6-8: Unveiling Stories in the National Archives Teacher Guide



NATIONAL ARCHIVES

How to Use this Guide

Dear Educators,

Thank you for your interest in the Unveiling Stories in the National Archives virtual program for grades 6-8! 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	National Center for History in the Schools Historical Thinking Standards
D2.His.9.6-8: Classify the kinds of historical sources used in a secondary interpretation. **D2.His.12.6-8:** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.	**Standard 2:** The student comprehends a variety of historical sources. **Standard 3:** The student engages in historical analysis and interpretation.

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.

Meet the National Archives
Estimated time: 45 minutes
Objectives: After completing this activity, students will be able to:

- Define a primary and secondary source
- Identify the different types of records found in the holdings of the National Archives
- Sort National Archives records by record type
- Analyze a National Archives record to learn about people, places, events, and ideas from the past

Activity Outline:

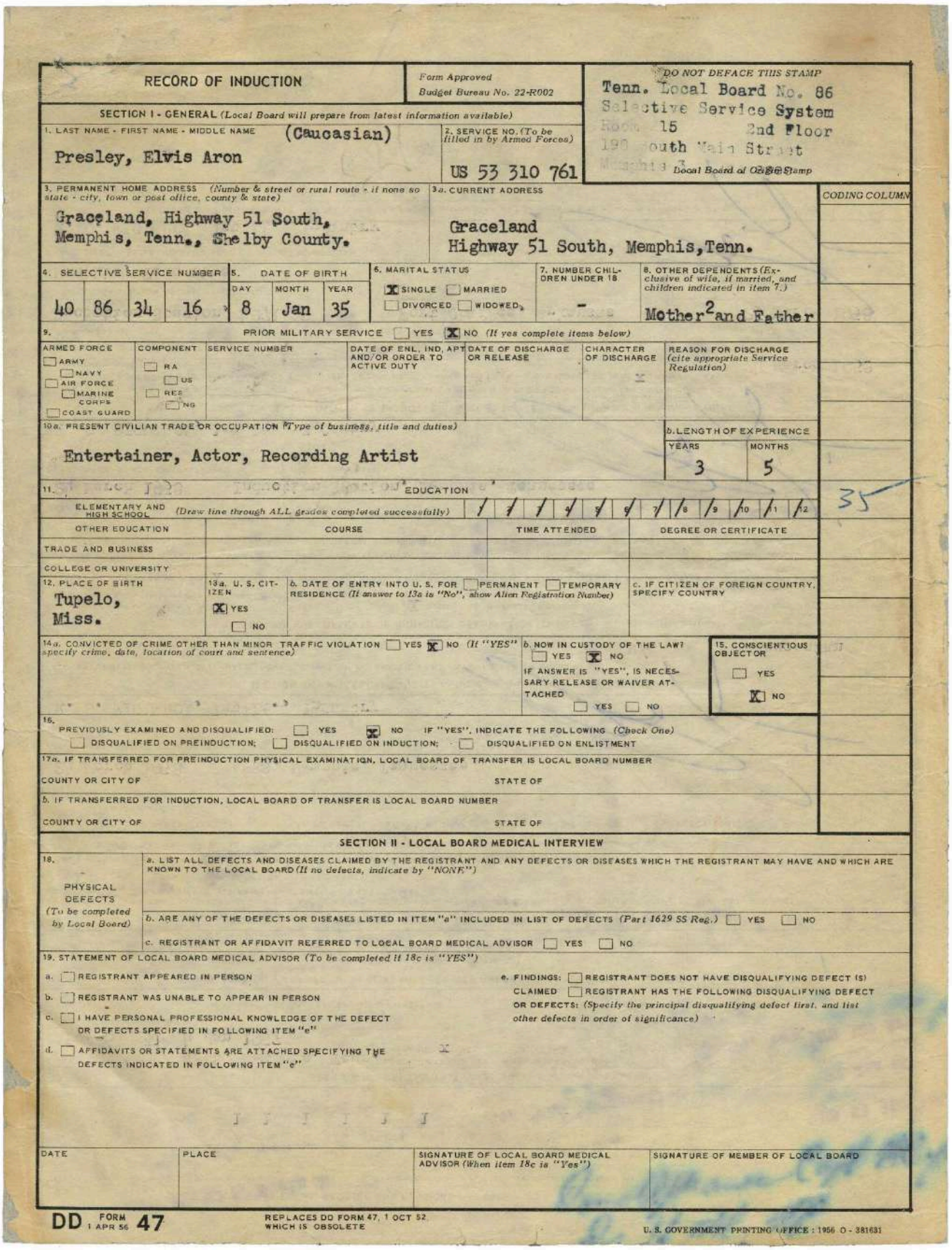
1. **Introduction:** Meet the National Archives
    - Walk students through the following prompts to help them understand our role at the National Archives:
        - Raise your hand if you have photographs from when you were younger?
        - Raise your hand if you save important papers from school?
        - Raise your hand if you keep cards or letters from family and friends?
    - If you raised your hand to any of these questions, you have an archive!
    - **Ask Students:** Why do you hold onto these photographs, letters, and papers? Where do you, or an adult at home, keep these important papers and photographs?
        - These photos and documents tell your story! They help you to remember the past and are a way for people in the future to learn more about you and the people, events, and places around you.
    - The National Archives tells the story of the United States government through its records. Its main job is to preserve, protect, and make available to the public the historically important records of the federal government. A government record can be anything created in the past by the government, or used in the work of the government that has historic significance. 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:**
    - Types of Records at the National Archives

