

# Understanding *Our Documents*

## A Competition for Students

For more information on National History Day and your local NHD contest, visit the NHD website at [www.nationalhistoryday.org](http://www.nationalhistoryday.org)

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

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

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

# Teaching *Our Documents*

## A Lesson Competition for Educators

Mail your lesson by  
March 30, 2005 to:

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

## Taking A Stand in History

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

### Contest Rules:

#### I. Participation

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

#### II. Lesson Content

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

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

- **Historical Background**

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

- **Cross-curricular Connections**

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

- **Teaching Activities**

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

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

### III. Lesson Format

**Your lesson must follow the following format:**

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

### IV. Lesson Success

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

### V. Awards

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

# List of the 100 Milestone *Documents*

The following is a list of *100 Milestone Documents*, compiled by the National Archives and Records Administration, and drawn primarily from its nationwide holdings. The documents chronicle United States history from 1776 to 1965<sup>1</sup>.

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.”

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

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



Courtesy of Earl McDonald, National Archives

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

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

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

# Tapping into Local Repositories to Teach *Our Documents*

—By Lee Ann Potter, National Archives and Records Administration

**T**he 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](mailto:inquire@nara.gov)  
8601 Adelphi Road  
College Park, MD 20740-6001  
301-837-2000

Email: [inquire@nara.gov](mailto:inquire@nara.gov)  
NARA–Northeast Region (Boston)  
380 Trapelo Road  
Waltham, MA 02452-6399  
866-406-2379

#### NARA–Northeast Region (Pittsfield)

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

#### NARA–Northeast Region (New York City)

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

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

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

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

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

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

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

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

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

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

**Herbert Hoover Library**  
210 Parkside Drive  
P.O. Box 488  
West Branch, IA 52358-0488  
319-643-5301  
[www.hoover.archives.gov](http://www.hoover.archives.gov)

**Franklin D. Roosevelt Library**  
4079 Albany Post Road  
Hyde Park, NY 12538-1999  
845-486-7770  
[www.fdrlibrary.marist.edu](http://www.fdrlibrary.marist.edu)

**Harry S. Truman Library**  
500 West U.S. Highway 24  
Independence, MO 64050-1798  
816-833-1400  
[www.trumanlibrary.org](http://www.trumanlibrary.org)

**Dwight D. Eisenhower Library**  
200 Southeast Fourth Street  
Abilene, KS 67410-2900  
785-263-4751  
[www.eisenhower.archives.gov](http://www.eisenhower.archives.gov)

**John Fitzgerald Kennedy Library**  
Columbia Point  
Boston, MA 02125-3398  
617-514-1600  
[www.jfklibrary.org](http://www.jfklibrary.org)

**Lyndon Baines Johnson Library**  
2313 Red River Street  
Austin, TX 78705-5702  
512-721-0200  
[www.lbjlib.utexas.edu](http://www.lbjlib.utexas.edu)

**Nixon Presidential Materials**  
Office of Presidential Libraries  
National Archives at College Park  
8601 Adelphi Road  
College Park, MD 20740-6001  
301-837-3290  
[www.nixon.archives.gov](http://www.nixon.archives.gov)

**Gerald R. Ford Library**  
1000 Beal Avenue,  
Ann Arbor, MI 48109-2114  
734-205-0555  
[www.fordlibrarymuseum.gov](http://www.fordlibrarymuseum.gov)

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

**Jimmy Carter Library**  
441 Freedom Parkway  
Atlanta, GA 30307-1498  
404-331-3942  
[www.jimmycarterlibrary.org](http://www.jimmycarterlibrary.org)

**Ronald Reagan Library**  
40 Presidential Drive  
Simi Valley, CA 93065-0600  
805-577-4000/800-410-8354  
[www.reagan.utexas.edu](http://www.reagan.utexas.edu)

**George Bush Library**  
1000 George Bush Drive  
College Station, TX 77845-3906  
979-691-4000  
[bushlibrary.tamu.edu](http://bushlibrary.tamu.edu)

### **The William J. Clinton Library and Museum**

1000 LaHarpe Boulevard  
Little Rock, AR 72201  
501-244-9756  
[www.clinton.archives.gov](http://www.clinton.archives.gov)

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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.

