

Each state in the union has an agency that is responsible for preserving and making available for research the permanently valuable records of that state's government. These include records that are invaluable for genealogical and biographical research, such as birth records, adoption records, marriage records, divorce records, and death records, as well as land records and more! Many of these agencies offer publications and programs specifically aimed at teachers and students.

Alabama

Department of Archives & History
624 Washington Avenue,
Montgomery, AL 36130
P.O. Box 300100, Montgomery, AL 36130
General Information: (334) 242-4435
Records Center: (334) 240-3109
Fax: (334) 240-3433
dpendlet@archives.state.al.us
<http://www.archives.state.al.us>

Alaska

State Archives
Mailing Address:
141 Willoughby Avenue, Juneau, AK 99801
(907) 465-2270 | Fax: (907) 465-2465
archives@eed.state.ak.us
<http://arktinen.urova.fi/polarweb/polar/lbusasar.htm>

Arizona

State Archives
State Capitol, Suite 342,
1700 West Washington, Phoenix, AZ 85007
(602) 542-4159 | Fax: (602) 542-4402
archive@lib.az.us
<http://www.dlapr.lib.az.us>

Arkansas

History Commission
One Capitol Mall Little Rock, AR 72201
(501) 682-6900
<http://www.ark-ives.com>

California

State Archives
1020 "O" Street, Sacramento, CA 95814
Reference Desk: (916) 653-2246
General Information: (916) 653-7715 | Fax:
(916) 653-7363
ArchivesWeb@ss.ca.gov
<http://www.ss.ca.gov/archives/archives.htm>

Colorado

Colorado State Archives
1313 Sherman, Room 1B20, Denver, CO 80203
303-866-2358 | (303) 866-2390
Toll-Free (CO only): 1-800-305-3442
Fax: (303) 866-2257
archives@state.co.us
<http://www.colorado.gov/dpa/doit/archives>

Connecticut

State Archives
Connecticut State Library,
231 Capitol Avenue, Hartford, CT 06106
General Phone (860) 757-6580
(860) 757-6595 | Fax: (860) 757-6542
isref@cslib.org
URL: <http://www.cslib.org/archives.htm>

Delaware

Public Archives
Hall of Records, 121 Duke of York Street,
Dover, DE 19901
(302) 742-5000 | Fax: (302) 739-2578
archives@state.de.us
<http://www.state.de.us/sos/dpa>

District of Columbia

Office of Public Records
1300 Naylor Court NW
Washington, DC 20001-4225
(202) 727-2052
<http://www.os.dc.gov/pubrec/pubrec.shtm>

Florida

Bureau of Archives & Records Management,
Division of Library & Information Services
500 South Bronough Street
Tallahassee, FL 32399
(850) 245-6700
barm@mail.dos.state.fl.us
<http://dlis.dos.state.fl.us/barm/fsa.html>

Georgia

Department of Archives & History
Ben W. Fortson, Jr. Archives & Records Building
330 Capitol Avenue SE, Atlanta, GA 30334
(404) 656-2393 | Fax: (404) 657-8427
reference@sos.state.ga.us
<http://www.sos.state.ga.us/archives>

Hawaii

State Archives
Department of Accounting & General Services,
Kekauluohi Building,
Iolani Palace Grounds Honolulu, HI 96813
(808) 586-0329 | Fax: (808) 586-0330
URL: <http://www.history.navy.mil/sources/hi/hhe.htm>

Idaho

State Historical Society Library & Archives
450 North Fourth St, Boise, ID 83702
Phone: History: (208) 334-3356
Genealogy: (208) 334-3357
Oral History: (208) 334-3863
Archives: (208) 334-2620, (602) 542-4159
Fax: (208) 334-3198
Archivist: rhouse@ishs.state.id.us
http://idahohistory.net/research.html

Illinois

State Archives
Margaret Cross Norton Building
Capitol Complex, Springfield, IL 62756
(217) 782-4682 | Fax: (217) 524-3930
dmorse@ilsos.net
http://www.sos.state.il.us/departments/archives/archives.html

Indiana

State Archives
6440 East 30th Street
Indianapolis, Indiana 46219
(317) 591-5222 | Fax: (317) 591-5324
arc@icpr.state.in.us
http://www.state.in.us/icpr

Iowa

State Library of Iowa
1600 East Locust
Des Moines, IA 50319-0290
(515) 281-5111, (515) 281-6412
Fax: (515) 282-0502, (515) 242-6498
For E-mail addresses, see web site.
URL: <http://iowahistory.org/archives>

Kansas

State Historical Society
6425 Southwest Sixth Avenue Topeka, KS 66615
(785) 272-8681 ext. 117 | Fax: (785) 272-8682
TTY: (785) 272-8683
information@kshs.org
http://www.kshs.org

Kentucky

Department for Libraries & Archives
300 Coffee Tree Road P.O. Box 537,
Frankfort, KY 40602
(502) 564-8300 | Fax: (502) 564-5773
http://www.kdla.state.ky.us

Louisiana

State Archives
3851 Essen Lane, Baton Rouge, LA 70809
Main Research Library: (225) 922-1000
Fax: (225) 922-0433
archives@sec.state.la.us
http://www.sec.state.la.us/archives/archives-index.htm

Maine

State Archives
84 State House Station
Augusta, ME 04333-0084
(207) 287-5790 | Fax: (207) 287-5739
anne.small@state.me.us and
anthony.douin@state.me.us
http://www.state.me.us/sos/arc

Maryland

State Archives
350 Rowe Boulevard, Annapolis, MD 21401
(410) 260-6400 | Fax: (410) 974-3895
Tollfree MD only: 1-800-235-4045
archives@mdarchives.state.md.us
http://www.mdarchives.state.md.us

Massachusetts

State Archives
220 Morrissey Boulevard, Boston, MA 02125
(617) 727-2816 | Fax: (617) 288-8429
archives@sec.state.ma.us
http://www.state.ma.us/sec/arc/arcidx.htm

Michigan

State Archives
Michigan Historical Center
717 West Allegan Street, Lansing, MI 48918
(517) 373-1408 | Fax: (517) 241-1658
archives@sos.state.mi.us
http://www.michigan.gov/hal/0,1607,7-160-17445_19273_19313---,00.html

Minnesota

State Archives
Minnesota Historical Society
345 Kellogg Boulevard West, St. Paul, MN 55102
(651) 297-4502 | Fax: (651) 296-9961
archives@mnhs.org
http://www.mnhs.org

Mississippi

Department of Archives & History
P.O. Box 571, Jackson, MS 39205-0571
General Information: (601) 359-6850
Archives & Records Division: (601) 359-6876
Fax: (601) 359-6975 refdesk@mdah.state.ms.us
http://www.mdah.state.ms.us

Missouri

State Archives
600 W. Main P.O. Box 1747
Jefferson City, MO 65102
(573) 751-3280 | Fax: (573) 526-7333
archref@sosmail.state.mo.us
<http://www.sos.mo.gov/archives>

Montana

Historical Society
225 North Roberts Street
P.O. Box 201201, Helena, MT 59620
(406) 444-2694 | Fax: (406) 444-2696
mhslibrary@state.mt.us
<http://www.his.state.mt.us>

Nebraska

Library/Archives Division
Nebraska State Historical Society
P.O. Box 82554, 1500 R
Street, Lincoln, NE 68501
(402) 471-4751 | Fax: (402) 471-3100
lanshs@nebraskahistory.org
<http://www.nebrakanhistory.org>

Nevada

State Library & Archives
100 North Stewart Street
Carson City, NV 89701
(775) 684-3310 | Fax: (775) 684-3311
Jeffrey M. Kintop, jmkintop@clan.lib.nv.us
<http://dmla.clan.lib.nv.us/docs/nsia>

New Hampshire

Division of Records Management & Archives
71 South Fruit Street
Concord, NH 03301
(603) 271-2236 | Fax: (603) 271-2272
FMEVERS@sos.state.nh.us or
BBURFORD@sos.state.nh.us
<http://www.state.nh.us/state>

New Mexico

State Records Center & Archives
404 Montezuma Street
Santa Fe, NM 87503
(505) 827-7332
SJARAMI@rain.state.nm.us
http://www.nmculture.org/cgi-bin/instview.cgi?_recordnum=SRCA

New Jersey

State Archives
225 West State Street Level 2
Dept. of State Building P.O. Box 307
Trenton, NJ 08625-0307
General Information: (609) 292-6260
Administrative Offices: (609) 633-8334
Fax: (609) 396-2454
info@archive.sos.state.nj.us
archives.reference@sos.state.nj.us
archives.collections@sos.state.nj.us
archives.publications@sos.state.nj.us
<http://www.njarchives.org/links/archives.html>

New York

State Archives & Records Administration
New York State Education Department,
Cultural Education Center, Albany, NY 12230
General Information: (518) 474-6926
Archives Reference Information: (518) 474-8955
General Information: sarainfo@mail.nysed.gov
Archives Reference Information:
archref@mail.nysed.gov
<http://www.archives.nysed.gov/aindex.shtml>

North Carolina

Division of Archives & History
4610 Mail Service Center
Raleigh, NC 27699-4610
(919) 733-7305 | Fax: (919) 733-8807
ahweb@ncmail.net
<http://www.ah.dcr.state.nc.us>

North Dakota

State Archives & Historical Research Library
State Historical Society of North Dakota
612 East Boulevard
Avenue, Bismarck, ND 58505
(701) 328-2091 | Fax: (701) 328-2650
archives@state.nd.us
<http://www.state.nd.us/hist/sal.htm>

Ohio

Historical Society
Archives/Library Reference Questions
1982 Velma Avenue, Columbus, OH 43211
(614) 297-2510 | Fax: (614) 297-2946
carp@ohiohistory.org
<http://www.ohiohistory.org>

Oklahoma

The State Archives and Records Management
200 Northeast Eighteenth Street
Oklahoma City, OK 73105-3298
(405) 521-2491 | Fax: (405) 522-3583
tfugate@oltn.state.ok.us
<http://www.odl.state.ok.us/oar>

Oregon

State Archives
800 Summer Street Northeast,
Salem, OR 97310
(503) 373-0701 | Fax: (503) 373-0953
reference.archives@state.or.us
<http://arcweb.sos.state.or.us>

Pennsylvania

State Archives
P.O. Box 1026, Harrisburg, PA 17108-1026
(717) 783-3281 | Fax: (717) 783-9924
<http://www.phmc.state.pa.us>

Rhode Island

State Archives
Office of Secretary of State
337 Westminster Street Providence, RI 02903
(401) 222-2353 | Fax: (401) 222-3199
reference@archives.state.ri.us
<http://www.state.ri.us/archives>

South Carolina

State Archives & History Center
8301 Parklane Road, Columbia, SC 29223
General Information: (803) 896-6100
Archives Research Room:
(803) 896-6104 | (803) 896-6198
General Information: Rusty Sox,
sox@scdah.state.sc.us
Research Room Information: Steve Tuttle,
Tuttle@scdah.state.sc.us
<http://www.state.sc.us/scdah/homepage.htm>

South Dakota

State Archives
900 Governors Drive, Pierre, SD 57501-2217
(605) 773-3804 | Fax: (605) 773-6041
Archref@state.sd.us
<http://www.sdhhistory.org>

Tennessee

State Library & Archives
403 Seventh Avenue North
Nashville, TN 37243-0312
(615) 741-2764 | Fax: (615) 741-6471
reference@mail.state.tn.us
<http://www.state.tn.us/sos/statelib/tslahome.htm>

Texas

State Library & Archives
P.O. Box 12927, Austin, TX 78711
Phone: (512) 463-5460
archinfo@tsl.state.tx.us
Reference E-mail: reference.desk@tsl.state.tx.us
<http://www.tsl.state.tx.us>

Utah

State Archives
State Capitol, Archives Building
P.O. Box 141021, Salt Lake City, UT 84114
Phone: (801) 538-3012 | Fax: (801) 538-3354
archivesresearch@utah.gov
<http://www.archives.state.ut.us>

Vermont

State Archives
Mailing Address:
Redstone Building 26 Terrace Street Drawer 09
Montpelier, VT 05609
Phone: (802) 828-2363
Gregory Sanford: gsanford@sec.state.vt.us
<http://vermont-archives.org>

Virginia

Archives Research Services
Mailing Address: The Library of Virginia
800 East Broad Street Richmond, VA 23219
Phone: (804) 692-3600 | Fax: (804) 692-3603
recman@lva.lib.va.us
<http://www.lva.lib.va.us>

Washington

State Archives
1210 Washington Street SE
P.O. Box 40238 Olympia, WA, 98504
Phone: Administration: (360) 753-5485
Phone: Research: (360) 586-1492
archives@secstate.wa.gov
<http://www.secstate.wa.gov/archives>

West Virginia

State Archives
Archives & History Library The Cultural Center
1900 Kanawha Boulevard
East Charleston, WV 25305
Phone: (304) 558-0230 ext. 168
<http://www.wvculture.org/history/wvsamenu.html>

Wisconsin

State Historical Society
Archives Division, Reference Services
816 State Street Madison, WI 53706
Phone: (608) 264-6460 | Fax: (608) 264-6486
archref@whs.wisc.edu
<http://www.wisconsinhistory.org>

Wyoming

State Archives
Mailing Address:
Barrett Building, 2301 Central Avenue
Cheyenne, WY 82002
Phone: (307) 777-7826 | Fax: (307) 777-7044
wyarchive@missc.state.wy.us
<http://wyoarchives.state.wy.us>

Introducing Students to Primary Source Documents

—By Lee Ann Potter, National Archives and Records Administration
Reprinted Courtesy of National Archives and Records Administration

Pprimary source documents, such as those included in the *Our Documents* project, fascinate students because

they are real. They are not simply words that were written decades ago, but rather, the actual, tangible evidence that exists today that links us to the past and to those individuals who came before us.