    - Records at the National Archives come in various formats, including textual documents, photographs, artifacts, sound recordings, websites, maps, and more
        - *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
- Records at the National Archives can be both primary and secondary sources. Work with students to define these two terms.
    - **Primary Source:** Record created by someone who directly witnessed or participated in an event. It is a firsthand testimony or eyewitness account. Usually created during or shortly after an event occurred. Common examples include:
        - Photographs, letters, diaries, newspapers, oral histories, recordings, artifacts
    - **Secondary Source:** Record that interprets or retells something that happened in the past. A secondary source is created by someone who did not directly participate in an event. Common examples include:
        - Books, journal articles, newspapers
    - Whether a record is a primary or secondary source can depend on context – sometimes a record can be both a primary or a secondary source
- Which Record is Which?
    - Students can work individually, in pairs, or in small groups to complete this activity.
    - Provide students with the following records
        - List of Records:
            - Official Military Personnel File for Elvis Aron Presley, Page 1
            - Treasury Check in the Amount of $7.2 Million for the Purchase of Alaska
            - Clifford Berryman Cartoon
            - Smokey Says - Care will Prevent 9 out of 10 Forest Fires!
            - Louisiana Purchase Territory
            - Family with Their Covered Wagon During the Great Western Migration
            - Letter Received by the American Red Cross September 11 Recovery Program
            - 1950 Census, Walt Disney

    - Using the provided graphic organizer, have students group the records by record type and identify whether it is a primary or a secondary source:
        - Textual Records
        - Photographs and Other Graphic Materials
        - Maps and Charts
    - Once students finish sorting records review their responses:
        - Students should be able to justify their answers
        - **Ask Students:** What clues helped you identify each type of record?
- What is This About?
    - Not only are there many different types of records at the National Archives, but these records span many time periods and tell countless stories about U.S. history and government.
    - As a whole group, carefully examine the Clifford Berryman Cartoon for 30 seconds and then come up with 5 unique observations from the political cartoon (each observation should be given by a different student).
        - Repeat the process. Again, as much as possible, each observation should be given by a different student.
        - Emphasize to students that they should only focus on observations (what they see)
        - Prompt students to notice details like people, objects, and words
    - Next, **Ask Students**: What do you think is happening in this cartoon? Why?
        - This political cartoon shows a vote taking place in Congress on a bill. Uncle Sam and Teddy Bear are counting the “aye” and “no” votes. Creating and voting on new laws is one of the main responsibilities of Congress, the Legislative Branch
    - **Ask Students:**What questions do you still have about this cartoon? What other sources could you use to answer these questions?
    - **Extension:** As an optional activity, students can repeat the above process for one or more of the other National Archives records included in this pre-program activity.

3. **Wrap-Up:** Program Connection
    - 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?
    - 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.