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## **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](mailto:dpendlet@archives.state.al.us)  
<http://www.archives.state.al.us>

### **Alaska**

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

### **Arizona**

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

### **Arkansas**

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

### **California**

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

### **Colorado**

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

### **Connecticut**

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

### **Delaware**

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

### **District of Columbia**

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

### **Florida**

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

## Georgia

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

## Hawaii

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

## Idaho

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

## Illinois

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

## Indiana

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

## Iowa

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

## Kansas

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

## Kentucky

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

## Louisiana

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

## Maine

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

## Maryland

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

## Massachusetts

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

## Michigan

State Archives  
Michigan Historical Center  
717 West Allegan Street, Lansing, MI 48918  
(517) 373-1408 | Fax: (517) 241-1658  
archives@sos.state.mi.us  
**http://www.michigan.gov/hal/0,16077-160-17445\_19273\_19313---,00.html**

## Minnesota

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

## Mississippi

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

## Missouri

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

## Montana

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

## Nebraska

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

## Nevada

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

## New Hampshire

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

## New Mexico

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

## New Jersey

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

## New York

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

## North Carolina

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

## North Dakota

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

## Ohio

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

## Oklahoma

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

## Oregon

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

## Pennsylvania

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

## Rhode Island

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

## South Carolina

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

## South Dakota

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

**P**rimarily source documents, such as those included in the *Our Documents* project, fascinate students because they are real. They are not simply words that were written decades ago, but rather, the actual, tangible evidence that exists today that links us to the past and to those individuals who came before us.

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

**Primary Documents are useful in the classroom because:**

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

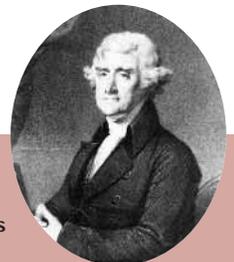


**1794**  
**Patent for the Cotton Gin**  
Eli Whitney's invention of the cotton gin, for which he receives a patent on March 14, creates a more efficient and rapid method of processing cotton.



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

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



**1803**  
**President Thomas Jefferson's Secret Message to Congress Regarding Exploration of the West**  
In this secret message of Jan. 18, President Thomas Jefferson asks Congress for \$2,500 to explore the West—all the way to the Pacific Ocean. At the time, the territory does not belong to the United States. Congress agrees to fund the expedition that would be led by Meriwether Lewis and William Clark.

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

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

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

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

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

### 1. Focus Activity

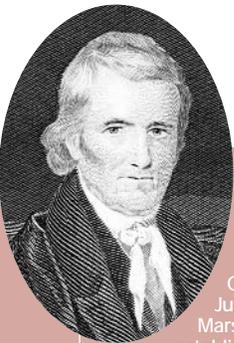
Introduce document analysis as a regular activity at the beginning of each class period to focus student attention on the day's topic.

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

### 2. Brainstorming Activity

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

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



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

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



**1814  
Treaty of  
Ghent**  
This treaty  
ends the War  
of 1812,

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

**1819  
McCulloch v  
Maryland**

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

**1820  
Missouri Compromise**

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

**1823  
Monroe  
Doctrine**

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



### 3. Visualization Exercise

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

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

### 4. Project Inspiration

Let documents serve as examples for student created projects.

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

### 5. Dramatic Presentation Activity

Use documents to inspire dramatic presentations by your students.

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

### 6. Writing Activity

Use documents to prompt a student writing activity.

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

### 7. Listening Activity

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

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



**1824**  
**Gibbons v Ogden**  
The Constitution grants Congress the right to regulate commerce among the states, and this Supreme Court case upholds that power. The Supreme Court rules that states cannot enact any legislation that interferes with Congress' right to regulate commerce among the separate states.

**1830**  
**President Andrew Jackson's Message to Congress "On Indian Removal"**  
The president calls for the relocation of eastern American Indian tribes to land west of the Mississippi River, thereby opening new land for settlement by members of the United States.

