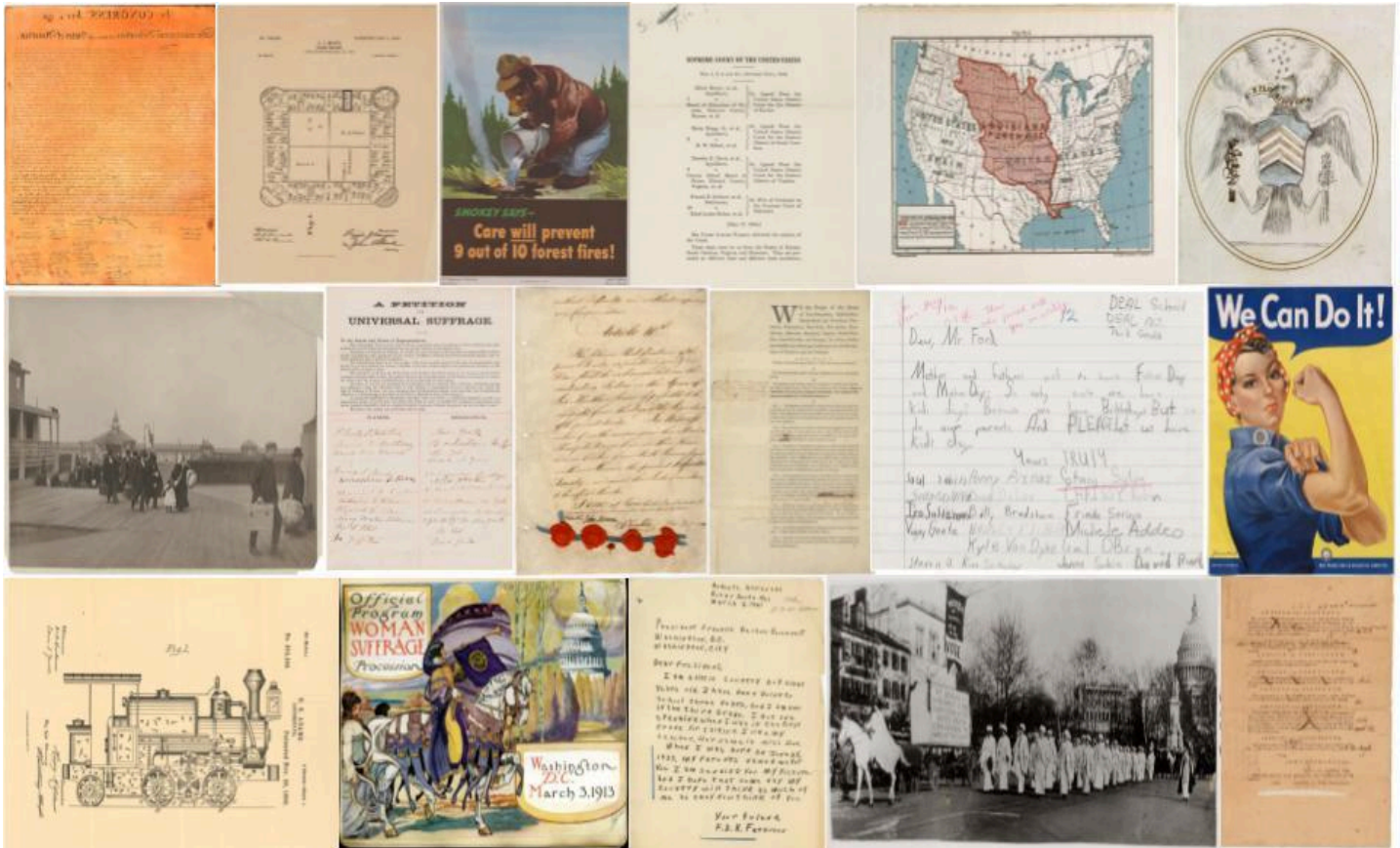


3-5: Unveiling Stories in the National Archives Teacher Guide

The American Story



How to Use this Guide

Dear Educators,

Thank you for your interest in the Unveiling Stories in the National Archives virtual program for grades 3-5! This guide outlines the program's guiding questions, standards alignment, and program logistics. It also includes instructions and material for facilitating the program's **required** pre-program activity as well as a recommended post-program activity. We look forward to connecting with your students soon to learn more about the National Archives!