Perhaps because they are of such interest to students, using primary source documents in the classroom helps to teach and reinforce important historical thinking skills.

Primary Documents are useful in the classroom because:

1. They prompt students to ask questions.
2. They encourage students to acknowledge various points of view.
3. They help establish context for historical events.
4. They allow students to discover evidence.
5. They help students see cause-and-effect relationships.
6. They encourage students to compare and contrast evidence.
7. They help students understand continuity and change over time.
8. They force students to consider and recognize bias.
9. They make students question where information comes from.
10. They drive students to determine validity and reliability of sources.
11. They enable students to realize the importance of referencing multiple resources for information.



1794
Patent for the Cotton Gin
Eli Whitney's invention of the cotton gin, for which he receives a patent on March 14, creates a more efficient and rapid method of processing cotton.



1796
President George Washington's Farewell Address**
In his farewell Presidential address, President Washington advises American citizens to view themselves as unified, to avoid political parties, and to be wary of attachments and entanglements with other nations.

1798
Alien and Sedition Acts
Passed in preparation for an anticipated war with France, these acts are also intended to stop the Democratic Republican opposition in a Federalist-controlled Congress. The acts tighten restrictions on foreign-born Americans (many of whom favored the Democratic Republicans) and limit speech critical of the government.



1803
President Thomas Jefferson's Secret Message to Congress Regarding Exploration of the West

In this secret message of Jan. 18, President Thomas Jefferson asks Congress for \$2,500 to explore the West—all the way to the Pacific Ocean. At the time, the territory does not belong to the United States. Congress agrees to fund the expedition that would be led by Meriwether Lewis and William Clark.

Louisiana Purchase Treaty
In this transaction with France, signed on April 30, the United States purchases 828,000 square miles of land west of the Mississippi River for \$15 million. For roughly 4 cents an acre, the country doubles in size, expanding the nation westward.

Introducing students to primary sources can turn them on to history like little else can.

The National Archives and National History Day recognize this power and suggest the following guidelines for using primary sources as teaching tools:

1. Determine what is usable in the document.
2. Decide how the document can be dropped into the curriculum.
3. Relate the document to larger issues or concepts of study.
4. Determine what personal application the document has for students.
5. Establish the context of the document.
6. Work directly with the document.
7. Use documents to raise questions for further research.
8. Use documents when longer reading assignments would be too much for the time available.
9. Allow the student to become the historian and examine the document as a historian's tool.

Finally, we offer the following suggestions for incorporating primary sources into instruction.

1. Focus Activity

Introduce document analysis as a regular activity at the beginning of each class period to focus student attention on the day's topic.

For example: Place a document on an overhead projector for students to see as they enter the room; or meet students at the door and hand them a document as they enter. As soon as the bell rings, begin a discussion.

2. Brainstorming Activity

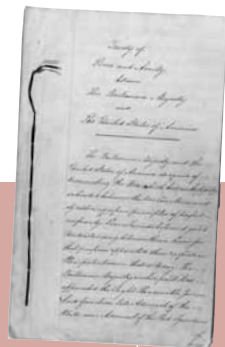
Launch a brainstorming session prior to a new unit of study with a document. This will alert students to topics that they will study.

For example: Distribute one or more documents to students and ask them what places, names, concepts, and issues are contained in it/them, along with what questions they prompt. Write these on a sheet of butcher paper. Keep this list posted in the room for the duration of the unit. Check off items as they are studied in the unit.



**1803
Marbury v
Madison**
Supreme Court Chief Justice John Marshall

establishes the Supreme Court's role as chief interpreter of the Constitution in his ruling on the Marbury v Madison case. The decision establishes the right of the courts to determine the constitutionality of the decisions of the other two branches of government.



**1814
Treaty of
Ghent**

This treaty ends the War of 1812, between Great Britain and the United States. Often called the Second War of Independence, the War of 1812 began amid strained relations between the two countries as the United States established itself as a nation. The treaty confirms the new nation's sovereignty.

**1819
McCulloch v
Maryland**

This Supreme Court case addresses the issue of federal power and commerce. In the majority opinion, Chief Justice John Marshall concludes that Congress does have the right to create a national bank, and that states do not have a right to tax that bank, as federal power is greater than that of the states.

**1820
Missouri Compromise**

This compromise is a series of measures designed to address the issue of the spread of slavery. It admits Missouri as a slave state, and Maine as a nonslave state at the same time, so as not to upset the balance between slave and free states in the nation. It also outlaws slavery above the 36° 30' latitude line in the remainder of the Louisiana territory.

**1823
Monroe
Doctrine**

This doctrine, laid out in President James Monroe's annual message to Congress on Dec. 2, states that the "American continents... are henceforth not to be considered as subjects for future colonization by any European powers." The European powers, according to Monroe, are obligated to respect the Western hemisphere as the United States' sphere of interest.



3. Visualization Exercise

Encourage students to visualize another place or time by viewing and analyzing graphical materials.

For example: Post photographs, maps, and other visual materials created during the period that you are studying around your classroom. Change these images as the units change.

4. Project Inspiration

Let documents serve as examples for student created projects.

For example: If your economics assignment is for students to create a poster encouraging young people to save money, share examples of WWII savings bond campaign posters with them.

5. Dramatic Presentation Activity

Use documents to inspire dramatic presentations by your students.

For example: Share with students a presidential speech and ask a student volunteer to deliver it to the class; or ask a student to present a dramatic reading of a letter; or assign students to write a script containing quotes from primary source documents.

6. Writing Activity

Use documents to prompt a student writing activity.

For example: Share with students a letter and ask them to either respond to it or write the letter that may have prompted it.

7. Listening Activity

Provide opportunities for students to listen to sound recordings and imagine being present at an historical event.

For example: Dim the lights in your classroom while you play a sound clip from an historical event and ask students to describe or draw the scene and/or the emotions in the voices.



1824 **Gibbons v Ogden**

The Constitution grants Congress the right to regulate commerce among the states, and this Supreme Court case upholds that power. The Supreme Court rules that states cannot enact any legislation that interferes with Congress' right to regulate commerce among the separate states.

1830 **President Andrew Jackson's Message to Congress "On Indian Removal"**

The president calls for the relocation of eastern American Indian tribes to land west of the Mississippi River, thereby opening new land for settlement by members of the United States.

1848 **Treaty of Guadalupe Hidalgo**

This treaty ends the war between the United States and Mexico. By its terms, Mexico cedes 55 percent of its territory, including parts of present day Arizona, California, New Mexico, Texas, and parts of Colorado, Nevada, and Utah, to the United States.



1850 **Compromise of 1850**

This is a series of bills that addresses issues related to slavery.

The Compromise provides for slavery to be decided by popular sovereignty (where settlers choose whether slavery will exist in a territory) in the admission of new states, prohibits the slave trade in the District of Columbia, settles a Texas boundary dispute, and establishes a stricter Fugitive Slave Act.

1854 **Kansas-Nebraska Act**

This act creates two new territories, Kansas and Nebraska. It also repeals the 1820 Missouri Compromise that prohibited slavery above the 36° 30' latitude line, allowing settlers to choose whether slavery will exist in the new territories through popular sovereignty.

8. Creating a Documentary

Show vintage film footage to encourage student-created documentaries.

For example: *In place of a traditional unit assessment, assign student groups the creation of a 10 minute documentary about the time period they have just studied. Ask them to incorporate film footage, photographs, sound, and quotes from other primary sources.*

9. Cross-Curricular Activity

Use documents to suggest and reinforce collaboration with a colleague in another department on assignments for students.

For example: *If a physics teacher assigns students to create an invention, share with students a patent drawing and ask them to draw one for their invention along with a specification sheet. Or, share documents with students related to the novels (or authors) that they are reading in Language Arts.*

10. Current Events Activity

(What is Past is Prologue) Use documents to launch a discussion about an issue or event currently in the news.

For example: *Select a document that relates to a person, event, or place that is currently in the news. Strip the document of information about the date of its creation and distribute it to students. Ask students to speculate about when it was created.*



1857

Dred Scott v Sanford

Dred Scott, a slave from Missouri, claims his freedom on the basis of living in a free state and free territory for seven years. His case ultimately goes to the Supreme Court. In its ruling, the court holds that no slave or descendant of a slave had ever been a citizen, or could be a United States citizen.

1861

Telegram Announcing Surrender of Fort Sumter

When President Abraham Lincoln orders United States soldiers to resupply the federal arsenal at Fort Sumter, South Carolina, the fort is attacked by members of the new Confederate States of America. This clash marks the start of the Civil War. Major Robert Anderson, commanding officer of the troops at Fort Sumter, surrenders the fort to the Confederacy.

1862

Homestead Act

This act, passed on May 20, grants adult heads of families 160 acres of surveyed public land after their payment of a filing fee and five years of continuous residence on that land. For \$1.25 an acre, the settler could own the land after six months' residence. The act accelerates the settlement of the western territory.

Pacific Railway Act

Passed on July 1, this act provides federal subsidies in land and loans for the construction of a transcontinental railroad across the United States.

Morrill Act

This act, passed on July 2, makes it possible for new western states to establish colleges for their citizens. It grants every Union state 30,000 acres of public land for every member of its congressional delegation. The states are to sell this land and use the proceeds to establish colleges in engineering, agriculture, and military science.

Timeline CONTINUED ON PAGE 27

11. Drawing Connections Activity

Use documents to help students recognize cause-and-effect relationships.

For example: *Provide students with two seemingly unrelated documents and ask them to connect them using other documents. One possibility might be to ask them how the Lee Resolution and the Homestead Act are connected. Student answers might include, “Three committees were set up as a result of the Lee Resolution. One committee drafted the Declaration of Independence. Its principle author was Thomas Jefferson. He was the President at the time of the Louisiana Purchase. The territory that became part of the United States as a result of the Louisiana Purchase included much of the land that became available for settlement under the Homestead Act.”*

12. Integrating Geography Activity

Use documents to teach and emphasize the locations where significant events have taken place.

For example: *Post a large map of the United States or the world on the classroom wall. Each time a new milestone document is discussed, place a pin in the location where the document was created and/or where its impact was the greatest.*

13. Small Group Hypothesis Activity

Use documents to encourage students to think creatively and consider the relative significance of a particular document.

For example: *Divide students into small groups, provide them with a document, and ask them to consider “what if” the document never existed.*

14. Reflection Exercises

Use documents to prompt student understanding of how actions of the government and/or events of the past affect their lives today.

For example: *Provide students with copies of the 19th Amendment and the Voting Rights Act and ask students to consider the documents’ implications on their lives.*

By the President of the United States of America:

A Proclamation.

Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

"That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons who are within any State or designated part thereof shall then be in the



1863

Emancipation Proclamation

President Lincoln issues the Emancipation Proclamation on Jan. 1. It declares, "that all persons held as slaves" within the rebellious states "are, and henceforward shall be free."

War Department General Order No. 143: Creation of the U.S. Colored Troops

President Lincoln approves the recruitment, into the military, of African-Americans. This results in the War Department issuing Order No. 143 on May 22, creating the United States Colored Troops.

Gettysburg Address

Delivered by President Lincoln at the memorial for the Battle of Gettysburg on Nov. 19. Lincoln urges Americans to remember the cause for which the soldiers at Gettysburg died, and to rededicate themselves to the principles of freedom and equality announced in the Declaration of Independence.

1864

Wade-Davis Bill

This bill creates a framework for Reconstruction and the re-admittance of the Confederate States to the Union.

1865

President Abraham Lincoln's Second Inaugural Address

In his Second Inaugural Address, President Lincoln speaks of mutual forgiveness, North and South, asserting that the true mettle of a nation lies in its capacity for charity.



Timeline CONTINUED ON PAGE 29

The 1965 Voting Rights Act

By Jesse Jackson, Jr.

Rep. Jesse L. Jackson, Jr. (D-IL) is the son of civil rights leader Jesse Jackson, Sr. Congressman Jackson joined the United States House of Representatives in 1995 as a member of the 104th Congress. He sits on the House Appropriations Committee and the Labor, Health and Human Services, and Education Subcommittee. He also serves on the Subcommittee on Foreign Operations, Export Financing, and Related Programs. Jackson graduated magna cum laude from North Carolina A&T State University, with a degree in business management. He later earned a masters degree in theology at Chicago Theological Seminary. He continued his education at the University of Illinois College of Law, earning his J.D. in 1993. He is the author of *A More Perfect Union: Advancing New American Rights*.

In this essay, Congressman Jackson takes a close look at the Voting Rights Act of 1965. He points out how critically important it is to carefully examine the specific language contained in this and other milestone documents, in order to understand context and meaning. He shows how, without such a close reading, students are likely to assume that this Act, which Jackson calls “misnamed”, guaranteed voting rights. In reality, he explains, the Voting Rights Act of 1965 was designed to prevent certain types of discrimination. By discussing the upcoming renewal (2007) of the 1965 Voting Rights Act and newly introduced relevant legislation, Jackson demonstrates the fact that these documents are not just a part of our past; we must explore connections between past, present and future.

In government class, if you ask your students to name the two most important ideas in defining the United States, they might well answer “freedom” and “democracy”. Most Americans see a close relationship between the two.

Freedom is the essence of our democracy, and we practice democracy by using our freedom. The **vehicle** for practicing both freedom and democracy is the vote, and the **process** is called elections.