**1848**  
**Treaty of Guadalupe Hidalgo**  
This treaty ends the war between the United States and Mexico. By its terms, Mexico cedes 55 percent of its territory, including parts of present day Arizona, California, New Mexico, Texas, and parts of Colorado, Nevada, and Utah, to the United States.



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

**1854**  
**Kansas-Nebraska Act**  
This act creates two new territories, Kansas and Nebraska. It also repeals the 1820 Missouri Compromise that prohibited slavery above the 36° 30' latitude line, allowing settlers to choose whether slavery will exist in the new territories through popular sovereignty.

## 8. Creating a Documentary

Show vintage film footage to encourage student-created documentaries.

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

## 9. Cross-Curricular Activity

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

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

## 10. Current Events Activity

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

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



1857

### **Dred Scott v Sanford**

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

1861

### **Telegram Announcing Surrender of Fort Sumter**

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

1862

### **Homestead Act**

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

### **Pacific Railway Act**

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

### **Morrill Act**

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

### 11. Drawing Connections Activity

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

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

### 12. Integrating Geography Activity

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

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

### 13. Small Group Hypothesis Activity

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

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

### 14. Reflection Exercises

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

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

By the President of the United States of America:

A Proclamation.

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

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



Timeline CONTINUED ON PAGE 29

# The 1965 Voting Rights Act

By Jesse Jackson, Jr.

**R**ep. 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*.

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

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

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

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

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



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

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

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

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

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

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

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



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

Courtesy State Historical Society of Iowa

**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.



the Black Hills reservation in the Dakota Territory, and the United States agrees to leave that territory to the Sioux.

**1868 Check for the Purchase of Alaska**  
Negotiated by Andrew Johnson's Secretary of State William Seward,

the United States buys the territory of Alaska from Russia for \$72 million, thus expanding United States territory north of Canada.

**Treaty of Fort Laramie**

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

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

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

## Possible classroom activities

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

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

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

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

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

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

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

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

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

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

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

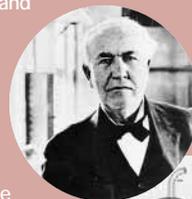


### 1872 Act Establishing Yellowstone Park

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

### 1880 Thomas Edison’s Patent Application for the Light Bulb

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



### 1882 Chinese Exclusion Act

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



133. *Am* [Public No 16]  
**Forty-Seventh Congress of the United States of America;**

**At the Second Session,**

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

**AN ACT**

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

**Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,**  
*That the President is authorized to appoint, by and with the advice and consent of the Senate, three persons, not more than two of whom shall be adherents of the same party, as Civil Service Commissioners, and said three commissioners shall constitute the United States Civil Service Commission. Said commissioners shall hold no other official place under the United States.*

*The President may remove any commissioner; and any vacancy in the position of commissioner shall be so filled by the President, by and with the advice and consent of the Senate, as to conform to said conditions for the first selection of commissioners. Each shall receive a salary of three thousand five hundred dollars and his necessary*

**1883 Pendleton Act**  
This act establishes a merit-based system of selecting government officials and supervising their work.

**1887 Interstate-Commerce Act**  
With the rise of the railroad industry comes a revolution in transportation. Goods produced on farms and factories move through towns and states more rapidly than ever before, transforming national commerce. By the mid-1880s, farmers and merchants, in particular, want to see government regulation of the railroads transporting their goods. The Interstate Commerce Act, approved on Feb. 4, creates an Interstate Commerce Commission to oversee the conduct of the railroad industry. With this act, the railroads are the first industry subject to federal regulation.

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

**1890 Sherman Anti-Trust Act**  
With the rise of big industry come trusts, or agreements among corporations to control prices in order to reduce competition in an industry. This act attempts to outlaw such anticompetitive business practices.



# Supreme Court of the United States,

No. 210, October Term, 1895.

Homer Adolph Plessy,  
Plaintiff in Error,  
vs.

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

1896

#### **Plessy v Ferguson**

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

1898

#### **De Lome Letter**

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

1899

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

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

1903

#### **Platt Amendment**

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

Timeline CONTINUED ON PAGE 41

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

per Mr. Justice Brown,  
May 18, 1896.

Dissenting:

Mr. Justice Harlan