Pre-program Activity Documents - Pg. 5 - 14



RECORD OF INDUCTION

Form Approved
Budget Bureau No. 22-R002

DO NOT DEFACE THIS STAMP
Tenn. Local Board No. 86
Selective Service System
Room 15 2nd Floor
190 South Main Street
Memphis 3
Local Board of Origin Stamp

SECTION I - GENERAL (Local Board will prepare from latest information available)

1. LAST NAME - FIRST NAME - MIDDLE NAME (Caucasian)
Presley, Elvis Aron

2. SERVICE NO. (To be filled in by Armed Forces)
US 53 310 761

3. PERMANENT HOME ADDRESS (Number & street or rural route - if none so state - city, town or post office, county & state)
Graceland, Highway 51 South, Memphis, Tenn., Shelby County.

3a. CURRENT ADDRESS
Graceland
Highway 51 South, Memphis, Tenn.

CODING COLUMN

4. SELECTIVE SERVICE NUMBER: 40 86 34 16

5. DATE OF BIRTH: DAY 8 MONTH Jan YEAR 35

6. MARITAL STATUS: [X] SINGLE [ ] MARRIED [ ] DIVORCED [ ] WIDOWED

7. NUMBER CHILDREN UNDER 18: -

8. OTHER DEPENDENTS (Exclusive of wife, if married, and children indicated in item 7.)
Mother and Father

9. PRIOR MILITARY SERVICE [ ] YES [X] NO (If yes complete items below)

ARMED FORCE	COMPONENT	SERVICE NUMBER	DATE OF ENL, IND, APT AND/OR ORDER TO ACTIVE DUTY	DATE OF DISCHARGE OR RELEASE	CHARACTER OF DISCHARGE	REASON FOR DISCHARGE (cite appropriate Service Regulation)
[ ] ARMY [ ] NAVY [ ] AIR FORCE [ ] MARINE CORPS [ ] COAST GUARD	[ ] RA [ ] US [ ] RES [ ] NG					

10a. PRESENT CIVILIAN TRADE OR OCCUPATION (Type of business, title and duties)
Entertainer, Actor, Recording Artist

b. LENGTH OF EXPERIENCE: YEARS 3 MONTHS 5

11. EDUCATION

	1	2	3	4	5	6	7	8	9	10	11	12
ELEMENTARY AND HIGH SCHOOL (Draw line through ALL grades completed successfully)												

OTHER EDUCATION	COURSE	TIME ATTENDED	DEGREE OR CERTIFICATE
TRADE AND BUSINESS			
COLLEGE OR UNIVERSITY			

12. PLACE OF BIRTH: Tupelo, Miss.

13a. U. S. CITIZEN [X] YES [ ] NO

b. DATE OF ENTRY INTO U. S. FOR [ ] PERMANENT [ ] TEMPORARY RESIDENCE (If answer to 13a is "No", show Alien Registration Number)

c. IF CITIZEN OF FOREIGN COUNTRY, SPECIFY COUNTRY

14a. CONVICTED OF CRIME OTHER THAN MINOR TRAFFIC VIOLATION [ ] YES [X] NO (If "YES" specify crime, date, location of court and sentence)

b. NOW IN CUSTODY OF THE LAW? [ ] YES [X] NO
IF ANSWER IS "YES", IS NECESSARY RELEASE OR WAIVER ATTACHED [ ] YES [ ] NO

15. CONSCIENTIOUS OBJECTOR [ ] YES [X] NO

16. PREVIOUSLY EXAMINED AND DISQUALIFIED: [ ] YES [X] NO IF "YES", INDICATE THE FOLLOWING (Check One)
[ ] DISQUALIFIED ON PREINDUCTION; [ ] DISQUALIFIED ON INDUCTION; [ ] DISQUALIFIED ON ENLISTMENT

17a. IF TRANSFERRED FOR PREINDUCTION PHYSICAL EXAMINATION, LOCAL BOARD OF TRANSFER IS LOCAL BOARD NUMBER
COUNTY OR CITY OF STATE OF

b. IF TRANSFERRED FOR INDUCTION, LOCAL BOARD OF TRANSFER IS LOCAL BOARD NUMBER
COUNTY OR CITY OF STATE OF

SECTION II - LOCAL BOARD MEDICAL INTERVIEW

18. PHYSICAL DEFECTS (To be completed by Local Board)

a. LIST ALL DEFECTS AND DISEASES CLAIMED BY THE REGISTRANT AND ANY DEFECTS OR DISEASES WHICH THE REGISTRANT MAY HAVE AND WHICH ARE KNOWN TO THE LOCAL BOARD (If no defects, indicate by "NONE")

