

Introducing Students to Primary Source Documents

— By Lee Ann Potter, National Archives and Records Administration
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Primarily 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

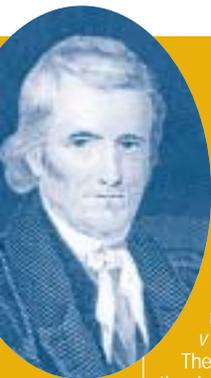
Launch a brainstorming session prior to a new unit of study with a document. This will alert students to topics that they will study.

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.*

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.*



1803
continued
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.



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.*



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.

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.*

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.*

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.

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.*

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.*



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.

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 held as slaves within any State or designated part thereof, whose shall then be in rebellion against the United States, shall be free."



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.

Numerous, Various, Revealing, Ubiquitous, and Teachable *Documents*

By Daniel Rulli and Lee Ann Potter
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Featured in this section are three photographs, three posters, and three textual documents from the National Archives that relate to several of the 100 *Our Documents*. They are teachable documents that inspire creative methods for introducing students to the milestones and reinforcing their significance.

Thousands, if not millions, of supporting and resulting documents exist for each of the 100 milestones included in *Our Documents*. Unlike the majority of *Our Documents*, which are textual records, related materials come in a variety of formats. They can include photographs, posters, maps, cartoons, motion pictures, sound recordings, and additional textual records. These materials often reveal the social and economic causes and effects of the milestone documents, which tend to be more political in nature. And they are everywhere—in the holdings of the National Archives, other archival facilities, libraries, historical societies, museums, and personal collections.

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 \$7.2 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.

Photographic Documents

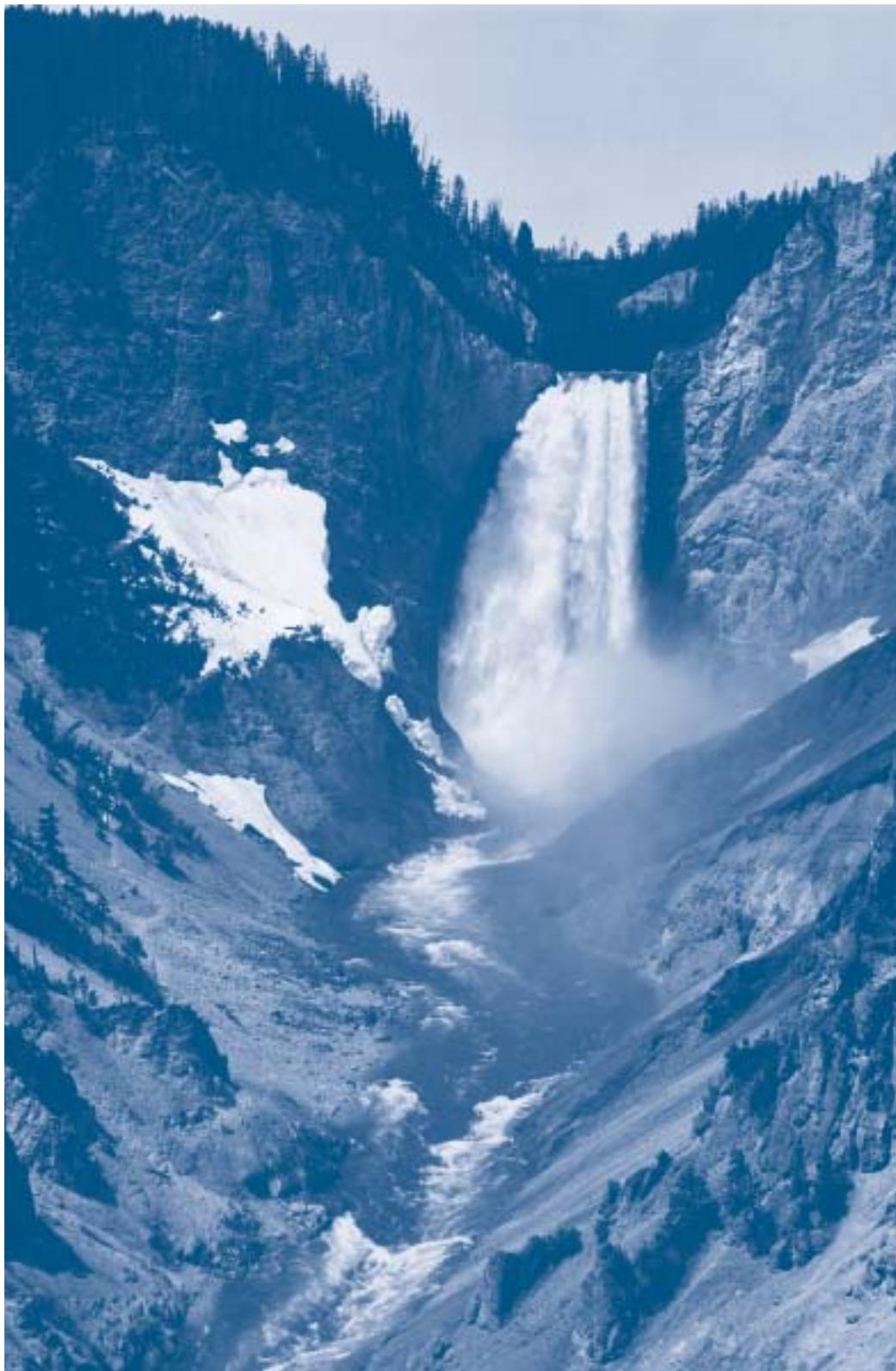
Image #1: “Yellowstone Falls” by Ansel Adams, 1933-1942; Records of the National Park Service; Record Group 79; National Archives.

Image #1:
Yellowstone Falls

Relates to: Document 45,
Act Establishing Yellowstone
National Park, 1872

About the Document

The photograph featured here is one of hundreds taken by Ansel Adams when he worked for the U.S. Department of the Interior. Adams (1902–1984) became one of the most celebrated photographers of all time. His images of the American landscape, and especially those of the American West, are familiar to millions. Born and raised in San Francisco, Adams studied music as a youth with the hope of becoming a concert pianist. At age 14, while on a family vacation, he took his first snapshots of Yosemite National Park. From that time on, Adams was captivated by the idea of recording nature on film. While in his twenties, he abandoned his musical ambitions for a career in photography, working as a portrait and commercial photographer. By the 1930s he achieved success for his visionary yet highly detailed photographs of western landscapes, especially those taken in Yosemite National Park. With the arrival of World War II, Adams went to Washington, D.C., where he worked as a photonaturalist for the U.S. Department of the Interior. Over the next decades, Adams continued to work as a photographer, staging exhibitions and writing several important books on photographic technique. He also became a



champion of the conservation movement in the United States, speaking out for environmental concerns and serving on the board of directors of the Sierra Club. Today, Ansel Adams's photographs remain immensely popular, conveying to millions a vision of an ideal America where nature's grand scenes and gentle details lived on in undiminished glory.

Teaching Suggestion

Provide students with a copy of the photograph, and lead a class discussion about it using questions from the photograph analysis worksheet (see page 36). Share information with students about the establishment of Yellowstone Park (refer students to materials on Document 45, Act Establishing Yellowstone National Park, 1872) and Ansel Adams. Next, divide students into six small groups, and assign each group to conduct research on one of the following topics related to the photograph:

- a. Adams's role as a "photonaturalist" with the U.S. Department of Interior
- b. The conservation movement in U.S. history
- c. The role and history of the National Park Service
- d. Other naturalist image makers and their role in U.S. history, e.g., Bierstadt, Cole, Church, O'Keeffe, Miller, and Moran
- e. Photonaturalists of today
- f. Photography as art and politics: Adams and others who help crusade for various causes with artistic images, e.g., Lewis Hine, the Ash Can School, and Jacob Riis

Ask a volunteer from each group to share their findings with the class, and lead a class discussion about the relationships between the topics.