The word “democracy” comes from two Greek words, *demos* (people) and *kratos* (strength or power). In other words, “we the people” have the power to determine what rights we have, what laws we will write, and how we will be governed – all with the consent of the governed. In the United States, “we the people” have a *representative* democracy, which means that we elect officials to represent us in national, state and local government. The United States is the world’s oldest democracy.

With voting and elections such a critical part of a democracy like ours, your students will probably be very surprised to learn that we do not have a **nationally** guaranteed right to vote in this country. A recent survey of 119 electoral democracies revealed that while the national constitutions of 108



Congressman Jesse Jackson Jr. at the National History Day Welcome Ceremony.

of those countries guarantee the right to vote, the U.S. Constitution does **not**.¹ **There is no explicit affirmative individual right to vote in the U.S. Constitution.** The right to vote in the United States exists only as a right granted by each individual state!

The 15th Amendment to the Constitution does not provide an affirmative individual right to vote. Rather, it promises protection against **discrimination in voting** on the basis of race. Similarly, the 19th and 26th Amendments do **not** provide an affirmative individual right to vote, but rather, they prohibit **discrimination in voting** on the basis of sex and age, respectively.

Neither is the somewhat mis-named 1965 Voting Rights Act (VRA) a voting **rights** act. It is the

implementation legislation necessary for fulfillment of the 15th Amendment (ratified in 1870, nearly one hundred years earlier), **outlawing discrimination in voting** on the basis of race.

Your students may have heard about the struggle, sacrifice and suffering that surrounded this legislation. On March 7, 1965, Alabama State Troopers attacked marchers on the Edmond Pettus Bridge in Selma, Alabama, as they marched to eliminate discrimination in voting. John Lewis led the march; Lewis is now the current Congressman from Georgia's 5th District.

Two days later, on March 9, an angry white mob attacked the Rev. James Reeb, beating him about the head with a baseball bat. Rev. Reeb, a white Unitarian minister from Boston, Massachusetts, was in Selma to support the marchers. On March 11, he died from his injuries.



Dr. Martin Luther King, Jr. and Mathew Ahmann in a crowd at the 1963 Civil Rights March on Washington

1865 continued Articles of Agreement Relating to the Surrender of the Army of Northern Virginia

Generals Ulysses S. Grant and Robert E. Lee meet at the Appomattox Court House, Va., to discuss the surrender of the Army of Northern Virginia. According to the terms, the men of Lee's army can return home in safety if they pledge to end the fighting and deliver their arms to the Union Army.

13th Amendment to the U.S. Constitution: Abolition of Slavery
This amendment abolishes the practice of slavery, previously permitted by the Constitution, in the whole of the United States.



1868 Check for the Purchase of Alaska

Negotiated by Andrew Johnson's Secretary of State William Seward, the United States buys the territory of Alaska from Russia for \$72 million, thus expanding United States territory north of Canada.

Treaty of Fort Laramie

From the 1860s through the 1870s the American frontier saw numerous battles between United States citizens and members of American Indian communities living on the frontier. The Sioux are one of many groups of Native Americans struggling to maintain control of their lands against the westward movement of the United States settlers. A conference held at Fort Laramie, in present-day Wyoming, results in this treaty with the Sioux, signed on April 29. The Sioux agree to settle within the Black Hills reservation in the Dakota Territory, and the United States agrees to leave that territory to the Sioux.

14th Amendment to the U.S. Constitution: Civil Rights

This amendment is passed by Congress on July 13 to extend liberties and rights granted by the Bill of Rights to former slaves. It restrains states from abridging the privileges or immunities of citizens, requires due process of law and equal protection of the laws, cuts representation in Congress for states that deny voting rights, disqualifies for office some officials of the Confederacy, and invalidates any war debts of the Confederate States.

Possible classroom activities

- Have students compare and contrast the U.S. Constitution with national Constitutions from several other electoral democracies.
- Have students compare their own State Constitution to the U.S. Constitution in terms of what they say about voting rights.
- Have students examine the changing legal status of African-Americans over time as reflected in *Our Documents*

From March 21-25, 1965, Dr. Martin Luther King, Jr., led a highly controversial and nationally publicized march from Selma, Alabama, to the state capital in Montgomery. Mrs. Viola Liuzzo, an Italian housewife and mother of five came to Alabama from her Detroit, Michigan home to help with the march. One night, as she was driving civil rights marchers home, she was shot-gunned to death on Highway 80.

The march convinced the American people that something was needed, and it pushed Congress into writing legislation to protect African-American voters. President Lyndon B. Johnson signed the VRA into law on August 6, 1965.

The two most important provisions in the law are Sections 2 and 5. Section 2 outlaws “all forms” of discrimination in voting nationally.

Section 5 is known as the “pre-clearance” provision. It states that any proposed changes to the voting procedures in certain specified states or counties must be pre-approved by either the U.S. Justice Department or the Federal District Court, in the District of Columbia. This pre-approval is required to make sure that changes do not have a discriminatory effect on voters in those jurisdictions. Sections 4 and 5 work together to provide a formula which applies the law to specific states, mainly in the South, and to certain other counties outside the South that also have a history or pattern of voter discrimination.

While most of the law is permanent, Sections 4 and 5 are not. Initially, they were supposed to apply for five years. The law was extended in 1970 for another five years, extended again in 1975 for seven years, and in 1982 extended for a full 25 years. Each time the law was extended, it has been strengthened and broadened to include protections for more people. For example, more recent versions of the law prohibit discrimination against those who speak a language other than English.

The 1965 VRA will be up for renewal again in 2007. The Judiciary Committee and the appropriate sub-committees in both the U.S. House and Senate will hold hearings and make a judgment as to whether the law should be reformed or revised, and strengthened or weakened. Both houses of Congress will vote on the Amendment sometime before August 6, 2007.

Legislation has been introduced in the House (House Joint Resolution 28) that would add a Voting Rights Amendment to the United States Constitution. If this resolution passes, for the first time in our country's history, voting would no longer be merely a **state right** and every American would have **an individual affirmative right** to vote.

¹Adrian Karatnycky, ed., *Freedom in the World 2002-2003* (New York: Freedom House, 2003), lists those countries that have electoral democracies.

1870 15th Amendment to the U.S. Constitution: Voting Rights

During the Civil War, the national government commits itself to expanding the rights of African-Americans. Reflecting this commitment, the 15th Amendment grants African-American men the right to vote. Though several defeated Southern states are required to adopt this amendment in order to regain admission into the Union, most will continue to deny African-Americans the vote through state restrictions.

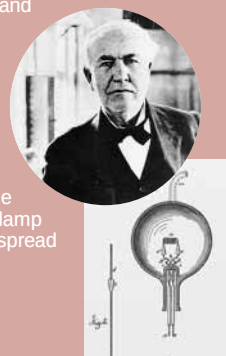


1872 Act Establishing Yellowstone Park

The establishment of America's first national park marks the nation's growing awareness, appreciation, and sense of responsibility for nature.

1880 Thomas Edison's Patent Application for the Light Bulb

In 1878 Thomas Edison lines up financial backing, assembles a group of scientists and technicians, and applies himself to the challenge of creating an effective and affordable electric lamp. Edison and his team try out thousands of theories, finally creating a successful model. On Jan. 27, 1880, Edison receives the historic patent incorporating the principles of his incandescent lamp that pave the way for the widespread use of electric light.



1882 Chinese Exclusion Act

The first significant law restricting immigration into the United States. It suspends Chinese immigration for 10 years and declares the Chinese ineligible for citizenship. The act will be renewed in 1892 for another 10 years.



133. *Jan 93 1883* [Public No 16]
Forty-Seventh Congress of the United States of America;
At the Second Session,

Begun and held at the City of Washington on Monday, the *fourth* day of December, one thousand eight hundred and eighty-two

AN ACT

To regulate and improve the civil service of the United States.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,
That the President is authorized to appoint, by and with the advice and consent of the Senate, three persons, not more than two of whom shall be adherents of the same party, as Civil Service Commissioners, and said three commissioners shall constitute the United States Civil Service Commission. Said commissioners shall hold no other official place under the United States.
The President may remove any commissioner; and any vacancy in the position of commissioner shall be so filled by the President, by and with the advice and consent of the Senate, as to conform to said conditions for the first selection of Commissioners.
shall each receive a salary of three thousand five hundred dollars and his necessary

1883

Pendleton Act

This act establishes a merit-based system of selecting government officials and supervising their work.

1887

Interstate-Commerce Act

With the rise of the railroad industry comes a revolution in transportation. Goods produced on farms and factories move through towns and states more rapidly than ever before, transforming national commerce. By the mid-1880s, farmers and merchants, in particular, want to see government regulation of the railroads transporting their goods. The Interstate Commerce Act, approved on Feb. 4, creates an Interstate Commerce Commission to oversee the conduct of the railroad industry. With this act, the railroads are the first industry subject to federal regulation.

Dawes Act

In an effort to draw Native Americans into United States society, lawmakers pass the Dawes Act on Feb. 8. The law emphasizes "severalty," the treatment of Native Americans as individuals rather than as members of tribes. It provides for the distribution of 160 acres of Native American reservation land for farming, or 320 acres for grazing, to each head of an American Indian family that renounces traditional tribal holdings. Undistributed land will be sold to settlers, with the income used to purchase farm tools for the Native Americans. Those accepting the system will be declared citizens in 25 years.



1890

Sherman Anti-Trust Act

With the rise of big industry come trusts, or agreements among corporations to control prices in order to reduce competition in an industry. This act attempts to outlaw such anticompetitive business practices.

Supreme Court of the United States,

No. 210, October Term, 1895.

Homer Adolph Plessy,
Plaintiff in Error,
vs.

J. A. Ferguson, Judge of Section "A"
Criminal District Court for the Parish
of Orleans.

1896

Plessy v Ferguson

When African-American Homer Plessy refuses to move from a white railroad car to one reserved for colored people in New Orleans because it violates the 13th and 14th Amendments, he is brought before Judge John Ferguson in a criminal court. Ferguson upholds the state law, which allows for "equal but separate accommodations for the white and colored races." The Supreme Court upholds the federal court's decision, arguing that separation of the two races does not "necessarily imply the inferiority of either race."

1898

De Lome Letter

This letter, written by the Spanish Ambassador to the United States, Enrique Dupuy de Lome, criticizes American President William McKinley by calling him weak and concerned only with gaining the favor of the crowd. It is intercepted before reaching its destination and published on the front page of William Randolph Hearst's popular New York Journal. Publication of the letter helps generate public support for a war with Spain over the issue of independence for the Spanish colony of Cuba.

1899

Joint Resolution to Provide for Annexing the Hawaiian Islands to the United States

The United States had been developing commercial interest in Hawaii for 50 years. By the late 19th century, American leaders actively seek control of the islands, resulting in its annexation.

1903

Platt Amendment

In its war with Spain in 1898, the United States successfully drives the Spanish out of Cuba, but U.S. policymakers fear another European power, particularly Germany, might take Spain's place on the island. The Platt Amendment, attached to the Cuban Constitution, seeks to prevent such an occurrence and maintain some control over affairs on the island through several provisions, including the following: 1. Cuba cannot make a treaty that would give another nation power over its affairs. 2. Cuba cannot go into debt. 3. The United States can impose a sanitation program on the island. 4. The United States can intervene in Cuban affairs to keep order and maintain independence there. 5. The United States can buy or lease Cuban naval stations.

Timeline CONTINUED ON PAGE 41

On consideration whereof, It is now here ordered and adjudged by this Court that the judgment of the said Supreme Court, in this cause, be, and the same is hereby, affirmed with costs.

Per Mr. Justice Brown,
May 18, 1896.

Dissenting:

Mr. Justice Harlan



American Progress, 1872 by John Gast

Lessons that work: *Our Documents*

2004 Lesson Competition Winners

For the second year in a row, as part of *Our Documents*, NHD sponsored a lesson plan competition. NHD encouraged history, social studies, civics, and government teachers to develop and implement lesson plans that used one or more of the *100 Milestone Documents*. The lessons were also supposed to relate to the 2004 NHD theme of *Exploration, Encounter, and Exchange in History*.

Our panel of judges selected two lesson plans as the best of the entries submitted this year. While the two lessons were taught in very different contexts—one was used in an East Coast urban public high school, and the other in a Midwestern private middle school—they dovetail remarkably well. The high school lesson focuses on “The Trail of Tears”, and the middle school lesson looks at African-American homesteaders in the 1870s, so they both covered a part of America’s westward migration. Teachers in both classes used thematic and interdisciplinary approaches. The judges realized how closely the two lessons fit together when we learned that the teachers even used the same painting as the cornerstone for the lessons. That painting, John Gast’s *American Progress*, accompanies the lesson plans in this book. The original is housed at the Museum of the American West.

Note: With the exception of the Gast painting, all documents (facsimiles as well as transcripts) referenced in the following lesson plans can be found online, with the rest of the milestone documents, at www.ourdocuments.gov. All lessons and comments are printed with permission of teacher and student authors.

The Legacy of *Indian Removal* (1830-1840)

—Winning Entry by Donna Sharer, High School Social Studies Teacher,
Northeast High School, Philadelphia, Pennsylvania

In many ways, the topic is as relevant in the 21st century as it was in the 19th century. The relationship between indigenous people and settlers or immigrants still leads to confrontations. “Ethnic cleansing” is a foundation for conflicts in the Balkans, the Middle East, and eastern and southern Africa. Debates still range concerning definitions of who is “civilized” and “uncivilized.” In this lesson, students not only learn how to use primary and secondary resources to “do research,” but they also struggle with core issues of civil and human rights.