b. ARE ANY OF THE DEFECTS OR DISEASES LISTED IN ITEM "a" INCLUDED IN LIST OF DEFECTS (Part 1629 SS Reg.) [ ] YES [ ] NO

c. REGISTRANT OR AFFIDAVIT REFERRED TO LOCAL BOARD MEDICAL ADVISOR [ ] YES [ ] NO

19. STATEMENT OF LOCAL BOARD MEDICAL ADVISOR (To be completed if 18c is "YES")

a. [ ] REGISTRANT APPEARED IN PERSON

b. [ ] REGISTRANT WAS UNABLE TO APPEAR IN PERSON

c. [ ] I HAVE PERSONAL PROFESSIONAL KNOWLEDGE OF THE DEFECT OR DEFECTS SPECIFIED IN FOLLOWING ITEM "e"

d. [ ] AFFIDAVITS OR STATEMENTS ARE ATTACHED SPECIFYING THE DEFECTS INDICATED IN FOLLOWING ITEM "e"

e. FINDINGS: [ ] REGISTRANT DOES NOT HAVE DISQUALIFYING DEFECT (S) CLAIMED [ ] REGISTRANT HAS THE FOLLOWING DISQUALIFYING DEFECT OR DEFECTS: (Specify the principal disqualifying defect first, and list other defects in order of significance)

DATE	PLACE	SIGNATURE OF LOCAL BOARD MEDICAL ADVISOR (When item 18c is "Yes")	SIGNATURE OF MEMBER OF LOCAL BOARD

DD FORM 1 APR 56 47 REPLACES DD FORM 47, 1 OCT 52 WHICH IS OBSOLETE

U. S. GOVERNMENT PRINTING OFFICE : 1956 O - 381631

[Official Military Personnel File for Elvis Aron Presley, Page 1]



[Treasury Check in the Amount of $7.2 Million for the Purchase of Alaska]



[Clifford Berryman Cartoon]



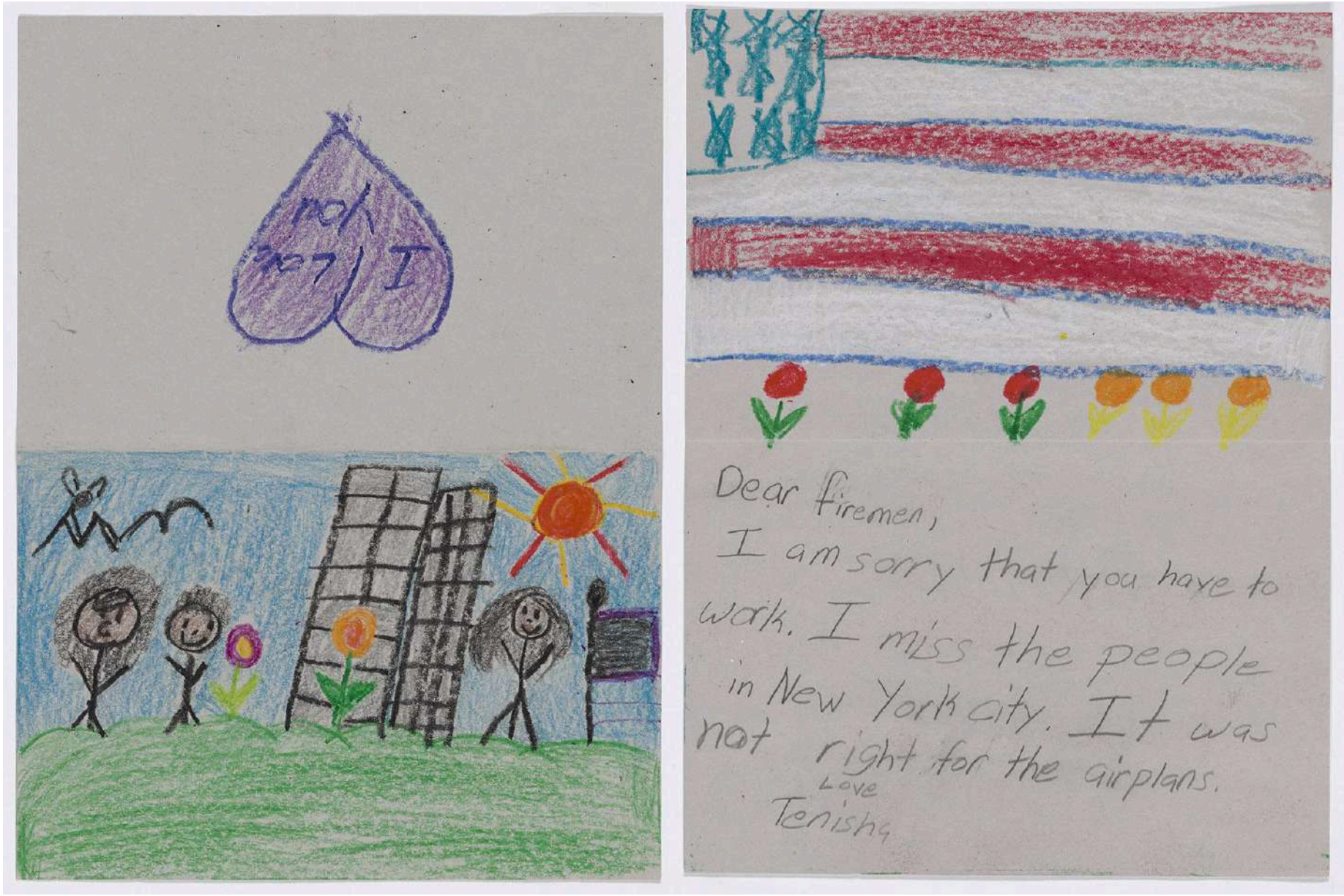
[Smokey Says - Care will Prevent 9 out of 10 Forest Fires!]