Image #2: "McLean House, Appomattox Court House, Va., where the capitulation was signed by Lee and Grant," by Mathew Brady, ca. 1860–ca. 1865; Records of the Office of the Chief Signal Officer; Record Group 111; National Archives.

Relates to: Document 39, Articles of Agreement Relating to the Surrender of the Army of Northern Virginia, 1865.

About the Document

This photograph is from a series that consists of several thousand glass plates (and modern derivative copies including prints, duplicate negatives, interpositives, and microfilm) produced by the photographer Mathew Brady and his associates. Brady (1823–1896) was one of the earliest practitioners of daguerreotype in the United States and soon became a prolific portrait photographer. In his New York and Washington, D.C., studios, he and his assistants photographed many of the luminaries of the 1850s and 1860s.

With the outbreak of the Civil War in 1861, Brady endeavored to record the progress of the war with his camera. Although Brady himself actually may have taken only a few photographs of the war, he employed many other well-known photographers. He and his associates, notably Alexander Gardner, George Barnard, and Timothy O'Sullivan, traveled throughout the eastern part of the country and photographed many of the battlefields, towns, and people touched by the war. In addition, Brady photographed distinguished political and military personalities who found time to stop by his Washington, D.C. studio. The result was a collection of some 12,000 images (possibly more), which constitute a rich visual document of the Civil War period.

After the Civil War, business for Brady's studios gradually declined. In July 1874, when Brady declared bankruptcy, Secretary of War



Image #2:
McLean House

William Belknap purchased part of Brady's collection of negatives (approximately 2,250 plates) at public auction for \$2,500. In April 1875, the War Department purchased 3,735 plates directly from Brady under express congressional authorization to "acquire a full and perfect title to secure and purchase the remainder now in possession of the artists [for] \$25,000." The Library of Congress and other institutions later acquired significant collections of Brady photographs. Other collections of Brady photographs are in the Frederick Hill Reserve Collection and the New York Public Library's collection. Among the more than 6,000 images in the National Archives are portraits of all of the well-known Union and Confederate commanders of the war, President Abraham Lincoln and his Cabinet officers, congressmen and senators, and other noted personalities of the time. In addition, Brady and his cameramen focused on the lives of ordinary soldiers, recording

daily life in camp, troops on the move, and life in forward positions. Also of interest in this series are views of Union and Confederate naval vessels, railroads, supply dumps, and hospitals. All photographs contain captions and are available online in the National Archives Archival Research Catalog (ARC) database at http://www.archives.gov/research_room/arc/.

Teaching Suggestion

Provide students with a copy of the photograph, and lead a class discussion about it using questions from the photograph analysis worksheet (see page 36). Tell students that the house in the photograph was where Robert E. Lee surrendered to Ulysses S. Grant, effectively ending the Civil War (see Document 39). Give students a list of all 100 *Our Documents*, and ask them to identify the significant places associated with each document. Lead a class discussion about the significance of place in history.

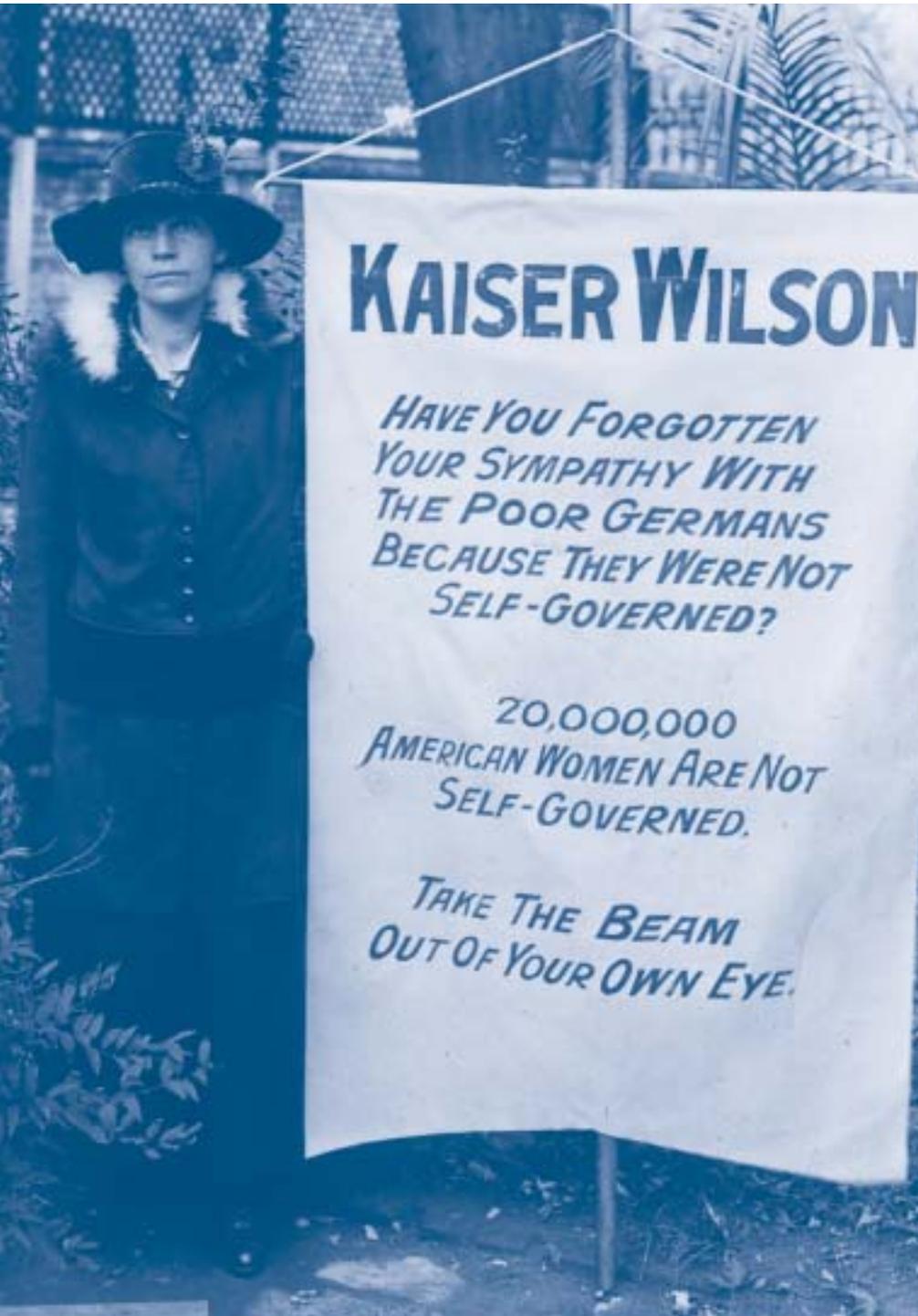


Image # 3:
Suffragette banner

Image # 3: Suffragette banner, 1917-1918; Records of the War Department General and Special Staffs; Record Group 165; National Archives.

Relates to: Document 63, 19th Amendment to the U.S. Constitution: Women's Right to Vote.