Theme: Encounter and exchange between the Cherokee Nation and European-American Settlers, the U.S. government, and the U.S. courts

Essential question: What can we learn to help us mend relationships between indigenous people and settlers/immigrants today, by studying the U.S. “Indian Removal” policy from 1830 to 1840?

Our Document Used: Document 25, President Andrew Jackson’s “Message to Congress ‘On Indian Removal,’” 1830. Document facsimile and transcript available at www.ourdocuments.gov.

Historical Background

In 1838-1839, between 15,000 and 17,000 Cherokee people were forcibly removed from their ancestral homes in the Southeastern United States. Nearly 7,000 U.S. soldiers rounded up the Cherokee and held them in military forts, and then marched them westward to “Indian Territory.” More than 4,000 Cherokee died on the march. Today, this episode is often called the “Trail of Tears,” the Cherokee call it “Nuna-da-ut-sun’y”.

Though many people in the U.S. have heard of the “Trail of Tears,” they may not know about the events that led to this forced removal of all the Eastern Native American Nations to lands west of the Mississippi River. In today’s vernacular, the Trail of Tears might be considered an example of “ethnic cleansing.” Though the U.S. government pledged that this would be a “voluntary removal,” nearly all the Cherokee were forced by military escort to move. Many left their homes only after they experienced broken treaties, were cheated in fraudulent land deals, and forced to fight wars to preserve their right to remain in the East.

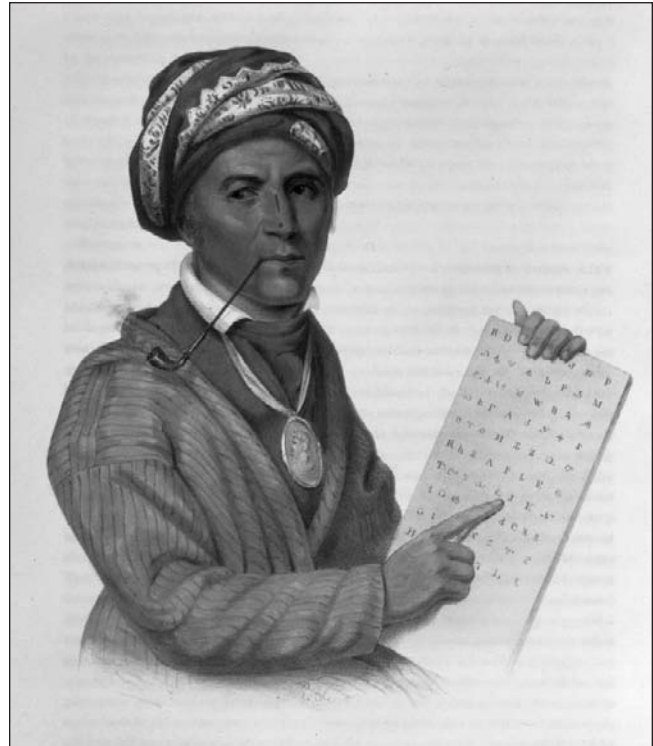
In the very early 1800s, President Thomas Jefferson was the first United States president to suggest a policy of “Indian removal.” The U.S.

government's position during Jefferson's time was that removal would enable Native American cultures to survive. In spite of the fact that the Cherokee had already adopted many European-American ways, the accepted view was that the Cherokee, like other Native American Nations, were "aliens" unable to adapt to U.S. customs. The Cherokee had a constitution modeled after the U.S. Constitution. They lived as farmers and ranchers. A few owned African-American slaves. The Cherokee had a written alphabet, and most were literate; parts of the Bible had been translated into Cherokee. The Cherokee had their own newspaper, *The Phoenix*. They were called one of the "Five Civilized Tribes."

In 1830, Congress passed the Indian Removal Act. The Milestone Document at the heart of this lesson is President Andrew Jackson's "Message to Congress on 'Indian Removal'" (1830), delivered shortly after the 1830 Act was passed. The preamble of the Act states that this was: "An Act to provide for the exchange of lands with the Indians residing in any of the states or territories, and for their removal west of the river Mississippi." Jackson and his presidency are often remembered for democratizing the White House, but his record as president should also reflect his influence on and involvement in the removal of Native Americans from the Eastern United States.

There was opposition against "Indian Removal" at the time. Missionaries who worked with the Cherokee were imprisoned. Tennessee Congressman Davy Crockett supported the Cherokee, at the expense of his political career. Henry Clay and Daniel Webster spoke out against the treaty to remove the Cherokee. When ordered to begin the removal process, General John Wool resigned his command in protest.

Two Supreme Court decisions in the 1830s sided with the Cherokee. Ultimately, however, with strong support by most U.S. Senators and Congressman, and by President Jackson, the policy was carried out.



1836 lithograph by John T. Bower, courtesy of the Library of Congress

Sequoyah with a tablet depicting the Cherokee alphabet. Sequoyah invented the Cherokee alphabet and created the first American Indian language newspaper, *The Cherokee Phoenix*.

Cross-curricular connections

History

I used this unit in an eleventh grade U.S. History class. It is adaptable to World History in units on European colonization of the Americas, or to classes examining the history of human rights.

English

The lesson addresses English requirements, including reading, writing, thinking, and listening and speaking.

Technology

The lesson incorporates a popular presentation format (Power Point).

Teaching Activity

Objectives:

- To understand the circumstances and attitudes that led to the forced removal of the Cherokee Nation from the Southeastern United States in the 1830s;
- To define “manifest destiny” and its influence on “Indian Removal”;
- To read and interpret primary and secondary documents;
- To determine point of view/perspective on “Indian Removal”;
- To learn to develop a Power Point documentary; and
- To hypothesize about the impact today of immigration and settlement on indigenous peoples.

Activities

Day 1: What is *Manifest Destiny*? Using a “think-pair-share” approach (a combination of individual reflection, group work, and class discussion) have the students study John L. O’Sullivan’s 1839 quote, “Manifest Destiny”, and John Gast’s painting, *American Progress*. Through an iterative process, the class should develop a definition of “Manifest Destiny”. (Use worksheets on pages 39 and 42)

To finish Day 1, tell the students they will be studying how the idea of Manifest Destiny led to the U.S. “Indian Removal” policy during the 1830s. Though O’Sullivan wrote about Manifest Destiny in 1839 and the Gast painting is dated 1872, the idea of “manifest destiny” influenced U.S. policy toward Native American nations since the founding of the United States. Students will examine the case of the Southeastern Cherokee Nation as one example of encounter and exchange between the U.S. government, European-American settlers, and Native Americans.

Day 2: What was “Indian Removal?” What were President Jackson’s arguments for “Indian Removal” in 1830? As a class, introduce students to President Jackson by reading the introduction to Andrew Jackson’s 1830 Message to Congress from the Our Documents website.

(<http://www.ourdocuments.gov/doc.php?doc=25>) Review President Jackson’s relationship with the Cherokee based on the introduction.

Form small groups of three or four students. Each small group will read and analyze “Transcript of President Andrew Jackson’s Message to Congress ‘On Indian Removal’ (1830),” using the chart on page 42.

To finish Day 2, have the groups come back together as a class. Each group should share their findings with the rest of the class.

Day 3, 4 (and possibly 5): What were possible implications of President Jackson’s speech for the U.S., European-American settlers, and Native Americans?

Introduction/Review: Distribute copies of President Jackson’s “Message to Congress” used in Day 2. As a quick review, ask each student to pick out a word or phrase that “stands out” in President Jackson’s speech that helps them to understand Jackson’s position on Indian Removal. Go around the classroom and ask each student to read the word or phrase. Students should listen carefully to each other to hear the “message” of the speech.

Look at the class chart from the previous day. Ask students if they want to add or subtract anything. Ask the class to brainstorm about possible implications of Jackson’s speech for the United States, European-American settlers, and Native Americans. Put the brainstorming list on poster paper and save for the end of the unit.

Group Assignments: Divide the class into 11 small groups. Each group will examine a document related to “Indian Removal” between 1830 and 1840. Each group will then create a Power Point presentation consisting of 4 slides. The presentation should show information about their document. By combining the Power Point presentations, the class will create a documentary on Indian Removal from 1830 to 1840. (See pages 43-45 for a list of topics, documents and the websites for each group.)

Day 5 and 6 (and possibly 7): Presentation of Power Point slides

What information do you need from the Power Point presentations to complete your individual assignment?

1. Each group, in order, should present their slides.
2. After the presentation, review the individual assignment. You may either brainstorm possible responses as a class, or individually.
3. Conclude by returning to the essential question for the entire six or seven days. I like to use a “tag board.” Write the Essential Question on newsprint. Put two or three pieces of newsprint near the essential question. Give students a few minutes to generate responses. Then ask students to write their responses on the “tag board.”

Conclusion to the Lesson: The final activity will be an individual project. Each student will have to write a conclusion to the class documentary. The conclusions should include information for five Power Point slides. (See page 46 for the Handout explaining this activity).

Reflections on Lesson Success: Prior to this lesson, most of my high school students had very little or no experience with historical research. I developed this unit to provide students with a model for developing History Day projects. When I looked at what was required for a History Day project, I realized I had to walk students through a “sample” project, to teach them how to read, analyze and synthesize primary and secondary sources. The unit introduces primary and secondary sources, multiple perspectives, and

Key dates and events

1791 Cherokee were granted land in North Georgia by a U.S. treaty.

1803 Georgia ceded its western lands on the condition the U.S. remove all “Indian” titles as soon as possible.

1820s Native American Nations were relocated to Oklahoma, including the Sauk from Wisconsin, the Fox of Iowa, the Chickasaw and Choctaw from Mississippi, and the Creek from Alabama.

1825 President James Monroe issued a plan to remove all Native Americans to west of the Mississippi River, where European American settlers would not be allowed to live.

1829 Gold was discovered in Georgia.

1831 The Choctaw were the first Nation to walk West; many died from malnutrition, exposure, and cholera.

1831 Cherokee took their case to the Supreme Court, in *Cherokee Nation v. Georgia*.

1832 Cherokee took their case to the U.S. Supreme Court, in *Worcester vs. Georgia*; the Supreme Court determined that the only way the Cherokee could be removed was if they signed a removal treaty. 500 out of 17,000 Cherokee agree to a treaty to move West.

1835-1847 Seminoles from Florida resisted removal through guerrilla warfare in the Everglades; those who had not died or been removed to the West lived in the swamps.

1836 The Creek were moved west. 3,500 of the Creek Nation’s 15,000 died; those who resisted removal were put in chains and marched West.

May 1838 Removal of the Cherokee Nation to the West began under President Van Buren.

Student Reaction – Journal Reflections “Indian Removal 1830-1840”

I learned that the Indian Removal is an important event in the history of the U.S. The Indians were removed and now they live in the Oklahoma area. I also learned about the Trail of Tears, because I had to analyze it.

I think that using the primary documents was a good way to get the main points of the different cases. I learned the main points of Jackson's speech, the court cases like *Worcester vs. Georgia*, the history of the Cherokees told by the Cherokees vs. the history of the Cherokees told by the Americans. I think primary cases were helpful!

I've always liked using the Power Point program, and I think it's the best way to present the projects. I found it easy understanding the policy by using this program.

—Endrit Faslliaj
Eleventh Grade
Northeast High School, Philadelphia, Pennsylvania

Academically, the unit enabled students to tackle primary documents as a class and in cooperative teams. A number of students found the documents awkward because of writing style, language and references. By having students work together in teams, they could combine their background knowledge to summarize and/or interpret documents, maps, or secondary sources.

The students enjoyed using Power Point to create slides to present information. Some students were new to Power Point. Since Power Point is easy to use, those who hadn't used it before were quickly acclimated. Next year, I will leave an extra day for each student to present his/her slide show, and to allow time for students to take notes on each presentation.

The individual assignment provided an opportunity for students to synthesize what they learned not only from their own research, but also by putting it in a context with other students' presentations. They saw how a variety of secondary and primary sources can be used to answer a single essential question. I continued the Power Point slide format so students could learn how to put together a Power Point documentary. They not only had to put into words the impact and significance of U.S. Indian Removal policy from 1830-1840, but also had to make it “flow” from the class Power Point documentary.

As a follow up, I had students write a Journal Reflection on the process, product and content of the unit. I received good suggestions for improving the unit – including allowing more time – as well as affirmation that students now have a better grasp of how to interpret documents and a greater appreciation of the long term affects of “removal” or “ethnic cleansing” for the world.

Manifest Destiny

“America is destined for better deeds. We have no interest in the scenes of antiquity, only as lessons of avoidance of nearly all their examples. The expansive future is our arena, and for our history. We are entering on its untrodden space, with the truths of God in our minds, beneficent objects in our hearts, and with a clear conscience unsullied by the past. We are the nation of human progress, and who will, what can, set limits to our onward march? Providence is with us, and no earthly power can. We point to the everlasting truth on the first page of our national declaration, and we proclaim to the millions of other lands, that “the gates of hell” – the powers of aristocracy and monarchy – “shall not prevail against it. Who, then, can doubt that our country is destined to be the great nation of futurity?”

(John L. O’Sullivan, *Manifest Destiny*, 1839)

1. Read the quote by yourself, and then list key words or phrases.
2. Now work with a partner and combine your two lists of key words or phrases into one shared list.
3. Next, write a definition of “manifest destiny,” based on your shared list of key words and phrases.

Put two or three pairs together and form a small group. Share your pair definitions of manifest destiny. If possible, come up with one definition of manifest destiny. If you can’t agree on the definition, write two definitions.