[Louisiana Purchase Territory]



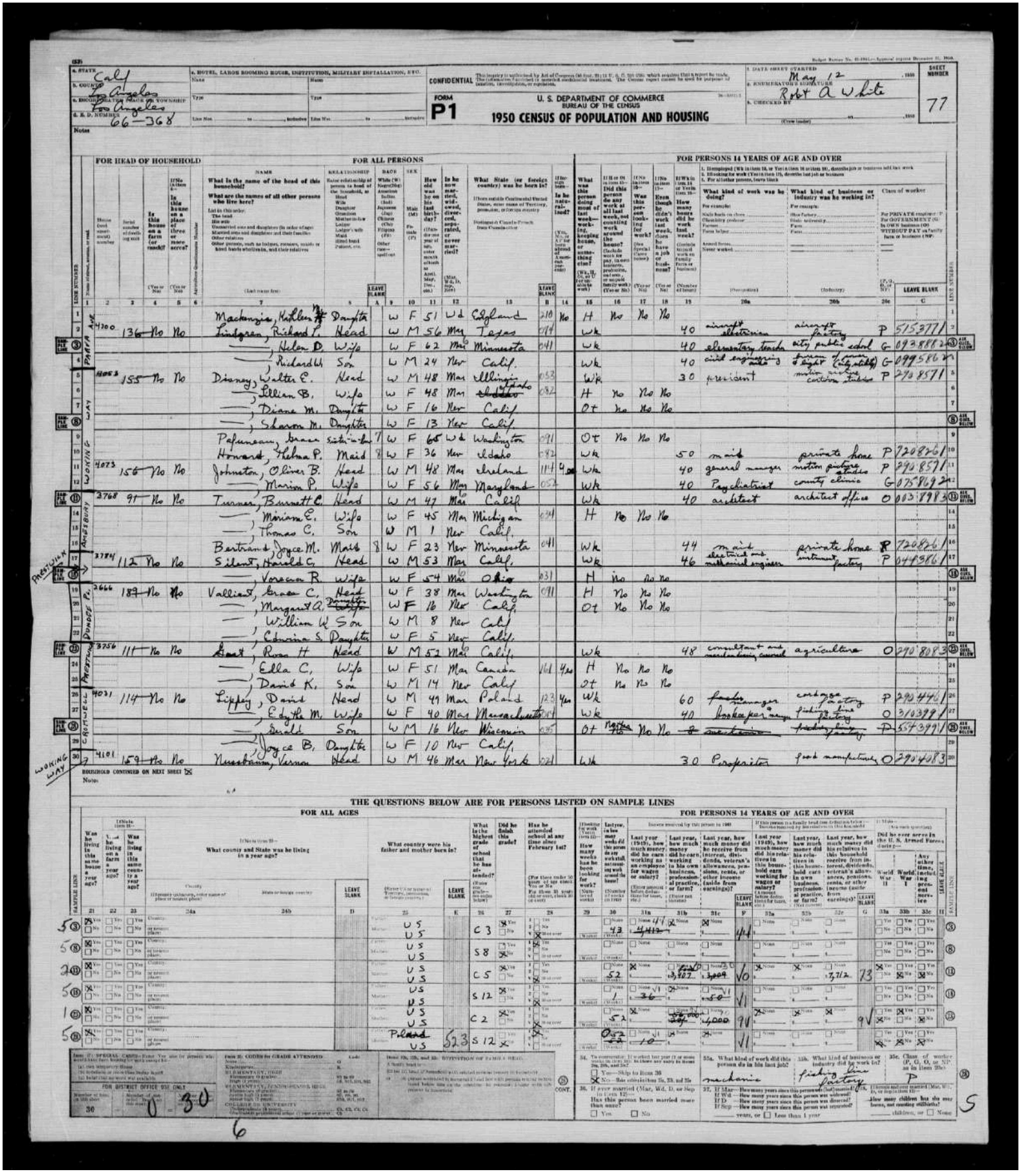
Family with Their Covered Wagon During the Great Western Migration