About the Document

The woman suffrage movement was first seriously proposed in the United States at Seneca Falls, New York, July 19, 1848, in a general Declaration of the Rights of Women prepared by Elizabeth Cady Stanton, Lucretia Mott, and several others. The early leaders of the movement in the United States—Susan B. Anthony, Elizabeth Cady Stanton, Lucretia Mott, Lucy Stone, Abby Kelley Foster, Angelina Grimké, Sarah Grimké, and others—were usually also advocates of temperance and of the abolition of slavery. When, however, after the close of the Civil War, the 15th amendment (1870) gave the franchise to newly emancipated African-American men but not to the women who had helped win it for them, the suffragists for the most part confined their efforts to the struggle for the vote.

The National Woman Suffrage Association, led by Susan B. Anthony and Elizabeth Cady Stanton, was formed in 1869 to agitate for an amendment to the United States Constitution. Another organization, the American Woman Suffrage Association, led by Lucy Stone, was organized the same year to work

through the state legislatures. In the 1870s, disheartened by the response to the proposed Federal amendment, suffragists also tried other approaches to winning the vote. These included using the courts to challenge their exclusion from voting on the grounds that, as citizens, they could not be deprived of their rights as protected by the Constitution. In 1872, Susan B. Anthony attempted to vote, hoping to be arrested and to have the opportunity to test this strategy in the courts. She was arrested and indicted for “knowingly, wrongfully and unlawfully vot[ing] for a representative to the Congress of the United States.” Found guilty and fined, she insisted she would never pay a dollar of it. Virginia Minor, a suffrage leader in St. Louis, succeeded in getting the issue before the United States Supreme Court, but in 1875 the Court ruled unanimously that citizenship did not automatically confer the right to vote and that the issue of female enfranchisement should be decided within the states.

These differing approaches—i.e., whether to seek a Federal amendment or to work for state amendments—kept the woman suffrage movement divided until 1890, when the two societies were united as the National American Woman Suffrage Association. Later leaders included Anna Howard Shaw and Carrie Chapman Catt. Several of the states and territories (with Wyoming first, in 1869) granted suffrage to the women within their borders. By 1913, 12 states and territories had granted voting rights to women, so the National Woman’s party, under the leadership of Alice Paul, Lucy Burns, and others, resolved to use the voting power of the enfranchised women to force a suffrage resolution through Congress and secure ratification from the state legislatures. In 1920 the 19th amendment to the Constitution granted nationwide suffrage to women.

Teaching Suggestion

Provide students with a copy of the photograph, and lead a class discussion about it using questions from the photograph analysis worksheet (see page 36). Explain to students that this photograph illustrates one kind of activity that participants in the woman suffrage movement engaged in during the early years of the 20th century. Remind students that although the 19th amendment was ratified in 1920, the suffrage movement began nearly a century earlier, and even today women have yet to earn salaries equal to their male counterparts. Divide students into groups of two or three, and assign each group a decade between 1840 and 2000. Ask students to investigate what kinds of activities participants in the woman suffrage movement or equal rights movement engaged in during their assigned decade, and encourage them to draw a picture of it, labeling their drawing on the back. Invite students to post their drawings around the classroom and ask them to guess when each of the illustrated activities took place. Finally, lead a class discussion about the methods and activities used in the woman suffrage movement over the decades and their relationship to the 1st amendment to the Constitution.

Poster Documents

Poster #1: “They Shall Not Have Died in Vain,” ca. 1942–ca. 1943; Records of the War Production Board; Record Group 179; National Archives.

Relates to: Document 73, Joint Address to Congress Leading to a Declaration of War Against Japan, 1941.

Poster #1:
They Shall Not
Have Died in Vain



About the Document

The poster featured here is one of hundreds created by the War Production Board (WPB) during World War II. One month after the attack on Pearl Harbor, the WPB was created, absorbing the Supply Priorities Allocation Board and the Office of Production Management. Its chairman was granted sweeping powers over the nation's economic life. The WPB converted and expanded the peacetime economy to maximum war production; controls included assignment of priorities to deliveries of scarce materials and prohibition of nonessential industrial activities. During its three-year existence, the WPB supervised the production of \$185 billion worth of weapons and supplies.

Teaching Suggestion:

Write the significant words from the poster on the board, e. g. “work, fight, sacrifice, this isn’t peace—it’s war.” Lead a class discussion about the words with the following questions:

- What reactions do you have to the words?
- How would you react if the words came from the government? Why? Would your reaction be different if the message followed the bombing of Pearl Harbor? Why?

Share the poster with students, and review Document 73, Joint Address to Congress Leading to a Declaration of War Against Japan, 1941. Ask students to compare the language in the poster language with Roosevelt’s language in the speech, and to consider the effectiveness of both.

**Poster #2: “Our Flags,” ca. 1917–ca. 1919;
Records of the U.S. Food Administration;
Record Group 4; National Archives.**

Relates to: Document 61, Joint Address to Congress Leading to a Declaration of War Against Germany.

About the Document:

The U.S. Food Administration was created during World War I when President Wilson issued Executive Order 2679-A. Its job was to

- assure the supply, distribution, and conservation of food during the war,
- facilitate transportation of food and prevent monopolies and hoarding; and
- maintain governmental power over foods by using voluntary agreements and a licensing system.

Herbert Hoover, former head of the Belgian Relief Organization, lobbied for and won the job of administrator of the Food Administration. The Lever Act had given the President power to regulate the distribution, export, import, purchase, and storage of food. Wilson passed that power on to Hoover. As head of the United States Food Administration, Hoover became a “food dictator.” To succeed, Hoover designed an effort that would appeal to the American sense of volunteerism and avoid coercion. He called for patriotism and sacrifices that would increase production and decrease food consumption. “Food,” Hoover and the Administration proclaimed, “will win the war.”

While Hoover preferred the emphasis on the “spirit of self sacrifice,” he also had authority to coerce. He set wheat prices and bought and distributed wheat. Coercion plus volunteerism produced results. By 1918 the United States was exporting three times as much breadstuffs, meat, and sugar as it had before the war.

To achieve these results, the Food Administration combined an emphasis on patriotism with the lure of advertising created by its own Advertising Section. This section produced a wealth of posters for both outdoor and indoor display. All of these posters, now part of Record Group 4, the Records of the U.S. Food Administration, testify to the

Poster #2:
Our Flags



government's intent to mobilize the food effort during World War I. An executive order of August 21, 1920, terminated the remaining branches of the U.S. Food Administration.

Teaching Suggestion:

- Find a color version of this poster on line at [http://www.archives.gov/research_room/arc/ \(ARC # 512685\)](http://www.archives.gov/research_room/arc/arc_512685), and share it with students. Ask them to identify the countries represented by the flags in the poster. Using their textbook and library resources, ask students to answer the following questions:
- How did each of these countries fit into the general scheme of the war?
- Were they part of alliances and if so, which alliances?
- What other countries were a part of other alliances in World War I, including the United States?

Review the circumstances surrounding Document 60, Zimmermann Telegram, 1917, and Document 61, Joint Address to Congress Leading to a Declaration of War Against Germany, 1917. Lead a class discussion about the role of alliances in World War I, and assign students to create their own poster illustrating the alliances.

Poster #3: "Equal Employment Opportunity is the Law," EEOC 25th Anniversary, 1989; Records of the Equal Employment Opportunity Commission; Record Group 403; National Archives.

Relates to: Document 97, Civil Rights Act, 1964

About the Document

This poster was created by the Equal Employment Opportunities Commission in 1989 in celebration of the Commission's 25th birthday.

In 1964 Congress passed Public Law 82-352 (78 Stat. 241), the Civil Rights Act. The provisions of the act forbade discrimination on the basis of sex as well as race in hiring, promoting, and firing. In the final legislation, Section 703 (a) made it unlawful for an employer to "fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to his compensation, terms, conditions or privileges or employment, because of such individual's race, color, religion, sex, or national origin." The final bill also allowed sex to be a consideration when sex is a bona fide occupational qualification for the job.