Share your definition with the class. Help the class come up with one single definition of “Manifest Destiny.” Write this definition on the board or on an overhead.

Analyzing a Painting to Better Understand “Manifest Destiny”

—*American Progress* by John Gast

Look at John Gast’s painting, *American Progress*. Work in your small groups (4-6 students) and analyze the picture.

1. Complete the following chart based on what you see in the painting:

List the people	List the objects	List the animals	List the colors
What do you notice about the people?	What do you notice about the objects?	What do you notice about the animals?	What do you notice about the colors?

2. What might be the painter’s message? How do you know?

3. How does the painting relate to O’Sullivan’s quote on “manifest destiny?”

4. Look at the class’s definition of “manifest destiny.” How does the painting add to the definition? How does it distract from the definition, or contradict it?

5. As a class, discuss your small group analysis of the painting. Are you still happy with your class’s definition of “Manifest Destiny?” Either keep it, or adjust it.



1905

President Theodore Roosevelt's Corollary to the Monroe Doctrine

President Theodore Roosevelt formulates his corollary in his annual messages to Congress in 1904 and 1905. It expands Monroe's 1823 doctrine that "the American continents" were no longer open to colonization by European powers by adding that the United States has the right to intervene in affairs of Western Hemisphere nations if it is in their interest.

1913

16th Amendment to the U.S. Constitution: Federal Income Tax

This amendment, which passes on July 2, establishes Congress' right to impose a federal income tax. It is the first personal income tax levied by the federal government.

17th Amendment to the U.S. Constitution: Direct Election of U.S. Senators

With this amendment, which passes Congress on May 13, voters are permitted to cast direct votes for United States Senators. Prior to its passage, Senators were chosen by state legislatures.

1916

Keating-Owen Child Labor Act

As the nation's industries expand during the Second Industrial Revolution, so too does child labor. By the early 20th century, social reformers express concern that long working hours and poor work conditions are harming the nation's youth. This act passes through the efforts of such reformers. The act limits the work hours of children and forbids the interstate sale of goods produced by child labor.



1917

Zimmermann Telegram

This telegram, written by German Foreign Secretary Arthur Zimmermann, is a coded message requesting Mexican support for Germany during the First World War. The message instructs the German minister in Mexico to propose an alliance with Mexico if war breaks out between Germany and the United States. In return, Germany and Japan will help Mexico regain the territories (New Mexico, Arizona, Texas) that it lost to the United States during the Mexican War. The telegram is intercepted by British intelligence, shown to President Woodrow Wilson, and helps pull the United States into the First World War.



Timeline CONTINUED ON PAGE 53

Andrew Jackson and Indian Removal

Look at a \$20 bill. President Andrew Jackson’s face is on it. What do you know about President Jackson? Why do you think he is honored with having his face appear on U.S. currency?

Join a group of 3 or 4 students. As a group, read “Andrew Jackson’s Message to Congress ‘On Indian Removal’” (1830) and complete the following chart:

Why Jackson made the speech	
Why the policy will benefit the U.S.	
How the policy will benefit the U.S.	
Why the policy will benefit the Native Americans	
How the policy will benefit the Native Americans	

Topics, Web Sites, and Power Point Assignments for Groups (1-11)

Directions for each group: In your group, you will read one or more documents related to “Indian Removal” from 1830 to 1840. Using Power Point, your group will create 3 or 4 slides. Your Power Point presentation should include: one title slide with the title of your document(s); and two or three slides that answer the questions for your document(s). Some groups will include images of maps, drawings or paintings. After each group has finished making its slides, we will show them in a combined Power Point presentation. Remember that your classmates will take notes from your slides, so that each of you can individually write a conclusion for the class documentary.

Group 1 Topic: Background information on the two presidents involved in “Indian Removal” during the 1830s.

a) Andrew Jackson: (biographical information and “Indian Question” section)

<http://www.americanpresident.org/history/andrewjackson/biography/DomesticAffairs.common.shtml>

b) Martin VanBuren: (Students should be aware that VanBuren was president in 1838, but they do not have to read the biographical information) <http://ap.beta.polar.design.com/history/martinvanburen/biography/>

c) Some of the “players” in the Trail of Tears: <http://cherokeehistory.com/image1a.html>

Power Point Assignment: Who were the U.S. presidents from 1830–1840 who were involved in “Indian Removal?”

Include brief biographical information on both presidents as it relates to their Native American policy. Include a brief introduction to Cherokee “players” in 1830 to 1840 events from the “Cherokee History” web site.

Group 2 Topic: Chronology <http://www.pbs.org/wgbh/aia/part4/4p2959.html> Web site: The link is from the resource bank for the PBS series “Africans in America.”

Power Point Assignment: Create a chronology of key dates and events in “Indian Removal.”

Group 3 Topic: Maps related to the Cherokee Nation

<http://www.cherokeehistory.com/map1.html> (series of maps pre and post removal)

<http://www.libs.uga.edu/darchive/hargrett/maps/1797b6.jpg> (map of Southeastern US in 1797)

<http://www.libs.uga.edu/darchive/hargrett/maps/1815m4.jpg> (Cherokee and Creek Nations 1815)

<http://www.libs.uga.edu/darchive/hargrett/maps/1839b77.jpg> (map of Southern US states 1839)

<http://www.libs.uga.edu/darchive/hargrett/maps/1884r6.jpg> (map claims of Cherokee Nation 1884)

Power Point Assignment: Create a timeline based on the information from the maps. Review the maps on the Cherokeehistory.com website. What do you notice? Do you see any patterns regarding boundaries? Review the historical maps from the University of Georgia websites. For each map, write your observations regarding names of places, territorial claims, etc. Decide which maps should be part of your presentation based on what they maps “tell” about Cherokee and U.S. land claims.

Group 4 Topic: Removal Act of 1830

<http://www.mtholyoke.edu/acad/intrel/removal.htm>

Power Point Assignment: According to the Act, what is the main goal? Include a list of the provisions of the Act.

Group 5 Topic: Excerpts of Senator Frelinghuysen's Speech to the U.S. Senate

<http://www.osv.org/education/LessonPlans/ShowLessons.php?PageID=P&LessonID=40&DocID=149&UnitID=6>

Power Point Assignment: What are the Senator's arguments against the "Indian Removal" Act? What does he propose?

Group 6 Topic: Letters from the Cherokee Nation.

a) 1828 Memorial (letter) of the Cherokee Nation

<http://www.osv.org/education/LessonPlans/ShowLessons.php?PageID=P&LessonID=40&DocID=2057&UnitID=6>

b) 1831 letter from John Martin and John Ridge, Cherokee leaders in Washington, to John Ross, Principal Chief of the Cherokee Nation. <http://oai.sunsite.utk.edu/sgm/00116.html>

Power Point Assignment: Summarize the main points of each letter. Based on the letters, what is the Cherokee position on their living conditions and "Indian" removal?

Group 7 Topic: Supreme Court Case, *Cherokee Nation v. the State of Georgia* (1831)

<http://www.mtholyoke.edu/acad/intrel/cherokee.htm>

Power Point Assignment: What was the focus of the case? How was it related to "Indian Removal"? What were the main arguments in the case? What was the decision in the case?

Group 8 Topic: Supreme Court Case, *Worcester v. Georgia* (1832)

<http://www.civics-online.org/library/formatted/texts/worcester.html>

Power Point Assignment: What was the focus of the case? How was it related to “Indian Removal”?
What were the main arguments in the case? What was the decision in the case?

Group 9 Topic: Treaty of New Echota

<http://www.yvwiiusdinvnohii.net/history/EchotaTreaty1835.htm>

Power Point Assignment: List the main provisions of the Treaty.

Group 10 Topic: Cherokee letter protesting the Treaty of New Echota

a) <http://www.yvwiiusdinvnohii.net/history/EchotaTreaty1835.htm> (bottom of the page)

b) <http://www.pbs.org/wgbh/aia/part4/4h3083t.html> (copy of letter)

Power Point Assignment: What are Ross’ main arguments in the letter? How does he describe their situation?
What is his appeal to the U.S. Congress?

Group 11 Topic: Two contradictory statements on “Indian Removal”

U.S. State Department statement on “Indian Removal”

a) <http://www.state.gov/r/pa/ho/time/dwe/16338pf.htm>

b) Brief history of the “Trail of Tears” from the Cherokee Nation

<http://www.neosoft.com/powersource/cherokee/history.html>

Group 11 Power Point Assignment: Summarize the U.S. State Department’s statement and the Cherokee Nation statement. List similarities and differences.

Individual Assignment

INDIVIDUALLY you will write a conclusion to the class documentary. Your conclusion should include:

1. **Information for one slide. Include four or five unresolved questions on cause and effect, and/or the impact and significance of the “Indian Removal” policy of 1830 to 1840.**
2. **Information for three slides. Was the policy just, unjust, or a combination? What are the implications of the policy on U.S. history? What might we learn from the policy of removal and types of encounters between the indigenous communities and colonizers or settlers’ communities, and/or events in other nations? (past, present or future)**
3. **Information for the final slide (your choice): What image/question/statement/etc. do you want for your conclusion? Write the question/statement, or include a copy of the image with a question or statement to explain the image.**

Encountering the Plains: *African-American Homesteading on the Central Plains (1870s)*

—Winning Entry, D. Clayton Lucas, Social Studies Department Chair; and Michelle Stie-Buckles,
English Department Chair; Hyman Brand Hebrew Academy, Overland Park, Kansas

Many historians suggest that our national identity was established during the settlement of the American West, but the frontier of popular media omits a key component of the narrative. Teaching about the Black Homesteaders in post-Civil War America represents an opportunity for teachers and students to explore a part of American history that few textbooks have documented. An inquiry into this African-American experience yields new ideas and encourages students to re-evaluate traditional narratives of American western frontier settlement.

As our culture has become increasingly diverse, students are drawn to topics that challenge conventional wisdom. In addition, the consideration of a period in history that can be viewed through a different lens, and to which students can relate, promotes a positive, engaged learning environment.

Historical Background

The Homestead Act (Document 31)

Passed by Congress in 1862, the Homestead Act granted 160 acres of the public domain to both citizens and non-citizens who would live on and farm the land. Motivated by the Jeffersonian vision of an agrarian society of small farmers filling the continent, the Homestead Act was politically expedient in securing the Central Plains while complementing the construction of a transcontinental railroad. Initially the Act had greatest impact on White settlers from eastern states. Promoted by railroad companies, states, and territories, these lands in the Central Plains later become the destination for an African-American migration in the years following the Civil War.

Our Documents Used

(Document facsimiles and transcriptions available at www.ourdocuments.gov)

Document 28, Kansas-Nebraska Act, 1854

Document 31, Homestead Act, 1862

Document 40, 13th Amendment to the U.S. Constitution, 1865

Historical Background

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The 13th Amendment to the U.S. Constitution (Document 40)

Ratified by Congress in December 1865, this Amendment ended slavery in the United States. The 13th Amendment had a huge impact on the African-American homesteading movement that followed.

Reconstruction

The years of repression and economic hardship in the South after the end of the Civil War (in the period known as “Reconstruction”) led former slaves such as Benjamin “Pap” Singleton to explore the possibility of a mass Black migration to Kansas and the West. Drawn by circulars reporting bountiful land, utopian groups began migrating to the region. By 1877, a small group of “Black Kentuckians” had established “Nicodemus,” an African-American settlement in Graham County, Kansas. In the next two years, motivated by continuing poverty, terrorism, and violence in the South, combined with reports of better conditions and greater opportunity in the West, larger groups of Blacks migrated in what came to be known as the “Exodus of 1879.” Those African-Americans who migrated would later be referred to as “Exodusters.” Nicodemus proved to be unsuccessful. Most of the Blacks who migrated there were poor and lacked education, and the community lacked the funds necessary to develop farms

and survive. The Union Pacific Railroad bypassed Nicodemus and chose instead to lay its track through a neighboring town, which also contributed to the town’s failure. Many Black migrants to the area succeeded, however, especially those who settled in larger towns and cities.

One notable African-American was Edwin P. McCabe. In 1882, he was elected State Auditor of Kansas and became the first Black man to hold a major political office in the West. In 1889, McCabe championed a movement to make Oklahoma a Black state. That spring, Oklahoma opened a large tract of land for African-American settlement. During the next twenty years, more than 100,000 African-Americans settled in Oklahoma and established numerous Black communities. Black homesteaders like Edwin McCabe hoped that Oklahoma would be a safe haven from the oppression they had left in the South. Unfortunately, however, political events turned against them; by 1914, segregation had been declared legal in the state.

Teaching Activity

Objectives

Through this interdisciplinary, one-week study, students will analyze and evaluate three major documents in American History: the Kansas-Nebraska Act, the Homestead Act and the 13th Amendment to the U. S. Constitution. In addition students will examine:

- *The motives for movement of African-Americans to the Central Plains in the decades that followed the Civil War;*
- *Whether the omission of the African-American narrative in the historiography of the American West challenges or adds new dimensions to this period in American history;*
- *How Black families, seeking their American dream, played a critical role in the settlement of the continent; and*
- *Push-pull factors incorporated by individuals, entrepreneurs, and governments that facilitated this movement.*

School Context

This lesson was designed for use in the sixth grade of a private middle school in Kansas. The school uses a thematic approach; the theme for sixth grade was the Western Expansion Movement in America. The topic of homesteaders in the Central Plains had special meaning for our students, since it is local and regional history for them.

