

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

Cathy Gorn, Ph.D.
Executive Director
National History Day

Libby O’Connell, Ph.D.
Historian in Residence
The History Channel

> Our Documents:

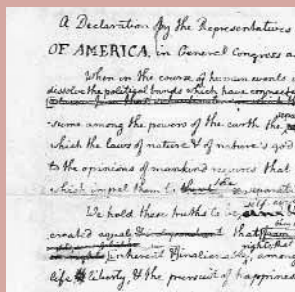
A National Initiative on American History,



A Timeline: THE 100 DOCUMENTS IN CHRONOLOGICAL PERSPECTIVE

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.



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.

The Our Documents Initiative is also sponsored by Siemens
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Compiled and Edited by: Julie McCullough, National History Day

Contributions and Editorial Assistance by: Lee Ann Potter and Daniel Rulli,
National Archives and Records Administration

Development and Editorial Assistance by: Cathy Gorn, Executive Director,
National History Day

Image Editors: Mark Robinson, National History Day, and Jeff Reed, National Archives
and Records Administration

Design by: R+B Design Firm

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

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.

"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

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.



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

Courtesy of Earl McDonald, 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.



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

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.

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."

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.

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

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



Courtesy of Earl McDonald, National Archives

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

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.

THE Conventions of a number of the States, having at the time of their adopting the Constitution, expressed a desire, in order to guard
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 ex-

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

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

1. After the first enumeration required by the first Article of the Constitution, the whole number of Representatives shall not exceed one for every thirty thousand, until the number shall amount to
which, the proportion shall be so regulated by Congress, that there shall not be less than one hundred Representatives, nor less than one Representative for every



1788

Federalist Paper No. 51

Hamilton and Madison argue in Federalist No. 51 that the three branches of government created by the Constitution effectively divide power among them, allowing each branch to check the power of the others, as well as itself. Adopting the new Constitution would therefore create a government capable of resisting tyranny, and hence, securing freedom. Nine states ratify the Constitution, and it then goes into effect. However, New York and Virginia only agree to ratification on the condition that a Bill of Rights be added. The Constitution on its own only defines the rights of the state and federal governments in relation to each other, and these states want a series of amendments to the Constitution that protect the rights of individual citizens.

1789

President George Washington's First Inaugural Speech
George Washington is unanimously elected President by the Electoral College, and John Adams serves as the nation's first vice president. The new President gives the First Inaugural Address on April 30.

Federal Judiciary Act

In accordance with the new Constitution, Congress passes the Federal Judiciary Act, signed by President Washington on Sept. 24, creating the Supreme Court and the lower federal courts.

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.

Timeline CONTINUED ON PAGE 22

Article III, Section 2, Clause 3: 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, if the district shall have been previously ascertained by law, and 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;

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Charles C. Westcott, Speaker of the House of Representatives

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

Beckley, Clerk of the House of Representatives

Attest, Secretary of the Senate