[Letter Received by the American Red Cross September 11 Recovery Program]



Official Program for the Woman Suffrage Procession



FORM P1 — U. S. DEPARTMENT OF COMMERCE, BUREAU OF THE CENSUS

1950 CENSUS OF POPULATION AND HOUSING

CONFIDENTIAL

a. STATE: Calif. b. COUNTY: Los Angeles c. INCORPORATED PLACE OR TOWNSHIP: Los Angeles e. HOTEL, LABOR ROOMING HOUSE, INSTITUTION, MILITARY INSTALLATION, ETC. f. STREET, ROAD, OR RURAL ROUTE NO. g. E. D. NUMBER: 66-368

1. DATE CREW STARTED: May 12, 1950. 2. ENUMERATOR'S SIGNATURE: Robt A White. 3. CHECKED BY. SHEET NUMBER: 77

Notes

FOR HEAD OF HOUSEHOLD — FOR ALL PERSONS — FOR PERSONS 14 YEARS OF AGE AND OVER

LINE NUMBER	House (dwelling unit) number	Serial number of dwelling unit	Is this house on a farm (or ranch)?	If No (item 4—): Is this house on a place of three or more acres?	NAME: What is the name of the head of this household? What are the names of all other persons who live here? (Last name first)	RELATIONSHIP (Enter relationship of person to head of the household, as: Head, Wife, Daughter, Grandson, Mother-in-law, Lodger, Lodger's wife, Maid, Hired hand, Patient, etc.)	LEAVE BLANK	RACE: White (W), Negro (Nb), American Indian (Ind), Japanese (Jap), Chinese (Ch), Filipino (Fil), Other race—spell out	SEX: Male (M), Female (F)	How old was [person] on his last birthday? (If under one year old, enter number of months as A(mo), May, Jun, July, etc.)	Is he now married, widowed, divorced, separated, or never married? (Mar, Wd, D, Sep, Nev)	What State (or foreign country) was he born in? (If born outside Continental United States, enter name of Territory, possession, or foreign country)	If he was born in the U. S., was he naturalized? (Yes, No, or No, but first papers have been issued, or No, but has applied for citizenship)	LEAVE BLANK	What was this person doing most of last week—working, keeping house, or something else? (Wk, H, Or, or Sc for combinations)	If ill or on layoff (item 15—): Did this person do any work at all last week, not counting work around the house? (Include work for pay, in own business, profession, farm, or unpaid family work) (Yes or No)	If No (item 16—): Was this person looking for work? (Yes [specify], Class [specify], or No)	Even though he didn't work last week, does he have a job or business? (Yes or No)	If Wk in item 14, or Yes in item 16—: How many hours did he work last week? (Include unpaid work on family farm or business) (Number of hours)	1. Unemployed (Wk in item 14, or Yes in item 16, describe job or business last time worked). 2. If looking for work (Yes in item 17), describe last job or business. 3. If all other persons, leave blank. What kind of work was he doing? (For example: Radio work on shore, Chemistry professor, Farmer, Farm helper, Armed forces, Nurse worker) (Description)	What kind of business or industry was he working in? (For example: Shoe Factory, Music instructor, Farm, Farm, Navy Yard, Cotton Textiles) (Industry)	Class of worker (P, G, O, or NP)	LEAVE BLANK