Teachers in our school often use interdisciplinary approaches, as we did for this unit. The lesson was co-designed and team-taught by a social studies teacher and an English teacher. An art teacher also assisted for several parts of the lesson.

Usually the classes met for a regular 50-minute period, but several times we were able to take advantage of “block days” when the students could work on a project for 1-1/4 hours. Classes are quite small (fewer than 15 students per class), so nearly all work was done with the class as a whole. Teachers of larger classes may want to have students do some of the work in small groups.

Introducing the Lesson (One Class Period)

I started the lesson by writing the following question on the board: Where would you go and what would you have done if you were suddenly a freed slave in 1865? This question got students thinking about African-Americans, and our brief class discussion served as a review of the history of slavery in America. Students were given five minutes to write their journal; they were to write a list of five things they expected to learn.

Next, the art teacher showed the students John Gast’s painting *American Progress*. In class discussion, they analyzed the painting. They talked about such things as how it was structured, the use of color and exaggerated imagery, and where the eye goes and how it moves.

Then I handed out copies of the Kansas-Nebraska Act of 1854. In the history class, we talked about the document’s meaning and purpose, and its unintended effects. I also had the students connect the Act to their knowledge of “Bleeding

Kansas” and Kansas state history, from earlier in the school year. The English teacher had the students look at the unfamiliar words, sentence structure, and other aspects of the language in the document. We went through the document line by line, paragraph by paragraph, identifying the subject, occasion, audience, purpose, and speaker (SOAPS method). We also used concept mapping to illustrate cause and effect, and outcomes. (See page 52 for an example of a concept map framework students used for this lesson.)

To end the lesson, students spent another five minutes writing in their journals. Did the discussion answer their questions? What did they learn from looking at Gast’s painting and analyzing the Kansas-Nebraska Act?

Part 1—Distributing the Land (1 or 2 class periods)

I handed out copies of the Homestead Act of 1862 and the 13th Amendment to the U.S. Constitution. We went through both documents as a class, again using concept mapping and the SOAPS method of analysis. We discussed connections between the Homestead Act and the Kansas-Nebraska Act, and the living conditions of freed slaves in the South immediately after the end of the Civil War. We also talked about the fact that there are current efforts to pass a new U.S. Homestead Act, and explored how this might relate to the Homestead Act of 1862.

In their journals, students were expected to define and explain several terms and answer a series of discussion questions.

Terms to Know

Homestead Act
13th Amendment
Reconstruction
Utopian settlements
Exodusters



Discussion Questions:

- What unintended results did the Homestead Act have on African-Americans in the South following the Civil War?
- How did the construction of the Transcontinental Railroad encourage migration to the Central Plains?
- What role did religion play in Black migration during this period?

Part 2—Migration: Sudden arrival on the plains (1 or 2 class periods)

This part of the lesson consisted mostly of lecture about regional information. We discussed the suddenness and size of the African-American migration to the West between 1870 and 1880. We talked about the difficulties the African-Americans encountered both during the journey and upon their arrival on the Plains. Again, students are expected to define terms and answer discussion questions in their journals.

Terms to Know

Millenarianism
 Nicodemus
 Edwin P. McCabe
 Segregation

Discussion Questions:

- What challenges did Black homesteaders face in the farming communities that were established during this period?
- Were Kansas and Oklahoma lands of opportunity for all homesteaders and immigrants? Explain your answer.
- Why were most Blacks who settled in cities and towns more successful than those who attempted to establish farming communities?

Creation of a class mural (3 weeks)

Interspersed among the classroom discussions, the students created a 3-panel mural representing the lesson in visual form. This gave opportunity for students who are more visual to shine. The two sixth grade classes combined their efforts, with students from one class working on one panel, students from the other class working on the third panel, and the middle panel having a mix of several students from each class. Those students who were not artistically talented contributed by doing research, determining what images to use. Before applying any paint, the students had to map out a miniature draft version. The art



teacher worked with the students on designing and making the mural.

Follow-up Activities

Students should be encouraged to further their study of African-American homesteading and related topics. Possible classroom activities include:

- Organize an immigrants' day in class having students present the cultural customs and traditions of one of your region's immigrant groups.
- Assign each student an African-American homesteading community to research. The Kansas State Historical Society website has excellent materials to support such research. Ask students to write research papers or give presentations about their community. Have students draw a map of the region, which shows the location of their community.
- Have students create a brochure that might have promoted settlement or homesteading. The content and approach of the brochure should be consistent with the 1870s, but students should be encouraged to use



Original mural created by 6th grade students at Hyman Brand Hebrew Academy, Overland Park, Kansas.

contemporary technology to produce an appealing advertisement.

- Have students draw maps and/or charts indicating where and when the Kansas-Nebraska Act, the Homestead Act, and the 13th Amendment had an impact, and present their maps to the class in oral reports.
- Students might study utopian movements in Kansas in the post-Civil War era.
- Students interested in learning more about African-American history of that era might study *The Buffalo Soldiers*; *Black cowboys*; *Jim Crow laws in the South*; or *Black fur traders, explorers, and agrarian settlements in the American West*.

Cross-Curricular Connections

History/Social Studies: Our school uses a thematic approach, with the sixth grade studying migrations and Westward movement in America. We taught this unit about African-American homesteaders immediately following a unit on “The Trail of Tears.” Another approach would be to incorporate this lesson into a study of slavery and African-American experience during the 19th Century, or a study of the Civil War and Reconstruction.

homesteaders will engage students and help them to appreciate the burdens and emotional toll on the families involved. Studying related literary sources helps students:

- Examine cultural dilemmas, challenges and restrictions faced by African-American homesteaders.
- Explore the language and expression used to communicate the conditions faced by the settlers and the language and expression used in the documents studied.
- Examine the homesteading experience as expressed in poetry, oral traditions and artistic renderings.
- Students can be encouraged to write their own journals assuming the role of a homesteader on the Central Plains in the late 1800s.

Environmental History/Geography:

In a related study discipline, students of environmental history might study the impact of homesteading on the ecosystem of the Great Plains. The study of homesteading and the resultant environmental changes on the landscape enables students to analyze the historical relationship between people and the land they occupy. A study of these relationships helps students:

- Identify the region in the Central United States where the major part of the migration took place and explore the impact of agrarianism on the environment of the region;
- Analyze modes of production as they apply to differing cultures and their respective needs;
- Explore varying ideas and perceptions of the land as viewed by the cultures that occupy the land; and
- Analyze how the African-American experience in the role of homesteader may have altered the landscape.

Recommended Sources

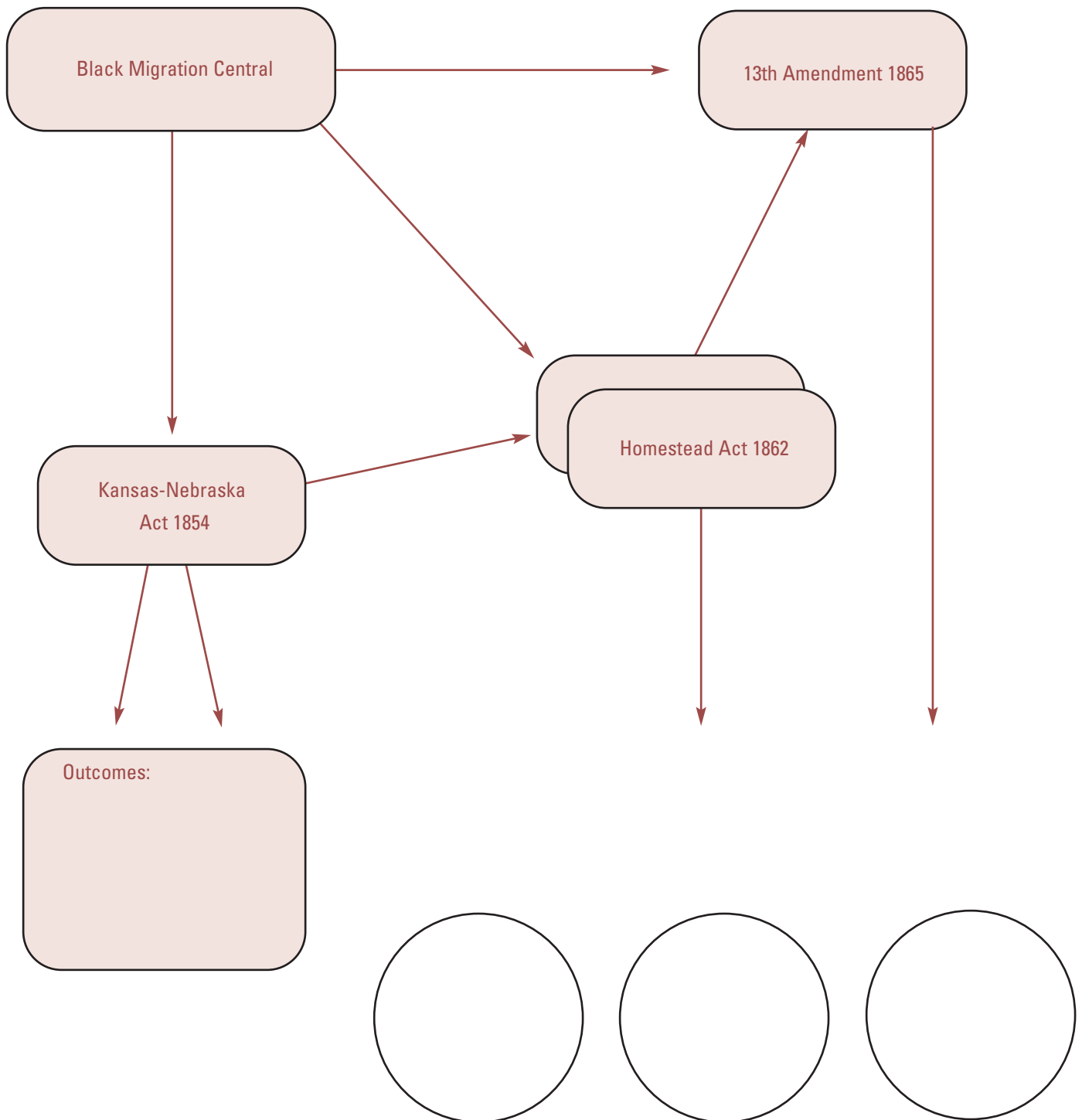
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Concept Map



[PUBLIC LAW 331]
[CHAPTER 564]

S. J. Res. 119



Seventy-seventh Congress of the United States of America;
At the First Session

Began and held at the City of Washington on Friday, the third
day of January, one thousand nine hundred and forty-one

JOINT RESOLUTION

to amend the Government of

**1917 continued
Joint Address to
Congress Leading to
a Declaration of War
Against Germany**

Following German U-boat attacks on American ships and the appearance of the Zimmermann telegram, President Woodrow Wilson delivers this address to a joint session of Congress on April 2, calling for a declaration of war against Germany. With Congressional approval, the United States officially enters World War I.

**1918
President Woodrow
Wilson's 14 Points**

Hoping to provide a framework for worldwide peace following World War I, Woodrow Wilson presents Congress with a set of goals, called his 14 Points, on Jan. 8. Eight of the points deal with allowing emerging nations to pursue self-determination. Another seeks to solve disputes between colonized nations and European colonizers, while the remaining five offer a vision of freer trade, reduced numbers of arms, open treaty negotiation, and an organization for resolving international conflicts peacefully.



**1920
19th Amendment to the
U.S. Constitution:
Women's Right to Vote**

After several decades of effort by women suffragists, this amendment is ratified on Aug. 18, specifying that "the right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex."

**1928
Boulder Canyon
Project Act**

This act authorizes the construction of the Hoover Dam on the Colorado River and the All-American Canal to the Imperial Valley in California. Its purpose is to create a dam that will control flooding and produce a reliable source of water in the region.

VOTES FOR WOMEN

by the Congress of the

Samuel Rayburn
Speaker of the House of Representatives.

Harold G. Wallace
Vice President of the United States and
President of the Senate.

Approved
December 11 1941 305 p.m. E.S.T.
Franklin D. Roosevelt



Unemployed insured workers registering for jobs and filing Social Security benefit claims.

1933

Tennessee Valley Authority Act

This act of May 18 creates the Tennessee Valley Authority, which will oversee the construction of dams to control flooding, improve navigation, and create affordable electric power in the Tennessee Valley basin.

National Industrial Recovery Act

This act of June 16 creates a National Recovery Administration, which will supervise fair trade codes and guarantee laborers a right to collective bargaining with employers.

1935

National Labor Relations Act

Also known as the Wagner Act, this bill is signed into law by President Franklin Roosevelt on July 5. It establishes the National Labor Relations Board and addresses relations between unions and employers in the private sector.

Social Security Act

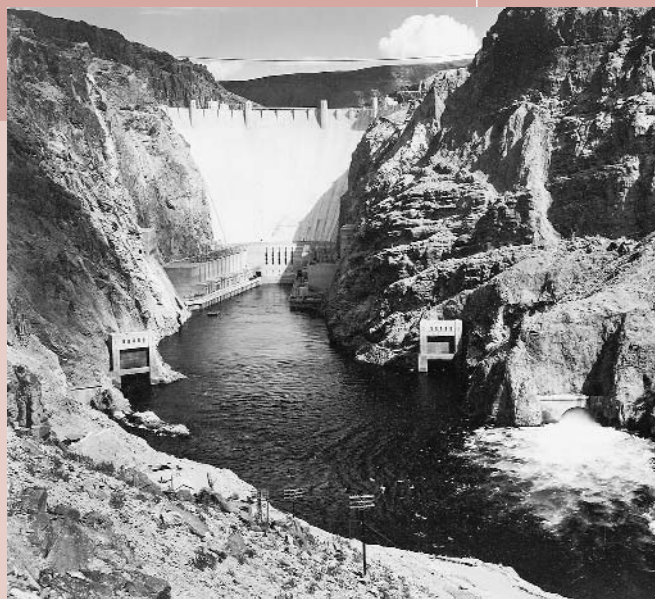
This act of Aug. 14 establishes a system of old-age benefits for workers, benefits for victims of industrial accidents, unemployment insurance, aid for dependent mothers and children, the blind, and the physically handicapped.

