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

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

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

Taking A Stand in History

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

Contest Rules:

I. Participation

- Participation is open to history, social studies, civics, and government teachers in public, private, parochial, and home schools.

- Participation is open to teachers in upper elementary grades (grades 4-6), middle schools, and high schools.

- Participating teachers must engage their students in “Understanding Our Documents: Taking a Stand in History,” National History Day’s 2006 student program theme.

II. Lesson Content

- Our Documents Connection

Your lesson should focus on a teaching activity related to your choice of one or several of the 100 Milestone Documents, and it should explain the connection between the document(s) and NHD’s 2006 theme, Taking a Stand in History.

- Historical Background

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

- Cross-curricular Connections

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

- Teaching Activities

Your lesson should include a substantive teaching activity that engages students in a critical
examination of the documents within the context of United States History (and World History, if appropriate). The lesson should also identify skills that are developed through this lesson (e.g., technological skills, reading, etc.)

III. Lesson Format

Your lesson must follow the following format:

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

IV. Lesson Success

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

V. Awards

- Awards will be presented to teachers in elementary, middle, and high schools for the Outstanding Document Lesson related to Taking a Stand in History.
The following is a list of 100 Milestone Documents, compiled by the National Archives and Records Administration, and drawn primarily from its nationwide holdings. The documents chronicle United States history from 1776 to 1965.

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

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

The decision not to include milestone documents since 1965 was a deliberate acknowledgement of the difficulty in examining more recent history. As stated in the guidelines for the National History Standards, developed by the National Center for History in the Schools, “Historians can never attain complete objectivity, but they tend to fall shortest of the goal when they deal with current or very recent events.”
| 41. | Check for the Purchase of Alaska, 1868 |
| 42. | Treaty of Fort Laramie, 1868 |
| 43. | 14th Amendment to the U.S. Constitution: Civil Rights, 1868 |
| 44. | 15th Amendment to the U.S. Constitution: Voting Rights, 1870 |
| 45. | Act Establishing Yellowstone National Park, 1872 |
| 46. | Thomas Edison’s Patent Application for the Light Bulb, 1880 |
| 47. | Chinese Exclusion Act, 1882 |
| 48. | Pendleton Act, 1883 |
| 49. | Interstate-Commerce Act, 1887 |
| 50. | Dawes Act, 1887 |
| 51. | Plessy v Ferguson, 1896 |
| 52. | Plessy v Ferguson, 1896 |
| 53. | De Lome Letter, 1898 |
| 54. | Joint Resolution to Provide for Annexing the Hawaiian Islands to the United States, 1898 |
| 55. | Platt Amendment, 1903 |
| 56. | Theodore Roosevelt’s Corollary to the Monroe Doctrine, 1905 |
| 57. | 16th Amendment to the U.S. Constitution: Federal Income Tax, 1913 |
| 58. | U.S. 17th Amendment to the U.S. Constitution: Direct Election of Senators, 1913 |
| 59. | Keating-Owen Child Labor Act, 1916 |
| 60. | Zimmerman Telegram, 1917 |
| 61. | Joint Address to Congress Leading to a Declaration of War Against Germany, 1917 |
| 62. | President Woodrow Wilson’s 14 Points, 1918 |
| 63. | 19th Amendment to the U.S. Constitution: Women’s Right to Vote, 1920 |
| 64. | Boulder Canyon Project Act, 1928 |
| 65. | Tennessee Valley Authority Act, 1933 |
| 66. | National Industrial Recovery Act, 1933 |
| 68. | Social Security Act, 1935 |
| 69. | President Franklin Roosevelt’s Radio Address unveiling second half of the New Deal, 1936 |
| 70. | President Franklin Roosevelt’s Annual Message to Congress, 1941 |
| 71. | Lend Lease Act, 1941 |
| 73. | Joint Address to Congress Leading to a Declaration of War Against Japan, 1941 |
| 74. | Executive Order 9066: Japanese Relocation Order, 1942 |
| 75. | Eisenhower’s Order of the Day, June 6, 1944 |
| 76. | Servicemen’s Readjustment Act, 1944 |
| 77. | Manhattan Project Notebook, 1945 |
| 78. | Surrender of Germany, 1945 |
| 79. | United Nations Charter, 1945 |
| 80. | Surrender of Japan, 1945 |
| 81. | Truman Doctrine, 1947 |
| 82. | Marshall Plan, 1948 |
| 83. | Press Release Announcing U.S. Recognition of Israel, 1948 |
| 84. | Executive Order 9981: Desegregation of the Armed Forces, 1948 |
| 85. | Armistice Agreement for the Restoration of the South Korean State, 1953 |
| 86. | Senate Resolution 301: Censure of Senator Joseph McCarthy, 1954 |
| 89. | Executive Order 10730: Desegregation of Central High School, 1957 |
| 90. | President Dwight D. Eisenhower’s Farewell Address, 1961 |
| 91. | President John F. Kennedy’s Inaugural Address, 1961 |
| 92. | Executive Order 10924: Establishment of the Peace Corps, 1961 |
| 93. | Transcript of John Glenn’s Official Communication With the Command Center, 1962 |
| 94. | Aerial Photograph of Missiles in Cuba, 1962 |
| 95. | Test Ban Treaty, 1963 |
| 96. | Official Program for the March on Washington, 1963 |
| 97. | Civil Rights Act, 1964 |
| 98. | Tonkin Gulf Resolution, 1964 |
| 99. | Social Security Act Amendments, 1965 |
| 100. | Voting Rights Act, 1965 |