Title VII of the act created the Equal Employment Opportunity Commission (EEOC) to implement the law. Subsequent legislation expanded the role of the EEOC. According to the U.S. Government Manual of 2002–2003, the EEOC enforces laws that prohibit discrimination based on race, color, religion, sex, national origin, disability, or age in hiring, promoting, firing, setting wages, testing, training, apprenticeships, and all other terms and conditions of employment. Since its creation in 1964, Congress has gradually

Poster #3:
Equal Employment
Opportunity
is the Law

extended EEOC powers to include investigatory authority, creating conciliation programs, filing lawsuits, and conducting voluntary assistance programs. Today, the regulatory authority of the EEOC includes enforcing a range of Federal statutes prohibiting employment discrimination. By the late 1970s, all branches of the Federal Government and most state governments had taken at least some action to fulfill the promise of equal protection under the law.

Teaching Suggestion

Distribute copies of the poster and Document 97, Civil Rights Act, 1964, to students. Ask them to compare the language of the act with the language in the poster. Encourage them to generate a list of similarities and differences, paying particular attention to how the act was expanded to include other types of discrimination. Once the list is complete, challenge students to find and bring into class other examples of this language in public papers. For example, students may find the language in job applications, real estate advertisements, and loan applications.

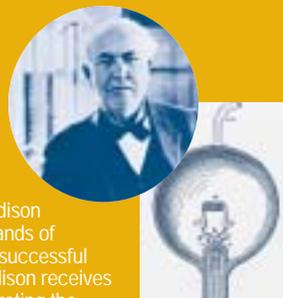


1870
15th Amendment to the U.S. Constitution: Voting Rights—
During the Civil War, the national government commits itself to expanding the rights of African-Americans. Reflecting this commitment, the 15th Amendment grants African-American men the right to vote. Though several defeated Southern states 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.



Textual Documents

Document #1: Playbill, Federal Theater Project: The Denver Unit, “Hell Bent for Heaven”; Records of the Works Progress Administration; Record Group 69, National Archives.

Relates to: Document 69, President Franklin Roosevelt’s Radio Address unveiling the second half of the New Deal, 1936.

About the Document

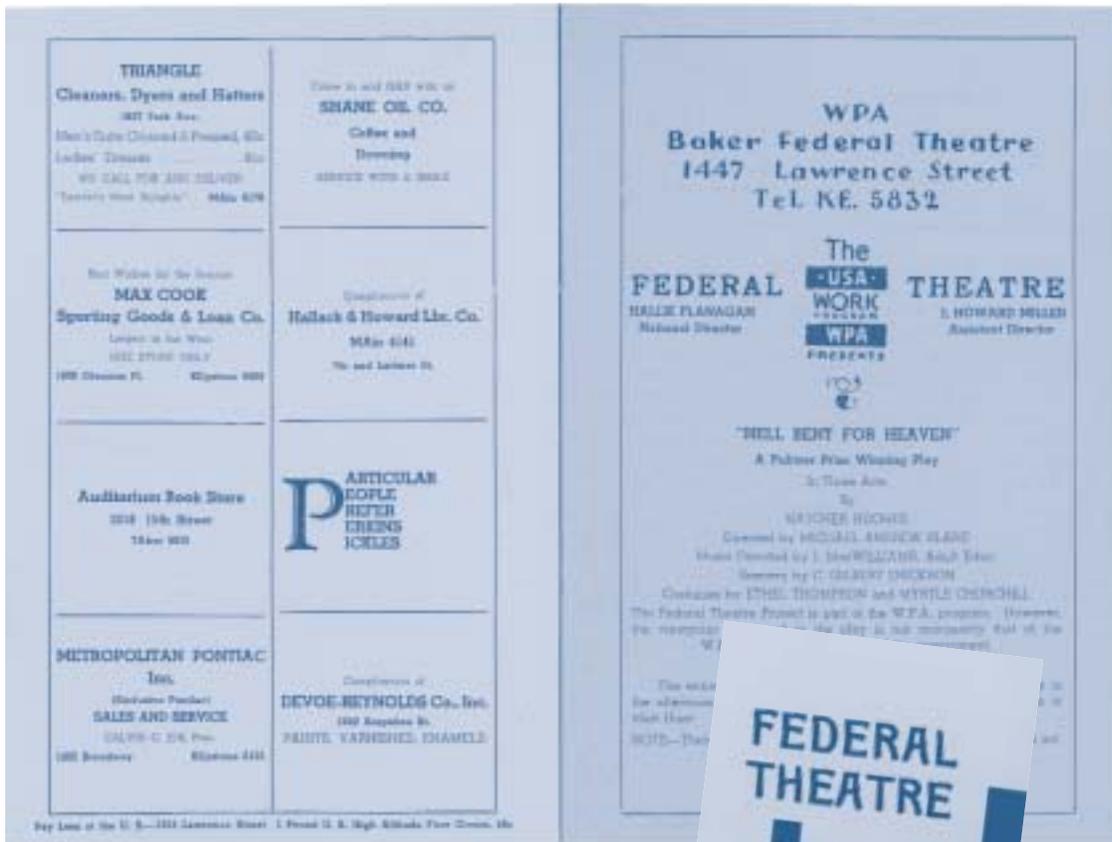
The Federal Theater Project (FTP) was the largest and most ambitious effort mounted by the Federal Government to organize and produce theater events. It was intended to provide work for unemployed professionals in the theater during the Great Depression and was administered from Washington, D.C., but its many companies stretched the full breadth of the nation. It functioned between 1935 to 1939 under the direction of Hallie Flanagan, formerly director of Vassar’s Experimental Theater, and its primary aim was the reemployment of theater workers on public relief rolls including actors, playwrights, directors, designers, vaudeville artists, and stage technicians.

In October 1935, funds amounting to \$6,784,036 were made available to the FTP. Representatives of the Federal Theater Project, in cooperation with local WPA offices and the United States Employment Service, set up classification boards, auditioned theater personnel, and started theater groups. It was also hoped that the project would result in the establishment of theater so vital to community life that it would continue to function after the FTP program was completed. The Federal Theater Policy Board, made up of ten people who met every four months, decided on policies and plays for the next four months, reviewed regional reports, and advised the director. Federal Theaters were set up only in states where 25 or more professional theatrical