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National Standards Alignment

College, Career, & Civic Life C3 Framework for Social Studies State Standards

D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.

D2.His.10.3-5. Compare information provided by different historical sources about the past.

D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments.

Required Pre-program Activity

Pre-program Activity Instructions

Note: The pre-program activity supports student learning about the different types of records at the National Archives and the stories these records tell. This activity includes important ideas that the program itself builds upon and that must be covered in advance to ensure that students have a successful virtual program experience.

Unveiling Stories in the National Archives

Estimated time: 30 minutes

Objectives: After completing the Unveiling Stories in the National Archives pre-program activity, students will be able to:

- Identify the different types of records found in the holdings of the National Archives.
- Consider how records can provide information about people, places, events, and ideas from the past.

Activity Outline:

1. Introduction: What is an archive?

- Walk students through the following prompts to help them understand our role at the National Archives:
 - Raise your hand if you have a place at home where you keep photos from when you were younger?
 - Raise your hand if you have a place at home where you save important papers?
 - Raise your hand if you have a place at home where you keep artwork that you are particularly proud of?
- If you raised your hand to any of these questions, you have an archive! These photos and documents help tell your story!
- The National Archives tells the story of the United States government through its records. When we're talking about government records, we're talking about things created in the past by the government, or used in the work of the government. Specifically, one of our three branches of government. **Can you name our three branches of government?**
 - The legislative branch, executive branch, and judicial branch.

2. Main Activity: What information do these records give us?

- Records at the National Archives come in various formats, span many time periods, and tell countless stories about U.S. history and government.
- Today, you are going to have a chance to discover the variety of records preserved at the National Archives.
- Students can work individually, in pairs, small groups, or as a full class to complete this activity.

- Provide students with the following records and ask them to decide how they would group them.
 - List of Records:
 - [Petition for Universal Suffrage](#)
 - [Sketch Map \(Diseno\) of California Land Claim](#)
 - [Youth March for Integrated Schools](#)
 - [Clifford Berryman Cartoon](#)
 - [Opinion in Brown v. Board of Education](#)
 - [Calling WAAC](#)
 - [Patent Drawing of a Slinky](#)
 - [Map of the Louisiana Purchase Territory](#)
 - [We Can Do It!](#)
 - [Family with Their Covered Wagon During the Great Western Migration](#)
- Ask for a few volunteers to share their thinking on how they grouped the records together.
- After students share their thinking, provide students with the following [graphic organizer](#) and ask them to group the records by record type:
 - Textual Records
 - Photographs and Other Graphic Materials
 - Maps and Charts

Teacher resource: This NARA resource provides an overview of record types at the Archives: [General Records Type Authority List](#)
- Share these numbers with students:
 - National Archives by the Numbers
 - 13.5 billion pieces of paper
 - 41 million photographs
 - 10 million maps, charts, and architectural/engineering drawings
 - More than 725,000 artifacts
- Once students finish sorting records by record type ask students:
 - What clues helped you identify each type of record?
- Then ask students to consider the following questions:
 - What kinds of information can we learn from different types of records?
 - Why might we need different kinds of records to understand the past?

3. Program Connection:

- Share with students that during their upcoming program with the National Archives they will examine records from the past and use their observation and questioning skills to discover the stories they can tell.

A PETITION FOR UNIVERSAL SUFFRAGE.

To the Senate and House of Representatives:

The undersigned, Women of the United States, respectfully ask an amendment of the Constitution that shall prohibit the several States from disfranchising any of their citizens on the ground of sex.

In making our demand for Suffrage, we would call your attention to the fact that we represent fifteen million people—one half the entire population of the country—intelligent, virtuous, native-born American citizens; and yet stand outside the pale of political recognition.

The Constitution classes us as "free people," and counts us *whole* persons in the basis of representation; and yet are we governed without our consent, compelled to pay taxes without appeal, and punished for violations of law without choice of judge or juror.