1					Mackenzie, Kathleen M.	Daughter		W	F	51	Wd	England	210	No	H	No	No	No						
2	4300	136	No	No	Lindgren, Richard P.	Head		W	M	56	Mar	Texas	014		Wk				40	aircraft electrician	aircraft factory	P	5153771	
3					——, Helen D.	Wife		W	F	62	Mar	Minnesota	041		Wk				40	elementary teacher	city public school	G	0928882	
4					——, Richard H.	Son		W	M	24	Nev	Calif.			Wk				40	civil engineering	bureau of [illegible]	G	0995862	
5	4003	155	No	No	Dianey, Walter E.	Head		W	M	48	Mar	Illinois	053		Wk				30	president	motion picture cartoon studios	P	2708571	
6					——, Lillian B.	Wife		W	F	48	Mar	Idaho	082		H	No	No	No						
7					——, Diane M.	Daughter		W	F	16	Nev	Calif.			At	No	No	No						
8					——, Sharon M.	Daughter		W	F	13	Nev	Calif.												
9					Pafuneau, Grace	sister-in-law		W	F	65	Wd	Washington	091		Ot	No	No	No						
10					Howard, Thelma P.	Maid		W	F	36	Nev	Idaho	082		Wk				50	maid	private home	P	7208761	
11	4073	156	No	No	Johnston, Oliver B.	Head		W	M	48	Mar	Ireland	114		Wk				40	general manager	motion picture studio	P	2708571	
12					——, Marion P.	Wife		W	F	56	Mar	Maryland	052		Wk				40	Psychiatrist	county clinic	G	0758692	
13	3768	91	No	No	Turner, Burnett C.	Head		W	M	47	Mar	Calif.			Wk				40	architect	architect office	O	0631898	
14					——, Miriam E.	Wife		W	F	45	Mar	Michigan	024		H	No	No	No						
15					——, Thomas C.	Son		W	M	1	Nev	Calif.												
16					Bertrand, Joyce M.	Maid		W	F	23	Nev	Minnesota	041		Wk				44	maid	private home	P	7208761	
17	3784	112	No	No	Silent, Harold C.	Head		W	M	53	Mar	Calif.			Wk				46	electrical and mechanical engineer	instrument factory	P	0449861	
18					——, Vorean R.	Wife		W	F	54	Mar	Ohio	031		H	No	No	No						
19	2666	189	No	No	Valliant, Grace C.	Head		W	F	38	Mar	Washington	091		H	No	No	No						
20					——, Margaret A.	Daughter		W	F	16	Nev	Calif.			Ot	No	No	No						
21					——, William W.	Son		W	M	8	Nev	Calif.												
22					——, Edwina S.	Daughter		W	F	5	Nev	Calif.												
23	3756	111	No	No	Hunt, Ross H.	Head		W	M	52	Mar	Calif.			Wk				48	consultant and [illegible]	agriculture	O	2908083	
24					——, Ella C.	Wife		W	F	51	Mar	Canada	161		H	No	No	No						
25					——, David K.	Son		W	M	14	Nev	Calif.			At	No	No	No						
26	4031	114	No	No	Lippey, David	Head		W	M	49	Mar	Poland	123		Wk				60	foreman	cardboard factory	P	2904461	
27					——, Edythe M.	Wife		W	F	40	Mar	Massachusetts	014		Wk				40	bookkeeper	packing line factory	O	3103991	
28					——, Gerald	Son		W	M	16	Nev	Wisconsin	026		Ot	Not No	No	No	8	[illegible]	packing factory	P	5543991	
29					——, Joyce B.	Daughter		W	F	10	Nev	Calif.												
30	4101	159	No	No	Nussbaum, Vernon	Head		W	M	46	Mar	New York	021		Wk				30	Proprietor	frock manufacturing	O	2904083	