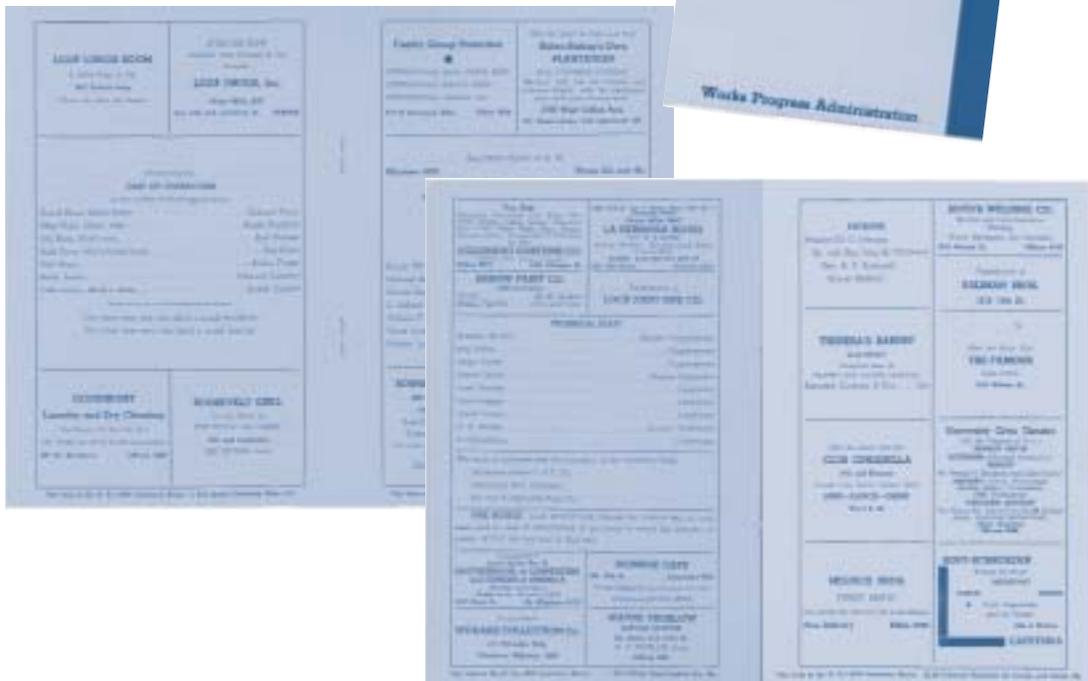
people were on the relief rolls. By January 1939, 42 theater projects were operating in twenty states. As of January 15, 1939, the Federal Theater Project employed 7,900 people, 95 percent of whom were from relief rolls. The peak employment of 12,760 in June 1936 was reduced by cuts in appropriations and also by the return of more than 2,000 Federal Theater employees to private employment.

Stage productions fell into many categories, including but not limited to new, classical, children’s, revues and musical comedies, vaudeville, circus, dance productions, stock, modern foreign, former Broadway productions, puppet and marionette, and ethnic plays. In addition to performances, the FTP sponsored educational opportunities in theater, collaboration with CCC camps, coordination with radio, and other related activities. The entire project was shut down on June 30, 1939, after a congressional investigation that focused on allegations that the project was communistic.

Between 1935 and 1939, the FTP staged more than a thousand theatre productions in 22 different states. Many of these were presented for free in schools and community centers. Although performers were only paid \$22.73 a week, the FTP employed some of America’s most talented artists. In 1936 alone, the FTP employed 5,385 people in New York City. Over a three-year period, more than 12 million people attended performances in that city. One play, *It Can’t Happen Here*, by Sinclair Lewis, in 1936 was produced simultaneously in 22 cities and community centers, and most productions included promotional materials and playbills such as the one featured here. During its four years of existence, the FTP launched or established the careers of such artists as Orson Welles, John Houseman, Will Geer, Arthur Miller, Paul Green, Marc Blitzstein, Canada Lee and Elmer Rice.



Textual Document #1:
 Playbill, Federal Theater Project:
 The Denver Unit, "Hell Bent for Heaven"



Teaching Suggestion

Provide students with a copy of the playbill, and lead a class discussion about the document. (The document analysis worksheet may be useful here—see page 35.) Share with students information about the Federal Theater Project and explain that it was one of many Federal projects designed to combat unemployment during the Great Depression. Ask students to read Document 69, Franklin Roosevelt’s speech on the unveiling of the so-called Second New Deal. Ask students to use research sources and work in pairs to create a poster-sized chart that compares the various New Deal programs designed to curb unemployment. Students may use any of the New Deal programs for this project. For example, brainstorming about the types of people put to work by the Federal Theater Project may suggest categories for the chart, e.g., actors, directors, set designers, lighting operators, and writers.

Document #2: “Proclamation: To the People of New Orleans,” December 20, 1803; Records of the United States House of Representatives; Record Group 233; National Archives.

Relates to: Document 18, Louisiana Purchase Treaty, 1803.

About the Document

Immediately following Senate ratification of the Louisiana Purchase Treaty in October 1803, President Thomas Jefferson asked Congress to pass the necessary laws to carry out the provisions of the treaty. Within weeks, both the Senate and the House had passed bills authorizing the creation of stock for the purchase, and authorizing the President to take possession and govern Louisiana.

The broadside featured here resides in the Records of the United States House of Representatives. It was created in December of 1803 by the Government for the purpose of clarifying for the people of New Orleans their citizenship status. That it was written in French, Spanish, and English reveals much about the territory’s population and its past.

Teaching Suggestion:

Review with students the various elements of the Louisiana Purchase. (See Document 17, Jefferson’s Secret Message to Congress Regarding Exploration of the West, 1803, and Document 18, Louisiana Purchase Treaty.) Ask students to pretend to be a government official in the Jefferson Administration that was responsible for informing the citizens of the Louisiana Territory about the change in ownership. Encourage student pairs to develop a plan of action. After students have developed their plans, share the broadside with them. Ask them to compare the methods used in the broadside with their proposed methods in a class discussion or in an individually assigned single-page comparison paper.

PROCLAMATION.

By his Excellency
WILLIAM C. C. CLAIBORNE,
Governor of the Mississippi Territory, exercising
the powers of Governor General and In-
tendant of the Province of Louisiana.

WHEREAS, by stipulations between the governments of France and Spain, the latter ceded to the former the Colony and Province of Louisiana, with the reservation which is laid at the date of the above mentioned treaty in the hands of Spain, and that it had when France possessed, and such as it ought to be after the treaties subsequently entered into between Spain and other states; and whereas the government of France has ceded the same to the United States by a treaty duly ratified, authenticating the 30th of April in the present year, and the possession of said Colony and Province is now in the United States according to the terms of the last mentioned treaty; and whereas the Congress of the United States, on the 31st day of Oct. in the present year, did enact that with the exception of the Indian Affairs, no sitting, (and no provision for the temporary government of the said territory) be altered made by Congress, all the military, civil and judicial powers exercised by the then existing government of the same, shall be vested in such person or persons, and shall be exercised in such manner as the President of the United States shall direct, for the maintaining and protecting the inhabitants of Louisiana, in the free enjoyment of their liberty, property and religion; and the President of the United States, by his commission, bearing date the same 31st day of October, termed out with all the powers, and charged me with the several duties herebefore laid and expressed by the Governor General and Intendant of the Province;

I HAVE therefore thought fit to issue this my PROCLAMATION

making known the premises, and to declare that the possession heretofore situated over the said Province of Louisiana, as well under the authority of Spain as of the French republic, has ceased, and that of the United States of America is established over the same; that the inhabitants thereof will be incorporated in the Union of the United States, and admitted as soon as possible, according to the principles of the Federal Constitution, to the enjoyment of all the rights, advantages and immunities of citizens of the United States; that in the mean time they shall be maintained and protected in the free enjoyment of their liberty, property, and the religion which they profess; that all laws and municipal regulations which were in execution at the expiration of the last government, remain in full force, and all civil officers charged with the execution thereof shall have powers as if they had been specially vested in me, and except such such officers as have been appointed with the collection of the revenue are continued in their functions during the pleasure of the Governor for the time being, no other provision shall make to be made.

And I do hereby require and enjoin all the inhabitants of this Province, within the said Province, to be faithful and true in their allegiance to the United States, and obedience to their laws and authorities of the same, under full assurance that their just rights will be secured the guardianship of the United States, and will be maintained from all force or violence from without or within.

In testimony whereof I have hereunto set my hand.
Given at the City of New-Orleans the 25th day of December 1803, and of the Independence of the United States of America the 25th.
William C. C. Claiborne.

Par son Excellence
Gaillaume C. C. Claiborne,
Gouverneur du Territoire du Mississippi, exerçant
les Pouvoirs de Gouverneur Général, et In-
tendant de la Province de la Louisiane.