The experience of all ages, the Declarations of the Fathers, the Statute Laws of our own day, and the fearful revolution through which we have just passed, all prove the uncertain tenure of life, liberty and property so long as the ballot—the only weapon of self-protection—is not in the hand of every citizen.

Therefore, as you are now amending the Constitution, and, in harmony with advancing civilization, placing new safeguards round the individual rights of four millions of emancipated slaves, we ask that you extend the right of Suffrage to Woman—the only remaining class of disfranchised citizens—and thus fulfil your Constitutional obligation "to Guarantee to every State in the Union a Republican form of Government."

As all partial application of Republican principles must ever breed a complicated legislation as well as a discontented people, we would pray your Honorable Body, in order to simplify the machinery of government and ensure domestic tranquillity, that you legislate hereafter for persons, citizens, tax-payers, and not for class or caste.

For justice and equality your petitioners will ever pray.

NAMES.	RESIDENCE.
Eludy Stanton	New York
Susan B. Anthony	Bochester - N. Y.
Antoinette Brown Blackwell	New York
Lucy Stone	Newark N. Jersey
Joanna S. Morse	48 Livingston. Brooklyn
Ernestine L. Rose	New York
Harriet E. Eaton	6 West 14 th Street N.Y.
Catherine C. Wilkinson	83 Clinton Place New York
Elizabeth C. Tilton	48 Livingston St. Brooklyn
Mary Fowler Gilbert	295 W. 19 th St New York
May E. Gibbs	New York
Mr. Griffith	New York.

Petition for Universal Suffrage



[Youth March for Integrated Schools](#)



[Clifford Berryman Cartoon](#)

3-11-54
File

SUPREME COURT OF THE UNITED STATES

Nos. 1, 2, 4 AND 10.—OCTOBER TERM, 1953.

1	Oliver Brown, et al., Appellants, v. Board of Education of Topeka, Shawnee County, Kansas, et al.	On Appeal From the United States District Court for the District of Kansas.
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2	Harry Briggs, Jr., et al., Appellants, v. R. W. Elliott, et al.	On Appeal From the United States District Court for the Eastern District of South Carolina.
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4	Dorothy E. Davis, et al., Appellants, v. County School Board of Prince Edward County, Virginia, et al.	On Appeal From the United States District Court for the Eastern District of Virginia.
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10	Francis B. Gebhart, et al., Petitioners, v. Ethel Louise Belton, et al.	On Writ of Certiorari to the Supreme Court of Delaware.
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[May 17, 1954.]

MR. CHIEF JUSTICE WARREN delivered the opinion of the Court.

These cases come to us from the States of Kansas, South Carolina, Virginia, and Delaware. They are premised on different facts and different local conditions,

Opinion in Brown v. Board of Education



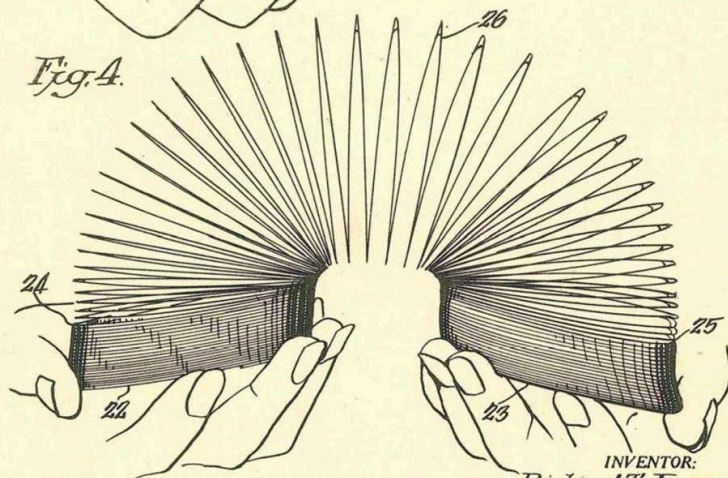
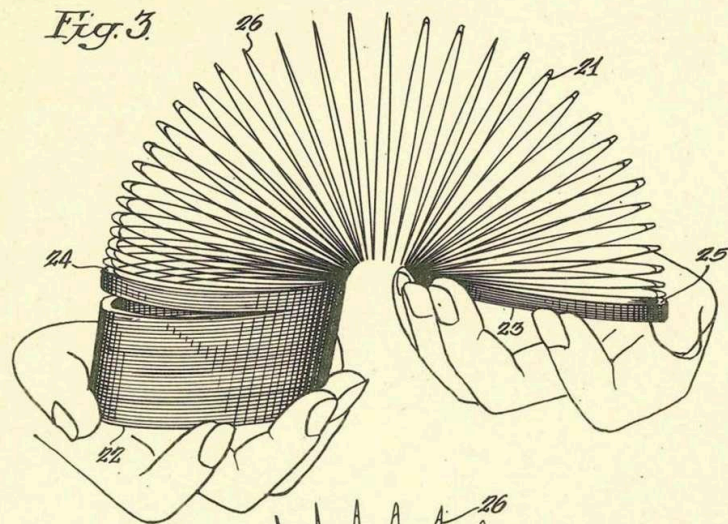
[Calling WAAC Poster](#)