1936

President Franklin Roosevelt's Radio Address Unveiling Second Half of the New Deal

Upon entering office in 1933, President Franklin Roosevelt enacts a series of measures commonly referred to as the First New Deal to end the nation's economic depression. The First New Deal is not successful in pulling the nation out of its depression. In this radio address, President Roosevelt responds to critics of his early measures by announcing a second set of measures, which are known as the Second New Deal. These include a series of new relief programs, such as the Works Progress Administration.

Timeline CONTINUED ON PAGE 61



Boulder Dam, 1941



Electronic Preservation and Access: *A Delicate Balance*

—By Steve Puglia, Erin Rhodes, and Jeffrey Reed,
National Archives and Records Administration

Preservation of important materials, whether cultural, historical, legal or even personal, has always been an ongoing challenge. Historically, preservation has focused on stabilizing and storing original, physical objects. To help preserve these originals, copies have often been made to protect the originals from damage and to allow greater distribution. With the introduction and rapid development of computers, a new tool has been added to the repertoire of institutions responsible for preservation. Although this has dramatically increased the level of service cultural institutions can provide, computers have introduced new preservation issues of their own.

The main goal of preservation is to allow continued use of materials over the long term; therefore, providing access to preserved items has always been an integral part of preservation. Unfortunately, ideal storage conditions (generally cold, dry, and dark, to slow physical deterioration) for traditional collections may limit or interfere with their use. Digital technology now provides unprecedented access to collections, both well-known and previously undiscovered.

Access to Information

One of the first ways computers were used to increase access to materials held in cultural institutions was simply to provide electronic versions of existing finding aids, such as registers or indices of holdings. These catalogs evolved into complex systems that not only allow faster and more precise discovery of materials within collections, but also reveal a wider array of relationships among items within a particular collection and to holdings in other collections. Just like analog reference systems, the usefulness of digital systems depends on the skills of those designing them. Digital technology doesn't inherently make systems better, but it can certainly make them more effective.

Encourage your students who are interested in both history and technology to pursue both—emerging fields need them!

Access to Collections

As better finding aids made materials more easily discoverable, the demand for use of these materials increased. The computer digitization of materials for display and distribution is helping institutions meet the technology-stimulated increasing demand. People now have greater opportunity to see what original artifacts look like without traveling to distant locations or waiting for the brief window of opportunity when a fragile item may be on display locally.

Many institutions, both small and large, are using digital technology to enable better access to their collections. At the U.S. National Archives and Records Administration (NARA), the Digital Imaging Lab has been scanning materials for over a decade, providing high quality copies of notable documents. NARA's Museum Programs, which includes exhibition, education, and publication activities, is the agency's largest user of this technology. More recently NARA has digitized materials for web-based virtual exhibits such as *Our Documents* (www.ourdocuments.gov) and NARA's online *Exhibit Hall* (www.archives.gov). The Library of Congress has also undertaken several expansive projects, including the *American Memory* (memory.loc.gov) and *America's Library* (www.americaslibrary.com) projects. Many libraries, archives, and historical societies are digitizing portions of their holdings.

Like analog copies, the availability of digital copies can reduce the handling of originals by acting as surrogates; the originals can then be stored in ideal, although sometimes less accessible, conditions. Unlike analog copies, digital copies can be replicated infinitely without loss and do not wear out with repeated viewing, so digital reformatting can allow much greater distribution to a wider audience. Whereas traditional reformatting (such as microfilming or photographic duplication) is typically done primarily to ensure preservation of physical materials, with the added and secondary benefit of allowing greater access to the content, the situation is reversed with digital technology. Digital reformatting is more often undertaken specifically to increase access to content; at the same time, however, by reducing handling of the originals, it also supports preservation efforts.

Limitations to Electronic Access: Two Emerging Myths

Two erroneous beliefs have emerged that can severely hinder the success of exploration for and use of primary source materials: *If it's not on the web it must not exist*; and *If it's on the web it must be true*. Younger people who have grown up with the Internet and the World Wide Web are most likely to hold these beliefs.

Myth 1: If it's not on the web it must not exist.

Many people, encouraged by the quantity of materials currently on the web, may believe that everything has been or soon

One of the most significant features of the *Our Documents* web site is that it includes high quality digital images of the original milestone documents. As a result of the site, access to the documents is greater than ever before; yet, the originals continue to be preserved in state-of-the-art, climate-controlled facilities. This article addresses issues associated with digital technologies and their impact on access and preservation. It also highlights some of the challenges that both institutions and consumers face, as technological advances heighten expectations and, at the same time, demand greater resources.

will be digitized. Although institutions are making greater use of the Internet as a means of providing access to their collections through on-line databases and virtual exhibits, it certainly should not be the only source for research. While the Internet does provide an excellent and convenient entry point for locating information, a large percentage of primary source materials are not available on the Internet. Cost and technology considerations make it unlikely that the Internet will ever be comprehensive enough to replace all other sources. Furthermore, the Internet is not without limitations as a delivery system. Depending on their own computer capacity, users may encounter problems with the quality and resolution of digital images that they can see, be unable to download large files, or face other technological difficulties in accessing and using on-line materials.

Costs

The truth is that digitization, especially at the image quality level people have come to expect, is very expensive. Collection preparation and indexing require time, so institutions incur significant labor costs long before scanning even begins. Contrary to popular belief, experts now recognize that reliable storage and management of electronic files is going to cost considerably more over the long term than storage of paper files would. Initial hardware purchase is only a portion of the never-ending costs related to safe storage of digital copies.

Priorities

Since institutions cannot digitize everything, they will have to prioritize what they will make available in electronic form. Each institution will start by digitizing those items and collections in their holdings that the institution itself believes are most important for the largest number of people to see, and which would focus attention on the organization's special or unique materials. The institution may select a smaller number of items because of public demand and interest in those materials, or they may be included as part of a "scan-on-demand" program.

While the bulk of an institution's holdings may be historically interesting or the organization may be legally required to maintain and preserve certain materials, it simply would not be economically appropriate to digitize everything. Only a very limited audience would ever need access to many things, and those users would not require the convenience of instant, on-line viewing of high-resolution images.

NARA currently has systematically digitized nearly 130,000 items. This represents only a tiny fraction of the 68 billion pages of textual material, and 50 million non-textual records within NARA's holdings.

Myth 2: If it's on the web it must be true.

Students and researchers need to examine all sources carefully, and use them selectively. Who created it? Who was the intended audience, and what was its expected use and purpose? Under what circumstances, or in what context, was it created and distributed? Does the book or website contain the entire document, or does the text or site contain only a portion of the complete source? What criteria were used to limit the selection to particular excerpts? What information or conclusions will the item support? Does it make sense to use this source for your particular research? Any document should be subjected to this kind of review, whether the user is working with a book, a manuscript, a newspaper—or a website.

Authenticity

Many users assume that just because they can access something on the Web, it must be true, accurate, legitimate, authentic, and valid. Often this will indeed be the case. There are many excellent collections of primary sources available electronically; it seems like each day brings new web resources from archives, libraries, universities, museums,

and historical societies. However, there are also many less legitimate sites that are equally easy to access.

Users should scrutinize materials they find on the Internet even more carefully and closely than they might a print copy of a book or document. Even before exploring the content and context of a document found on the web, researchers should assess the legitimacy of the site, but this can be very difficult to do.

In situations where the user lacks information about the document itself, the next best approach is to question who is running the website. Judge the quality of information contained on the website based on the reputation and trustworthiness of the owner of the website. Is it an individual or an organization? If an organization, is it a recognizable cultural, historical, or government institution? Does the organization hold the particular document in its own collections, or is it a third party that stores and delivers content for the owner of a document? Is that owner identified? Does the website give background information about the document? Is the document available in its entirety, or has it been excerpted? The researcher should only use materials once convinced that it comes from a legitimate website.

File Integrity

There is always the possibility that a file will be corrupted or altered during digital transfer. While digital signatures and other mechanisms are designed to guarantee that such problems do not exist, often users must assume the integrity of a document based on the reputation of the website owner.

Digitization and Implications for Preservation

All of these activities that make use of computers to provide greater access have generated a new problem for the preservation world. The issues include questions about re-formatting standards using digital technology, long-term storage considerations, and preservation of “Born Digital”

items. Preservation of physical objects is a relatively mature field and established preservation programs exist in many cultural institutions. A new branch of preservation is developing to contend with the new issues that must be balanced with the benefits of increased access.

Reformatting Options

Traditional analog reformatting methods are well understood and have been tested and proven over time, but many institutions are starting to explore digitization as a new reformatting option for creating preservation surrogates. Discussion continues within the preservation community, and agreement has not yet been reached on final specifications or digitization methods that would produce a high-quality digital surrogate that could replace the original for many types of records.

When copying a textual document, is it enough to capture just the words so it can be read in the future, or must the appearance also be captured so someone can see what the pages looked like? If the document is printed on ivory paper, must it be digitized in color? The answer is usually, “It depends on the original.” Unfortunately, the huge volume of items to be digitized makes case-by-case decisions impractical, and uniformity is often desirable for coherent presentation.

Long-Term Storage

Computer scientists are still trying to determine what will be necessary for long-term retention of digital objects. In the context of human knowledge, digital objects are relatively new but are evolving rapidly. At this point, they are quite fragile and require great care to be useable in the future. Digital data is prone to corruption that can alter content or even render an entire file unreadable. Digital storage media is also fragile. Hard drives crash, CDs rot, and magnetic tape can break or be accidentally erased. Even if the data and the storage media remain intact, obsolescence is an ongoing problem. File formats are quickly replaced, applications and operating systems are upgraded without backward compatibility, and hardware becomes incompatible with each new development.

Although physical materials deteriorate, it is usually slow, and there are signs that can be monitored, so that preservation decisions can be made before information is completely lost. Problems with digital objects are much more likely to go unrecognized until too late. Often, the first sign of corruption is a message alerting the user that the file is unreadable. The best solution to date seems to be to maintain active management of electronic records in complex systems that check file integrity, backup regularly to remote facilities, and control access to authorized users. Data on removable media (such as CD-ROMs and DVDs), degrades over time as it sits on the shelf; in many cases, the data may be on borrowed time, if not already lost. Eventually, institutions hope to be able to manage the information instead of the technology that allows access to the information.

Preservation of "Born Digital" Materials

Finally, as the use of computers has grown, so has the volume of materials created electronically. Digitization of materials, and newly generated electronic finding aids create digital objects that must be themselves preserved in digital form. Preservation of these materials is of primary importance because they exist only in an ephemeral form that will always be machine-dependent. These items are subject to the same problems discussed previously, but no original analog copy exists or has ever existed. There are proposals to copy electronic data onto analog materials such as microfilm, but this solution would work only on a narrow range of types of items. Simple textual documents in electronic form and some types of images could be output to microfilm with minimal loss, but more complex objects like relational databases can only exist in their native form. Because of changes in technology, even some items created initially as machine-dependent analog materials, particularly audio recordings, can now only be copied digitally.

Computers can be of great benefit to the preservation world, but they should be used judiciously. They are only an addition to the already rich assortment of tools available for preservation, and should not be considered a replacement. The role computers play in preservation require new skills and perhaps rethinking of some aspects of preservation, to help institutions traditionally concerned with the past quickly and smoothly evolve to handle the new technologies of today.

Teaching Activity

Brainstorming

Ask students to pretend that they work for a large cultural institution that has in its collection thousands of significant artifacts and documents. Tell them that their institution has two missions: to preserve the materials and to provide access to them. Ask students to brainstorm ways that their institution might accomplish both missions. It is likely that their ideas might include digitization and online access. Allow this suggestion to lead into a discussion of the essay.

Small Group Activity

Divide students into 7 groups and assign each group one of the following topics addressed in the essay:

Access to Information

Access to Collections

Limitations to Electronic Access: 2 Emerging Myths—Myth 1

Limitations to Electronic Access: 2 Emerging Myths—Myth 2

Digitization and Implications for Preservation—Reformatting Options

Digitization and Implications for Preservation—Long-Term Storage

Digitization and Implications for Preservation—Preservation of "Born Digital" Materials

Direct every student to read the essay's introduction. Then members of each group should read and write a summary of their assigned section.

Large Group Discussion

Have the groups come back together and hold a class discussion. Ask one volunteer from each group to explain their issue to the class. Finish the exercise by asking students to look back at the results of the initial brainstorming activity. Ask students whether they want to revise their list, based on the information presented in the essay and subsequent small group and class discussions.

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Wilson, Douglas L., and Lucia C. Stanton, eds. *Jefferson Abroad*. New York: The Modern Library, 1999.

Articles of Confederation

Morris, Richard. *The Forging of the Union, 1781–1789*. New York: HarperCollins, 1988.

Onuf, Peter. *The Origins of the Federal Republic: Jurisdictional Controversies in the United States, 1775–1787*. Philadelphia: University of Pennsylvania Press, 1983.