Et que par stipulations entre les Gouvernements de France et d'Espagne, et celles qui ont été faites depuis avec l'Espagne, et celles qui ont été faites avec les Etats-Unis par un traité authentique, le 30 Avril de la présente année, il est cédé au Gouvernement des Etats-Unis la Colonie et Province de la Louisiane, avec le résidu d'ancien territoire qui se trouve en la possession de l'Espagne à l'époque de son départ, et tel qu'il est après les traités subséquents entrés entre l'Espagne et d'autres Etats; et que le Gouvernement des Etats-Unis a cédé la même Colonie et Province à l'Union des Etats-Unis, conformément aux termes du dernier traité mentionné; et que le Congrès des Etats-Unis, le 31 Octobre de la présente année, a fait un acte par lequel, à l'exception des Affaires Indiennes, aucune loi, ordonnance ou provision pour le Gouvernement de ce territoire ne sera changée par le Congrès, tous les pouvoirs militaires, civils et judiciaires exercés par le Gouvernement existant de ce territoire, seront exercés par la personne ou personnes que le Président des Etats-Unis aura ordonné, pour le maintien et la protection des habitants de ce territoire; et que le Président des Etats-Unis, par sa commission, en date du même 31 Octobre, m'a chargé de ces divers devoirs, et m'a chargé de l'exécution de ces divers devoirs.

Par conséquent, j'ai pensé qu'il étoit convenable de publier cette Proclamation, pour rendre connu lesdits devoirs, et pour déclarer que le Gouvernement des Etats-Unis a été établi sur ce territoire, et que les habitants de ce territoire seront incorporés dans l'Union des Etats-Unis, et admis, dès qu'il sera possible, conformément aux principes de la Constitution des Etats-Unis, à jouir de tous les droits, avantages et immunités des Citoyens des Etats-Unis; et que, dans l'entre-temps, ils seront maintenus et protégés dans le libre usage de leur liberté, de leur religion, de leur propriété, et de tous les autres droits municipaux et réglementaires qui étoient en vigueur à l'expiration du dernier Gouvernement; et que toutes les lois, et toutes les ordonnances municipales, qui étoient en vigueur à l'expiration du dernier Gouvernement, restent en pleine force, et que tous les Officiers chargés de l'exécution de ces lois, et de ces ordonnances, continueront d'exercer leurs fonctions, pendant le plaisir du Gouverneur pour le temps, aucune autre provision n'étant à être faite.

Et j'ai par conséquent ordonné et enjoins tous les habitants de cette Province, dans la dite Province, d'être fidèles et vrais dans leur allégeance à la Nation des Etats-Unis, et d'obéissance à ses lois, et à ses autorités, sous la pleine assurance que leurs justes droits seront maintenus et protégés par la Garde Nationale des Etats-Unis, et que tous les habitants de ce territoire, qui ne sont pas citoyens des Etats-Unis, seront maintenus et protégés dans le libre usage de leur liberté, de leur religion, de leur propriété, et de tous les autres droits municipaux et réglementaires qui étoient en vigueur à l'expiration du dernier Gouvernement.

En témoignage de quoi, j'ai ici apposé mon sceau, et ma signature, le 25 Décembre 1803, et de l'Indépendance des Etats-Unis de l'Amérique le 25.

Donné, à la Ville de la Nouvelle-Orléans, le 25 Décembre 1803, et de l'Indépendance des Etats-Unis de l'Amérique le 25.

Signé, **Gaillaume C. C. Claiborne.**

Por el Señor,
Don Guillermo C. C. Claiborne,
Gobernador del Territorio del Mississippi,
exerciendo los Poderes de Gobernador
General e Intendente de la Provin-
cia de la Luisiana.

Por que por estipulaciones hechas entre el Gobierno de Francia y de España, se cedió con el presente tratado y posesión de la Louisiana, con el residuo de antiguo territorio que se halla en la posesión de España, y que después de los tratados subsiguientes entrados entre España y otros Estados; y que el Gobierno de España ha cedido lo mismo a los Estados Unidos por un tratado auténtico, el 30 de Abril del presente año. Y que el Congreso de los Estados Unidos, el día 31 de Octubre del presente año, ha hecho un acto por el cual, con excepción de las Indias, no se altera ni se cambia ninguna ley, ordenanza o provisión para el Gobierno de este territorio, y que el Presidente de los Estados Unidos, por su comisión, en fecha del mismo día de Octubre, me ha encargado de estos diversos deberes, y me ha encargado de la ejecución de los mismos.

Y por que el Congreso de los Estados Unidos, por decreto del 31 de Octubre de este año, ha decretado que toda la legislación de la presente fecha, (con excepción de las disposiciones relativas al gobierno respecto de las Indias) continúe en su fuerza, y que todos los Oficiales, que en el presente tiempo ejercen sus funciones, continúen en ellas, y que el Presidente de los Estados Unidos, por su comisión, en fecha del mismo día de Octubre, me ha encargado de estos diversos deberes, y me ha encargado de la ejecución de los mismos.

He, por tanto, pensado conveniente publicar esta PROCLAMACION para hacer saber lo que precede, y declarar que el gobierno, que existiere en esta provincia de la Louisiana en la forma actual Española Francesa, ha cesado; y que el dicho territorio queda establecido en favor de los Estados Unidos, y que los habitantes de este territorio serán incorporados en la Union de los Estados Unidos, y admitidos, lo más pronto que se pueda, a gozar de todos los derechos, ventajas e inmunidades de los Ciudadanos de los Estados Unidos; y que, en el entre-temps, serán mantenidos y protegidos en el goce de su libertad y de su religión, de su propiedad, y de todos los otros derechos municipales y reglamentarios que en el momento de la cesación del Gobierno precedente, gozaban de todo su fuerza; y que todos los empleados civiles y militares, que en el presente tiempo ejercen sus funciones, continúen en ellas, y que todos los empleados civiles y militares, que en el presente tiempo ejercen sus funciones, continúen en ellas, y que todos los empleados civiles y militares, que en el presente tiempo ejercen sus funciones, continúen en ellas.

Exhorto a todos los habitantes y a todos los habitantes nativos de esta provincia a que sean fieles y verdaderamente obedientes a la Nación de los Estados Unidos, y a que obedezcan a sus leyes y a sus autoridades, bajo la plena y segura garantía de que sus justos derechos serán mantenidos y protegidos por la Guardia Nacional de los Estados Unidos, y que todos los habitantes de este territorio, que no son ciudadanos de los Estados Unidos, serán mantenidos y protegidos en el goce de su libertad, de su religión, de su propiedad, y de todos los otros derechos municipales y reglamentarios que en el momento de la cesación de su Gobierno, gozaban de todo su fuerza.

Dado en la Ciudad de la Nueva-Orléans, el día 25 de Diciembre de 1803, y de la Independencia de los Estados Unidos de América.

Guillermo C. C. Claiborne.

Document #3: Message of President Andrew Jackson nominating Roger B. Taney and Phillip B. Barbour to be Justices of the Supreme Court, December 28, 1835; Records of the United States Senate; Record Group 46; National Archives.