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TOY AND PROCESS OF USE

Filed Aug. 21, 1946

3 Sheets-Sheet 2



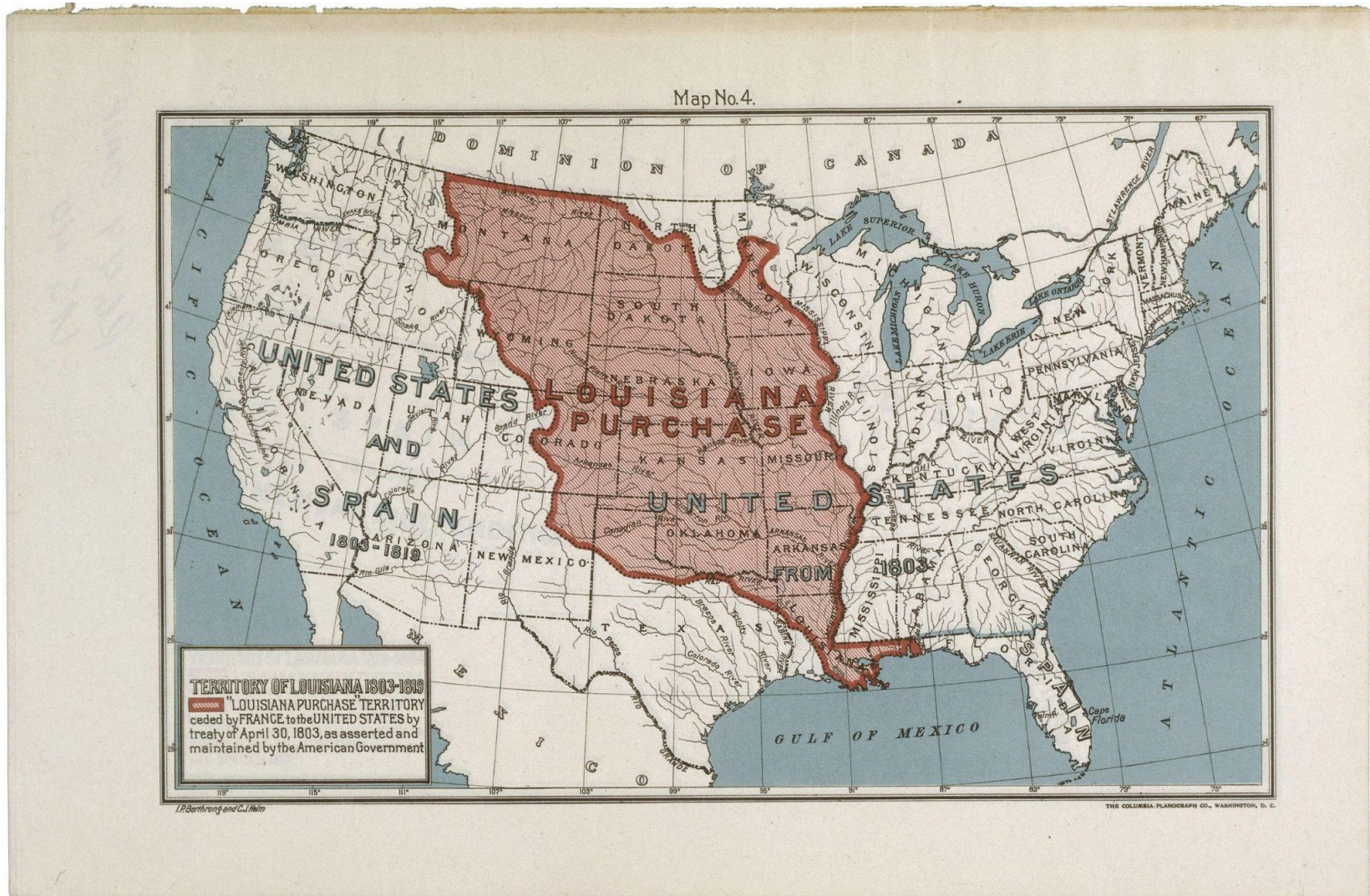
INVENTOR:

Richard T. James.

BY *W. Stebbins and Son*

ATTORNEYS.

Patent Drawing of a Slinky



Map of the Louisiana Purchase Territory



[We Can Do It! Poster](#)



[Family with Their Covered Wagon During the Great Western Migration](#)



Graphic Organizer: Record types at the National Archives

Textual Records

Photographs and Other
Graphic Materials

Maps & Charts

How to Prepare Students for *Unveiling Stories in the National Archives Virtual Program*

Guiding Questions

- What types of records does the National Archives have?
- What stories do these records tell?
- How do these records shape what we know about our nation and government?

Program Overview

During this interactive program, students will uncover the stories primary sources reveal about people, events, and ideas from the past. By analyzing National Archives records, students will practice using evidence to support their interpretations, make connections between the past and present, and explore how records help us understand the American story. This program highlights records on display in *The American Story* exhibit at the National Archives Museum in Washington, DC.

Guidance for Virtual Program

Note: The following outlines keys for success for the Unveiling Stories in the National Archives virtual program.

Before Attending the Unveiling Stories in the National Archives Virtual Program

- Please complete the required pre-program activity to prepare students for the virtual program.
- Please print or provide students with digital access to the program documents (see [page 17](#)). Please be aware that the educational activity for the program requires students to be divided in small groups of 3-4 students, with each group receiving **one record** from the below list.
 - [Women Marching in Suffrage Parade in Washington, DC](#) - *Each student should receive a copy of this record.*
 - **Educational Activity:** *Each group receives one record from the list below.*
 - [Photograph of Immigrants Landing at Ellis Island, 1900](#)
 - [Design for the Verso of the Great Seal of the United States](#)
 - [Joint Resolution Proposing the Twenty-Sixth Amendment to the United States Constitution](#)
 - [Girl at the March on Washington with Banner](#)
 - [SMOKEY SAYS - Care Will Prevent 9 Out of 10 Forest Fires!](#)

During the Unveiling Stories in the National Archives Virtual Program

1. Please plan to connect to your scheduled program a minimum of **5 minutes** before the scheduled start time. Please note: The NARA Education Team facilitates multiple student programs every day. To ensure every student receives the best program possible, the

NARA education team will reschedule student programs for groups that connect more than 15 minutes late.

2. We require that the requesting educator or another educator from your institution be present during the program to observe the session and support classroom management.
3. Unveiling Stories in the National Archives is an interactive virtual program. The NARA Educator facilitating the program may request the classroom teacher's help to call on students to share their responses.
4. Students will interact with National Archives documents during this program through whole group and small group activities. Please have students seated for the program in a way that enables them to have small group discussions (3-4 students per group).

Program documents - p. 17-22

Note: Please ensure that students have access to the following documents during the Unveiling Stories in the National Archives virtual program. During this program, students will gather information from these documents, so it is important that students are able to clearly view them



[Women Marching in Suffrage Parade in Washington, DC](#)



Photograph of Immigrants Landing at Ellis Island, 1900



[Design for the Verso of the Great Seal of the United States](#)

Ninety-second Congress of the United States of America

AT THE FIRST SESSION

*Begun and held at the City of Washington on Thursday, the twenty-first day of January,
one thousand nine hundred and seventy-one*

Joint Resolution

Proposing an amendment to the Constitution of the United States extending the right to vote to citizens eighteen years of age or older.