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

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

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

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

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

The archives or historian’s office of a local company may have materials relating to how some of the 100 Documents, such as the Patent Application for the Electric Light Bulb (Document #46), the National Labor Relations Act (Document #67), or the Civil Rights Act of 1964 (Document #97), affected business practices.
A school district’s records office may hold yearbooks for schools that existed prior to integration following Brown v. the Board of Education (Document #87).

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

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

Teachers might expose students to local materials by:

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

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

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

National Archives

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

National Archives and Records Administration Research Facilities Nationwide

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

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

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

NARA–Northeast Region (New York City)
201 Varick Street, 12th Floor
New York, NY 10014-4811
212-401-1620
Note: The National Archives also has record centers in Dayton, OH; Lee’s Summit, MO; Suitland, MD; and northeast Philadelphia. Access to the records held in these facilities, however, is only through the agency of origin. Also, some, but not all, records at the National Personnel Records Center in St. Louis are open for research. Consult their web site, [www.archives.gov/facilities/mo/st_louis.html](http://www.archives.gov/facilities/mo/st_louis.html) for current information. The National Archives is currently updating its telephone system nationwide. If you are unable to reach a facility using the telephone number listed, please contact local directory assistance.

## State Archives

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

### Alabama

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

### Alaska

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

### Arizona

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

### Arkansas

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

### California

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

### Colorado

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

### Connecticut

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

### Delaware

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

### District of Columbia

Office of Public Records  
1300 Naylor Court NW  
Washington, DC 20001-4225  
(202)727-2052  

### Florida

Bureau of Archives & Records Management,  
Division of Library & Information Services  
500 South Bronough Street  
Tallahassee, FL 32399  
(850) 245-6700  
barm@mail.dos.state.fl.us  
[http://dlis.dos.state.fl.us/barm/fsa.html](http://dlis.dos.state.fl.us/barm/fsa.html)
Missouri
State Archives
600 W. Main P.O. Box 1747
Jefferson City, MO 65102
(573) 751-3280 | Fax: (573) 526-7333
archref@sosmail.state.mo.us
http://www.sos.mo.gov/archives

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Wyoming
State Archives
Mailing Address:
Barrett Building, 2301 Central Avenue
Cheyenne, WY 82002
Phone: (307) 777-7826 | Fax: (307) 777-7044
wyarchive@missc.state.wy.us
http://wyoarchives.state.wy.us
Introducing Students to Primary Source Documents

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

Primary 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.