Relates to: Document 29, *Dred Scott v Sanford*, 1857

Textual Document #3: Message of President Andrew Jackson nominating Roger B. Taney and Phillip B. Barbour to be Justices of the Supreme Court

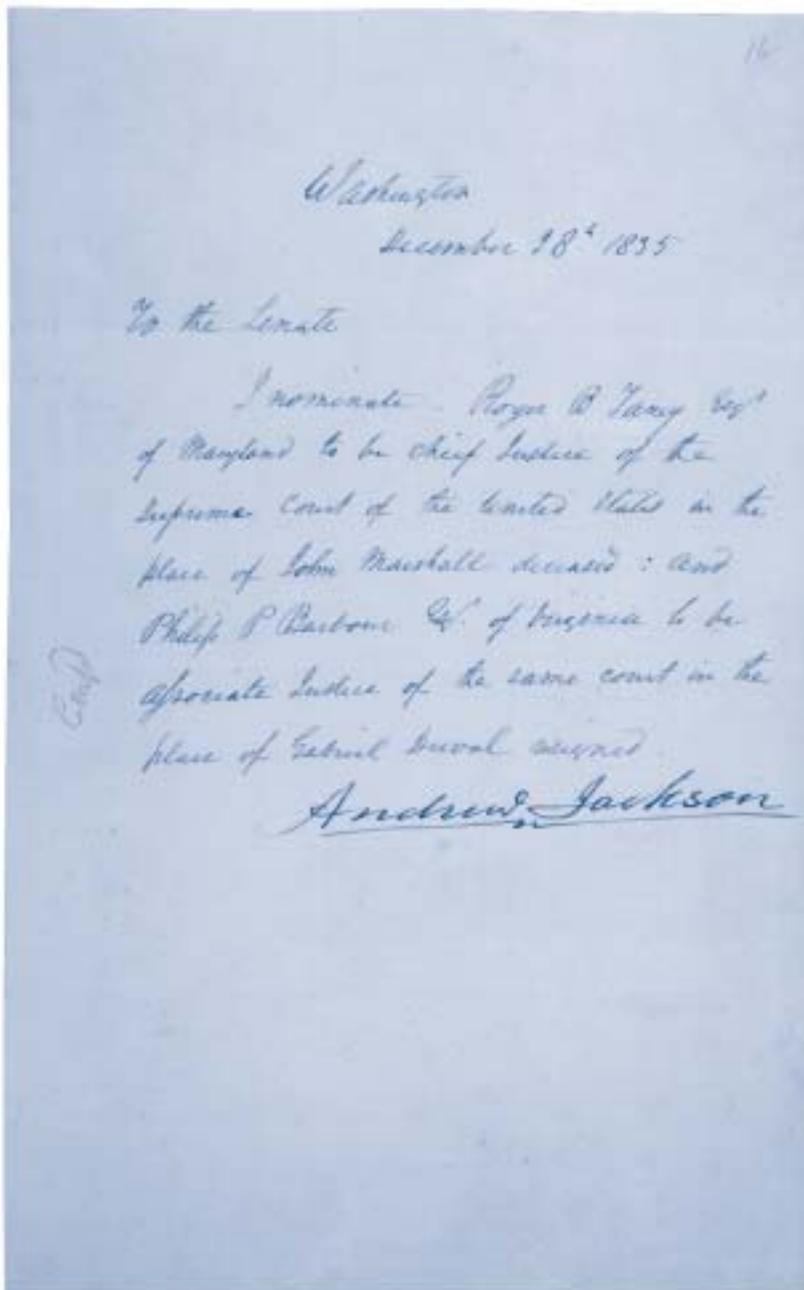
About the Document

As specified in Article II, Section 2 of the Constitution, the President has the power to appoint judges to the Supreme Court. With this 1835 document, from the Records of the United States Senate, President Andrew Jackson nominated Roger B. Taney.

In 1857, as the author of the Supreme Court's majority opinion in *Dred Scott v Sanford*, Roger Taney ruled that the Constitution did not recognize the citizenship of blacks who had been born slaves, and that Congress could not forbid slavery in the territories of the United States. Republicans furiously expressed opposition to this second holding. When Lincoln became President, he considered Taney an arch foe. During the Civil War, Taney ruled in vain against Lincoln's suspension of the writ of habeas corpus (*see Ex parte Merryman, 1861*). The *Dred Scott* decision sparked bitter opposition from Northern politicians and a heated defense from the South and was one of the most important events leading up to the Civil War. This single opinion cast a shadow over Taney's distinguished legal career and his personal reputation for integrity. There was much antipathy to Taney at his death, but there has been a gradual increase in appreciation of his contributions to constitutional law.

Teaching Suggestion

[Use this activity as an end-of-term assessment for students in a pre-Civil War United States History course.] Provide students with a copy of Jackson's message and a list of all 100 *Our Documents*. Ask students to create an annotated list of all items in *Our Documents* that are somehow related to the message. For example, the obvious match would be to *Dred Scott v Sanford*, because Taney wrote the court's majority opinion in the case. Encourage students to "leave no stone unturned" in looking for relationships to people and events that might stem from Jackson's message. Invite student volunteers to share and explain all the connections that they found.



> Written Document Analysis Worksheet

1. **TYPE OF DOCUMENT** (Check one):

- | | | |
|-------------------------------------|--|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Map | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Telegram | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report | <input type="checkbox"/> Other _____ |

2. **UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT** (Check one or more):

- | | |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Seals | |

3. **DATE(S) OF DOCUMENT:** _____

4. **AUTHOR (OR CREATOR) OF THE DOCUMENT:** _____

POSITION (TITLE): _____

5. **FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?** _____

6. **DOCUMENT INFORMATION** (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

B. Why do you think this document was written? _____

C. What evidence in the document helps you know why it was written?

Quote from the document. _____

D. List two things the document tells you about life in the United States at the time it was written:

E. Write a question to the author that is left unanswered by the document:

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➤ Photograph Analysis Worksheet

STEP 1. OBSERVATION

- A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

- B. Use the chart below to list people, objects, and activities in the photograph.

People	Objects	Activities

STEP 2. INFERENCE

Based on what you have observed above, list three things you might infer from this photograph.

STEP 3. QUESTIONS

- A. What questions does this photograph raise in your mind? _____

- B. Where could you find answers to them? _____

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Map Analysis Worksheet

1. TYPE OF MAP (Check one):

- ___ Raised relief map ___ Natural graph/ mosaic ___ Satellite photo resource map
___ Topographic map ___ Military map ___ Pictograph
___ Political map ___ Bird's-eye view ___ Weather map
___ Contour-line map ___ Artifact map ___ Other

2. UNIQUE PHYSICAL QUALITIES OF THE MAP (Check one or more):

- ___ Compass ___ Scale ___ Notations
___ Handwritten ___ Name of mapmaker ___ Legend (key)
___ Date ___ Title ___ Other

3. DATE OF MAP: _____

4. CREATOR OF THE MAP: _____

5. WHERE WAS THE MAP PRODUCED? _____

6. MAP INFORMATION:

A. List three things in this map that you think are important:

- 1. _____
2. _____
3. _____

B. Why do you think this map was drawn? _____

C. What evidence in the map suggests why it was drawn? _____

D. What information does the map add to the textbook's account of this event? _____

E. Does the information in this map support or contradict information that you have read about this event? Explain. _____

F. Write a question to the mapmaker that is left unanswered by this map. _____

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> Motion Picture Analysis Worksheet

STEP 1. PRE-VIEWING

A. Title of film: _____
Record Group source: _____

B. What do you think you will see in this motion picture? List Three concepts or ideas that you might expect to see based on the title of the film. List some people you might expect to see based on the title of the film.