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled (two-thirds of each House concurring therein), That the following article is proposed as an amendment to the Constitution of the United States, which shall be valid to all intents and purposes as part of the Constitution when ratified by the legislatures of three-fourths of the several States within seven years from the date of its submission by the Congress:

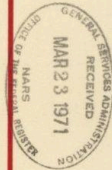
"ARTICLE —

"SECTION 1. The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

"SEC. 2. The Congress shall have power to enforce this article by appropriate legislation."

Carl Albert
Speaker of the House of Representatives.

Allen Dulles
Vice President of the United States and
President of the Senate, *pro Tempore*



Joint Resolution Proposing the Twenty-Sixth Amendment to the United States Constitution



[Girl at the March on Washington with Banner](#)



[SMOKEY SAYS - Care Will Prevent 9 Out of 10 Forest Fires!](#)

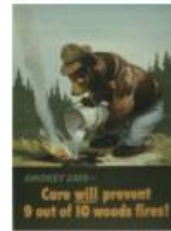


Unveiling Stories in the National Archives

Name: _____ Date: _____

Title of Record: _____

Circle the record your group will analyze:



Answer the following questions in your small group

1. What details do you notice?

2. What story does this record tell?

3. What questions do you still have?

Post-Program Activity

The Archives in 250 Years!

Estimated time: 30 minutes

During this activity, students will consider the following question: **What story would you choose to highlight about America's first 250 years of history?**

- **Introduction:** Summary of Unveiling Stories Program
 - Remind students that during their program with the National Archives, they learned that the National Archives holds records that tell the story of U.S. history and government. These records come in various formats and span many time periods. Remind them that these records offer a lens into the past, highlighting many voices and stories about our government, our nation, and the American people.
 - Remind students that at the end of the program, the National Archives educator asked them to consider this question:
 - **What story would you choose to highlight?**
- **Main Activity:** The Archives in 250 Years!
 - Share the following information with students:
 - In 1976, the Reynolds Metals Company gifted a time capsule to each U.S. state and territory and the National Archives to celebrate the Bicentennial, America's 200th birthday.
 - To help celebrate the nation's 250th anniversary, a time capsule was buried in Independence Mall in Philadelphia on July 4, 2026.
 - The time capsule represents a recurring trend of Americans creating time capsules to celebrate important milestones in U.S. history and capture specific moments in time for future generations.
 - Provide each student with a copy of the [worksheet](#) (p.25), and ask them to imagine it is 250 years from now. People are coming to the National Archives to learn about our history.
 - What type of record would you choose to save?
 - What story would this record tell about our nation's first 250 years?
 - Why would you choose to highlight this story?
- **Conclusion:**
 - By looking closely at records from the National Archives, we can find clues about the past. They can help us learn what happened, who was involved, what people thought or experienced, and what life was like at the time.

Different types of records tell us different parts of a story. The National Archives has over 16 billion records stored in over 40 facilities across the United States. There are countless voices and stories that we can learn from in the records of the National Archives. When we choose which records to highlight, we are also making choices about which people, experiences, perspectives, and parts of the story to explore. Looking at a variety of records can help us discover different voices and consider how they fit together to tell a more complete story about our nation and government.



The Archives in 250 years!

Name: _____ School: _____

What story would you choose to highlight about America's first 250 years of history?

1. **Decide.** What type of record would you save?

2. **Get Creative!** What story would this record tell? Draw a symbol or image that represents your idea.

3. **Be ready to share.** Why would you choose to highlight this story?

Additional Educational Resources

Resources to learn more about the National Archives

- <https://www.archives.gov/about/history/about/history/history-and-mission>
- <https://www.archives.gov/about/info/national-archives-by-the-numbers>
- <https://visit.archives.gov/whats-on/explore-exhibits/american-story>