**1941
President Franklin Roosevelt's Annual Message to Congress**
This speech delivered by President Roosevelt on Jan. 6 is known as his "Four Freedoms Speech," due to a short closing portion describing the President's vision in which the American ideals of individual liberties extend throughout the world.

Lend Lease Act

When war broke out in Europe in 1939, the United States officially remained neutral. President Roosevelt, however, believes the United States is obligated to assist Great Britain in its fight against Germany. Calling upon the United States to be the "great arsenal of democracy," President Roosevelt proposes a system for supplying England with war goods without requiring cash payment. The system allows the lending or leasing of war supplies to any nation deemed "vital to the defense of the United States." Congress approves the proposal as the Lend Lease Act on March 11, and the United States immediately begins shipping war supplies to England.

Treaty of Alliance with France

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Executive Order 8802: Prohibition of Discrimination in the Defense Industry

War is raging in Europe and Asia, and United States defense-related industries expand as the nation supplies war goods to the fighting nations. A. Philip Randolph, President of the Brotherhood of Sleeping Car Porters, threatens to March on Washington if President Roosevelt doesn't make employment opportunities in the growing government-run defense industries available to African-Americans in addition to whites. In response, Roosevelt issues Order 8802 in June, banning discriminatory employment practices by federal agencies and all unions and companies engaged in war-related work. The order also establishes the Fair Employment Practices Commission to enforce the new policy.

Garraty, John A., ed. *Quarrels That Have Shaped the Constitution*. New York: Perennial Library, 1987.

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Marcus, Maeva ed. *Origins of the Federal Judiciary: Essays on the Judiciary Act of 1789*. New York: Oxford University Press, 1992

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Bodenhamer, David J., and James W. Ely, eds. *The Bill of Rights in Modern America: After 200 Years*. Bloomington, Ind.: Indiana University Press, 1993.

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Levy, Leonard W. *Origins of the Bill of Rights*. New Haven, Conn.: Yale University Press, 1999.

Patent for the Cotton Gin

Green, Constance. *Eli Whitney and the Birth of American Technology*. Boston: Little, Brown, and Co., 1956.

North, Douglass C. *The Economic Growth of the United States, 1790–1860*. New York: W.W. Norton, 1966.

George Washington /Farewell Address

Alden, John. *George Washington: A Biography*. Baton Rouge, La.: Louisiana State University Press, 1984.

Smith, Richard Norton. *Patriarch: George Washington and the New American Nation*. New York: Mariner Books, 1997.

Spalding, Matthew, et al. *A Sacred Union of Citizens: George Washington's Farewell Address and the American Character*. Lanham, Md.: Rowman and Littlefield, 1998.

Alien and Sedition Acts 1798

Levy, Leonard. *Legacy of Suppression; Freedom of Speech and Press in Early American History*. Cambridge, Mass.: Belknap Press of Harvard University Press, 1964.

Rosenberg, Norman. *Protecting the "Best Men": An Interpretive History of the Law of Libel*. Chapel Hill, N.C.: University of North Carolina Press, 1990.



1942-Continued Joint Address to Congress Leading to a Declaration of War Against Japan

On Dec. 7, Japanese torpedo planes and dive-bombers kill almost 2,400 Americans and destroy hundreds of aircraft, battleships, cruisers, and destroyers at the U.S. Naval Base at Pearl Harbor, Hawaii. In response, President Roosevelt asks Congress to declare war on Japan, to avenge what he calls a "date which will live in infamy" when "the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan." He receives near-unanimous approval from Congress to declare war on Japan, and the United States enters the Second World War.

1942 Executive Order 9066: Japanese Relocation Order

Following the bombing of Pearl Harbor, Executive Order 9066 is issued. It authorizes the evacuation of all Japanese-Americans from the West Coast to relocation centers guarded by military police further inland.



1944 General Dwight D. Eisenhower's Order of the Day, June 6

This order authorizes the D-Day invasion of the beaches of Normandy, by American troops, in an effort to liberate France, which had fallen to the Germans earlier in the Second World War.

Servicemen's Readjustment Act

Also known as the G.I. Bill, this act, signed into law by President Roosevelt on June 22, provides veterans of the Second World War funds for college education, unemployment insurance, and housing.

Louisiana Purchase

De Conde, Alexander. *This Affair of Louisiana*. New York: Scribner, 1976.

Horsman, Reginald. *Expansion and American Indian Policy*. East Lansing, Mich.: Michigan State University Press, 1967.

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1945

Manhattan Project Notebook

The Manhattan Project, so-called because it is run after 1942 by a section of the army code-named the "Manhattan District", is assigned the task of developing an atomic bomb. This notebook records an experiment of the Manhattan Project, the all-out but highly secret effort of the federal government to build an atomic bomb during World War II. Recorded here is the world's first controlled, self-sustaining nuclear chain reaction, achieved on Dec. 2, 1942.

Surrender of Germany

In France, on May 7, German General Alfred Johl signs the unconditional surrender of all German forces on all fronts, ending the European phase of World War II. The official German surrender, scheduled to take effect on May 8, follows Nazi leader Adolph Hitler's suicide, Berlin's surrender to the Soviet Army, and the surrender of several major German armies to British forces in northern Europe.



United Nations Charter

In Dumbarton Oaks, Washington, D.C., and San Francisco the Allied powers create an international agency that will resolve conflicts among members, and discourage aggressor nations with military force if required. This new agency is known as the United Nations.

Surrender of Japan

On Sept. 2, Japanese representatives sign the official Instrument of Surrender, prepared by the War Department and approved by President Truman. In eight short paragraphs, Japan surrenders to the Allies.



Treaty of Ghent

Hickey, Donald. *The War of 1812: A Forgotten Conflict*. Urbana, Ill.: University of Illinois Press, 1989.

Rutland, Robert. *The Presidency of James Madison*. Lawrence, Kan.: University Press of Kansas, 1990.

Watts, Steven. *The Republic Reborn: War and the Making of Liberal America, 1790–1820*. Baltimore, Md.: Johns Hopkins University Press, 1987.

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White, G. Edward, with the aid of Gerald Gunther. *The Marshall Court and Cultural Change, 1815–1835*. New York: Oxford University Press, 1991.

Missouri Compromise

Fehrenbacher, Don Edward. *Sectional Crisis and Southern Constitutionalism*. Baton Rouge, La.: Louisiana State University Press, 1995.

Morrison, Michael A. *Slavery and the American West: The Eclipse of Manifest Destiny and the Coming of the Civil War*. Chapel Hill, N.C.: University of North Carolina Press, 1997.

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Remini, Robert. *Henry Clay: Statesman for the Union*. New York: W.W. Norton, 1991.

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Ammon, Harry. *James Monroe: The Quest for National Identity*. Charlottesville, Va.: University Press of Virginia, 1990.

Cunningham, Noble E., Jr. *The Presidency of James Monroe*. Lawrence, Kan.: University Press of Kansas, 1996.

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McLoughlin, William. *Cherokees and Missionaries, 1789–1839*. New Haven, Conn.: Yale University Press, 1984.

Remini, Robert. *Life of Andrew Jackson*. New York: Penguin Books, 1990.



1947

Truman Doctrine

Fears that Greece and Turkey might fall to the communist Soviet Union prompt President Harry Truman to articulate the "Truman Doctrine." This doctrine states that world peace and the well-being of all Americans depends on the containment of communism around the world.

1948

Marshall Plan

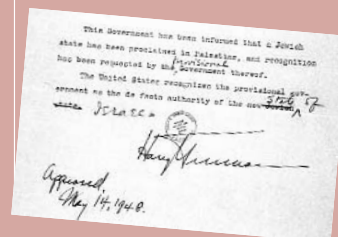
On April 3 President Truman signs the Economic Recovery Act of 1948. It becomes known as the Marshall Plan, named for Secretary of State George Marshall, who in 1947 proposed that the United States provide economic assistance to restore the economic infrastructure of post-war Europe.

Press Release Announcing U.S. Recognition of Israel

At midnight on May 14, the Provisional Government of Israel proclaims a new State of Israel. On that same date, the United States, in the person of President Truman, recognizes the provisional Jewish government as de facto authority of the Jewish state (de jure recognition is extended on January 31, 1949).

Executive Order 9981: Desegregation of the Armed Forces

President Harry Truman establishes the President's Committee on Equality of Treatment and Opportunity in the Armed Services, committing the government to racially integrating the military.



Treaty of Guadalupe Hidalgo

Marovina, Timothy M. *Tejano Religion and Ethnicity: San Antonio, 1821–1860*. Austin, Texas: University of Texas Press, 1995.

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1953

Armistice Agreement for the Restoration of the South Korean State

This Armistice formally ends the war in Korea. North and South Korea remain separate, and occupy almost the same territory they had when the war began.

1954

Senate Resolution 301, Censure of Senator Joseph McCarthy

In 1950 Senator McCarthy, spurred by national fears of communism, begins making accusations against members of the government, the entertainment industry, and business. Despite an inability to produce evidence for his charges, McCarthy grows increasingly aggressive in his accusations. By 1954, when the Senate votes to censure him, much of his power has dissolved. This censure describes his behavior as "contrary to senatorial traditions."

Brown v Board of Education

The Supreme Court's decision in this case overrules the "separate but equal" principle set forth in the 1896 *Plessy v Ferguson* decision. The Court rules that "separate but equal" is inherently unequal and promotes racial supremacy. The unanimous decision states that state-sanctioned segregation of public schools is a violation of the 14th Amendment and is therefore unconstitutional.

1956

National Interstate and Defense Highways Act

This act authorizes the building of highways throughout the United States, the biggest public works project in the nation's history.



First, I must express my
the radio and television net-
modern for the opportunities they
me, over the years to bring
to our people. My special thanks
on the opportunity of addressing
MY FELLOW AMERICANS

THREE DAYS from now
after half a century in
of our country, I shall
the responsibilities
in traditional and so
the authority of the
is vested in my succe

THIS EVENING I co
with a message of le

and to
thoughts

15
IN THE COUNCILS of government,
we must guard against the acquisition
of unwarranted influence,
whether sought or unsought,
by the military-industrial complex.

The potential for the disastrous
rise of misplaced power
exists and will persist.

WE MUST NEVER let the weight
of this combination endanger
our liberties or democratic processes.

We should take nothing for granted.



1957

Executive Order 10730: Desegregation of Central High School

Although the Supreme Court rules the principle of "separate but equal" illegal in the *Brown v Board of Education* case, Little Rock, Arkansas' Central High School refuses to comply with the court. President Dwight Eisenhower sends in federal troops by Executive Order to maintain order and peace, allowing the integration of Central High School to proceed.



1961

President Dwight D. Eisenhower's Farewell Address

In his farewell address, President Eisenhower warns against the establishment of a "military-industrial complex," where power can easily be misplaced and misused.



President John F. Kennedy's Inaugural Address

President John F. Kennedy calls for the service of a "new generation of young Americans" to help protect liberty and freedom in the United States and throughout the world.

Executive Order 10924: Establishment of the Peace Corps

Following the ideals set forth in his inaugural address, President Kennedy establishes the Peace Corps as a way for young Americans to assist developing nations by providing educational, technical, and medical assistance. Goals of the Peace Corps include: 1) To help the people of interested countries and areas in meeting their needs for trained workers; 2) To help promote a better understanding of Americans on the part of the peoples served; and 3) To help promote a better understanding of other peoples on the part of Americans.



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**1962
Transcript of John
Glenn's Official Communication
with the Command Center**
John Glenn conducts the first manned space orbit of the earth, increasing the prestige of the United States internationally. In this transcript he communicates with Mission Control in Florida.



Aerial Photograph of Missiles in Cuba
Instrumental in the early stages of the Cuban Missile crisis, these photographs show that the Soviet Union is amassing offensive ballistic missiles in Cuba. President Kennedy warns that any attempt by the Soviet Union to place nuclear weapons in Cuba will be seen as a threat to the United States.



**1963
Test Ban Treaty**
After the fears created by the Cuban Missile Crisis, the Limited Test Ban Treaty is signed by the United States, Great Britain and the Soviet Union. After Senate approval, the treaty, which goes into effect on Oct. 11, bans nuclear weapon tests in the atmosphere, in outer space, and under water.



Official Program for the March on Washington
On Aug. 28, approximately 250,000 people gather in front of the Lincoln Memorial to march in support of expanding civil rights for African-Americans. The highlight of the march is Martin Luther King's "I Have A Dream" speech, in which he proclaims the Declaration of Independence applies to people of all races.

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**1964
Civil Rights Act**

Through the efforts of civil rights activists throughout the 1950s and early 1960s, many Americans come to support legislation that guarantees civil rights for African-Americans, and President Lyndon Johnson signs the Civil Rights act into law in July. The act prohibits discrimination in public places, provides for the integration of schools and other public facilities, and makes employment discrimination illegal.

**Tonkin Gulf
Resolution**

Passed by Congress after apparent attacks by the North Vietnamese on American ships in the Gulf of Tonkin, this act gives President Johnson authority to increase United States involvement in the war between North and South Vietnam.



**1965
Social Security Act
Amendments**

Amid rising concern for the elderly and the poor, these amendments are adopted. They establish Medicare,

a health insurance program for the elderly, and Medicaid, a health insurance program for the poor.



Voting Rights Act

This act outlaws the discriminatory voting practices adopted in many Southern states after the Civil War, including literacy tests as a prerequisite for voting. It also provides for federally supervised elections.



We the People
secure domestic Tranquillity, provide
for our Posterity, do ordain and

SAVE OUR HISTORY

NHD
NATIONAL
HISTORY DAY



USA
Freedom Corps
The President's Call to Service

All legislative Power