CONCEPTS/IDEAS

1. _____
2. _____
3. _____

PEOPLE

1. _____
2. _____
3. _____

STEP 2. VIEWING

A. Type of motion picture (check where applicable)

- | | | |
|---|---|--------------------------------------|
| <input type="checkbox"/> Animated cartoon | <input type="checkbox"/> Propaganda film | <input type="checkbox"/> Combat film |
| <input type="checkbox"/> Documentary film | <input type="checkbox"/> Theatrical short subject | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Newsreel | <input type="checkbox"/> Training film | |

B. Physical qualities of the motion picture (check where applicable)

- | | | |
|--|---|---|
| <input type="checkbox"/> Music | <input type="checkbox"/> Color | <input type="checkbox"/> Animation |
| <input type="checkbox"/> Narration | <input type="checkbox"/> Live action | <input type="checkbox"/> Dramatizations |
| <input type="checkbox"/> Special effects | <input type="checkbox"/> Background noise | |

C. Note how camera angles, lighting, music, narration, and/or editing contribute to creating an atmosphere in this film. What is the mood or tone of the film?

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STEP 3. POST-VIEWING (OR REPEATED VIEWING)

A. Circle the things that you listed in the previewing activity that were validated by your viewing of the motion picture.

B. What is the central message(s) of this motion picture?

C. Consider the effectiveness of the film in communicating its message. As a tool of communication, what are its strengths and weaknesses?

D. How do you think the filmmakers wanted the audience to respond?

E. Does this film appeal to the viewer's reason or emotion? How does it make you feel?

F. List two things this motion picture tells you about life in the United States at the time it was made:

1. _____
2. _____

G. Write a question to the filmmaker that is left unanswered by the motion picture.

H. What information do you gain about this event that would not be conveyed by a written source? Be specific.

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133.

Approved

[Public No 16]

Forty-Seventh Congress of the United States of America;

At the Second Session,

Began 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.

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.



first selection of Commissioners.
The Commissioners shall each receive a salary of three thousand five hundred dollars a year. And each of said Commissioners shall be paid his necessary traveling expenses incurred in the discharge of his duty as a Commissioner.
Sec 2. That it shall be the duty of said Commissioners:
First. To aid the President, as he may request, in preparing suitable rules for carrying this act into effect, and when said rules shall have been promulgated it shall be the duty of all officers of the United States in the departments and offices to which any such rules may relate to aid, in all proper ways, in carrying said rules, and any modifications thereof, into effect.
Second. That, in other things, said rules shall provide and declare, as to the conditions of good administration in accordance, as follows:
To testing the fitness of applicants

Supreme Court of the United States,

No. 210, October Term, 1895.

Homer Adolph Plessy,
Plaintiff in Error,
vs.

J. N. 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.

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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

Using *Our Documents* to Meet Local

By James Percoco

James Percoco is United States and Applied History teacher at West Springfield High School, in Springfield, Virginia. He is author of *A Passion for the Past* (1998) and *Divided We Stand* (2001), won the Walt Disney Company American Teacher Award in 1993, and is a member of the Board of Trustees for the National Council for History Education. Here he describes how he came to adapt the milestone documents to his Virginia classroom, and offers an activity that shows how the documents are suitable for meeting local educational needs.

A Note to Teachers

“**W**hat a treasure trove,” I thought when I first came to see and hear about the on-line aspect of the *Our Documents* initiative. Within a few minutes of my perusal of the list it became abundantly clear that these 100 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. I was excited as I put the wheels in motion to utilize these documents in my effort to prepare students for their SOL United States History Test. It became evident that there were numerous ways to link *Our Documents* and the SOL Test. For example, according to the SOL Crosswalk Document on content to be covered pertaining to World War I, teachers in Virginia are expected to cover the Zimmerman Telegram and Woodrow Wilson’s Fourteen Points and the League of Nations. Those documents are milestone documents. Many other documents, moreover, are on both the list of milestone documents list and the Virginia SOL Crosswalk.

I realized that, rather than conduct a standard boring routine to review for the SOL Test, I could use *Our Documents* to conduct a review that would engage my students both

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intellectually as well as tactically. The unit that evolved required that all students be engaged with each document, be they the student presenting material to the class or the student on the receiving end. I assigned each student three or four documents to research depending on my class size. Each student was asked to report to the class on the content and substance of his or her documents. Next, I created a template for students to use that would permit them to download an image of each document and insert it into the template, provide the name of each document, and then discuss the significance of each document and its seminal place in American history. The template, which is reproduced below, has three columns for the students to fill. Using this template freed the students from having to take notes, thus saving valuable class time.

Beginning with the fourth quarter, I would start each class period with two *Our Documents* student presentations. The day before the students presented they would bring to me their master copies and I would duplicate a class set to distribute to the rest of the class. After each student presented I would reiterate key points on which I wanted the class to focus their study. When the two students were finished with their presentations I would give the class a few minutes to review the material they had just learned. Then I would give an

exit quiz, with one question based on each document covered in class.

Using the Internet made this assignment particularly easy, as I emailed my students the template. All they had to do was cut and paste an image of the document into the appropriate space on the template, completing it with a description of the document and its significance. As an added feature each student was asked to turn in note cards that included three questions that a historian might raise when using a given document. This allowed me to extend learning beyond the mere presentation of facts, to encourage students to place the documents within an historiographic context.

I found this activity so effective that I decided to base part of my final exam on *Our Documents*. The one hundred question multiple choice test I designed included a question based on each document. Students had the option of studying on-line or using the handouts their peers had provided during class. 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.

The Student Activity A Web-Based Standards of Learning Review

Points:

Accurate completion of *Our Documents* Template
= **50 points**

Appropriate Presentation to the Class
= **15 points**

Note card consisting of three typed questions of historians
= **10 points**

Professional Appearance
= **25 points**

TOTAL POSSIBLE POINTS
= **100**

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 U.S. history. They have helped shape the national character, and they reflect our diversity, our unity, and our commitment as a nation to continue our work toward forming “a more perfect union.”

You are going to be presenting a series of Milestone American Documents as part of review for the SOL Exam in United States History.

For this project you will do the following:

1. Select five of the one hundred Milestone Documents from the National Archives *Our Documents* list. (You will pick your five or six documents from a hat.)
2. Research your documents online.
3. Prepare an *Our Documents* Report Sheet, on each of your selected documents, for your classmates.
4. Give an oral presentation to the class on your documents addressing the importance of the documents in United States History
5. Raise three questions that a historian might ask when working with each document. These are to be typed and placed on index cards.

James Percoco created this template for his students at West Springfield High School in Springfield, Virginia, to use as a study tool for their Virginia Standards of Learning Exam in United States History. He emailed the template to his students, asked them to download an image of each document and insert it into the space labeled “copy of the actual document.” He then asked his students to provide the name of each document and to discuss the significance of each document and its seminal place in American history. “Using this template freed the students from having to take notes, thus saving valuable class time” he explains.

Instructions

1. Go to the web site www.ourdocuments.gov.
2. Copy miniatures of your documents and place them in the appropriate box on the notes sheet.
3. Write *in your own words* what the document is, as well as its significance in history.
4. Develop three questions about each of the five documents.
5. Turn in your work two class periods before you are scheduled to present
6. Your work is graded. You will earn back points by making corrections
7. I will copy a class set.
8. You will distribute the sheets as part of your presentation to the class.
9. Use the TV monitor to present each document to the class.
10. You must dress professionally for giving your presentation
 - Gentlemen must wear a clean, wrinkle-free shirt that is tucked in with a tie.
 - Ladies must wear a dress, nice blouse with skirt or a pants suit
 - Neither gentlemen nor ladies are to wear sneakers
 - All ladies and gentlemen need to appear well-groomed
11. I will administer questions as an exit quiz to the whole class. Each quiz will be worth 100 points.

Our Documents – TEMPLATE

Copy of the Actual Document	What is it?	Significance?



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.



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