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1803
**Marbury v Madison**
Supreme Court Chief Justice John Marshall establishes the Supreme Court’s role as chief interpreter of the Constitution in his ruling on the Marbury v Madison case. The decision establishes the right of the courts to determine the constitutionality of the decisions of the other two branches of government.

1814
**Treaty of Ghent**
This treaty ends the War of 1812, between Great Britain and the United States. Often called the Second War of Independence, the War of 1812 began amid strained relations between the two countries as the United States established itself as a nation. The treaty confirms the new nation’s sovereignty.

1819
**McCulloch v Maryland**
This Supreme Court case addresses the issue of federal power and commerce. In the majority opinion, Chief Justice John Marshall concludes that Congress does have the right to create a national bank, and that states do not have a right to tax that bank, as federal power is greater than that of the states.

1820
**Missouri Compromise**
This compromise is a series of measures designed to address the issue of the spread of slavery. It admits Missouri as a slave state, and Maine as a nonslave state simultaneously, so as not to upset the balance between slave and free states in the nation. It also outlaws slavery above the 36º 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.

[Source: www.ourdocuments.gov]
3. **Visualization Exercise**
Encourage students to visualize another place or time by viewing and analyzing graphical materials.

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

4. **Project Inspiration**
Let documents serve as examples for student created projects.

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

5. **Dramatic Presentation Activity**
Use documents to inspire dramatic presentations by your students.

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

6. **Writing Activity**
Use documents to prompt a student writing activity.

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

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

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

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**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.

**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 pres day Arizona, California, New Mexico, Texas, and parts of Colorado, Nevada, and Utah, to the United States.

**1850**  
**Compromise of 1850**  
This is a series of bills that addresses issues related to slavery. The Compromise provides for slavery to be decided by popular sovereignty (where settlers choose whether slavery will exist in a territory) in the admission of new states, prohibits the slave trade in the District of Columbia, settles a Texas boundary dispute, and establishes a stricter Fugitive Slave Act.

**1854**  
**Kansas-Nebraska Act**  
This act creates two new territories, Kansas and Nebraska. It also repeals the 1820 Missouri Compromise that prohibited slavery above the 36° 30’ latitude line, allowing settlers to choose whether slavery will exist in the new territories through popular sovereignty.
8. Creating a Documentary
Show vintage film footage to encourage student-created documentaries.

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

9. Cross-Curricular Activity
Use documents to suggest and reinforce collaboration with a colleague in another department on assignments for students.

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

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

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

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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.

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.

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 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.

1862 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.
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.
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.

1864

**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 re dedicate themselves to the principles of freedom and equality announced in the Declaration of Independence.

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

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

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

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

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

With voting and elections such a critical part of a democracy like ours, your students will probably be very surprised to learn that we do not have a nationally guaranteed right to vote in this country. A recent survey of 119 electoral democracies revealed that while the national constitutions of 108...
of those countries guarantee the right to vote, the U.S. Constitution does not. There is no explicit affirmative individual right to vote in the U.S. Constitution. The right to vote in the United States exists only as a right granted by each individual state!

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

Neither is the somewhat mis-named 1965 Voting Rights Act (VRA) a voting rights act. It is the implementation legislation necessary for fulfillment of the 15th Amendment (ratified in 1870, nearly one hundred years earlier), outlawing discrimination in voting on the basis of race.

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

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

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.

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

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

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

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

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

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

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

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

Dawes Act
In an effort to draw Native Americans into United States society, lawmakers pass the Dawes Act on Feb. 8. The law emphasizes “severality,” 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.

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.
**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.”

**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.

**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.

**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.

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

Per Mr. Justice Brown,

May 18, 1896.