HOUSEHOLD CONTINUED ON NEXT SHEET

Notes

THE QUESTIONS BELOW ARE FOR PERSONS LISTED ON SAMPLE LINES

FOR ALL AGES — FOR PERSONS 14 YEARS OF AGE AND OVER

SAMPLE LINE	Was he living in this same house a year ago?	If No (item 21—): Was he living on a farm a year ago?	If No (item 22—): Was he living in this same county a year ago?	If No (item 23—): What county and State was he living in a year ago? (If separate minor civil division, enter name of place or nearest place) (Specify whether in U. S., Territory, possession, or foreign country)	LEAVE BLANK	What country was his father born in? (Enter name of country, possession, or foreign country)	LEAVE BLANK	What is the highest grade of school that he has attended? (Write one: grade—no. 1 to 8; high school—no. 1 to 4; college—no. 1 to 4 or 5 or more)	Did he finish this grade?	Has he attended school at any time since February 1st? (For those under 50 years of age (born 1900 or later). For those 30 years old or over, check 28 and 29 only)	How many weeks has he been looking for work? (Number of weeks)	Last year, is he usually working at a job or business? (Yes—Full time, Yes—Part time, or No)	Last year (1949), how much money did he earn working for wages or salary? (Enter amount before deductions for taxes, etc.)	Last year, how much money did he earn working in his own business, profession, at practice, or farm? (Enter net income)	LEAVE BLANK	Last year (1949), how much money did he receive from interest, dividends, veteran's allowances, pensions, rents, or other income (aside from earnings)?	LEAVE BLANK	Did he ever serve in the U. S. Armed Forces? (Mark—(Any one question))	World War II	World War I	Any other time, including present service	LEAVE BLANK	SAMPLE LINE
3	X Yes / No	Yes / No	Yes / No			U S			C 3	X Yes / No			None / 43 weeks	None / 44 hours	$ 4413	X None		$ None						
5	X Yes / No	Yes / No	Yes / No			U S			S 8	X Yes / No			None / [illegible] weeks	None / [illegible] hours	$ None	X None		$ None						
2	X Yes / No	Yes / No	Yes / No			U S			C 5	X Yes / No			None / 52 weeks	None / [illegible] hours	$ [illegible]	$ 3,987		$ 3,009						
5	X Yes / No	Yes / No	Yes / No			U S			S 12	X Yes / No			None / 1 weeks	None / 36 hours	$ None	X None		$ 50						
1	X Yes / No	Yes / No	Yes / No			U S			C 2	X Yes / No			None / 52 weeks	None / [illegible] hours	$ [illegible]	X None		$ None						
5	X Yes / No	Yes / No	Yes / No			Poland	52.3		S 12	X			None / 052 weeks	None / [illegible] hours	$ None	X None		$ None						

Item 17: If "SPECIAL CARD"—Enter "Yes" also for persons who would make their home (or work) among the—
(a) non-temporary Homes
(b) Institutions or similar Group Quarters
(c) Institutions or similar Staff Quarters
(d) Institutions or similar Inmate Quarters

Item 20: CODES for GRADE ATTENDED
None ... 0
Kindergarten ... K
ELEMENTARY, HIGH
Elementary (8 grades) ... 1, 2, 3, 4, 5, 6, 7, 8
High (4 years) ... 9, 10, 11, 12
COLLEGE OR UNIVERSITY
Undergraduate (4 years) ... 13, 14, 15, 16
One or more postgraduate years ... 17

Items 22b, 23b, and 25: ABBREVIATION OF FOREIGN COUNTRY
If "Dutch East Indies" ... DEI
If "Germany" ... Ger
If "Ireland" ... Ire
If "Netherlands" ... Neth
If "Philippine Islands" ... PI
If "Scotland" ... Scot
If "Union of South Africa" ... USA

FOR DISTRICT OFFICE USE ONLY: Number of Sch. on this sheet: 30 — Number of Sch. added: 0 — Total: 30

34. To enumerator: If worked last year (1 or more weeks) or (1) in item 30, or (2) in item 31a, 31b, and 31c:
☐ Yes—Skip to Item 36
☒ No—Ask questions in 35a, 35b, and 35c

35a. What kind of work did this person do in his last job? mechanic

35b. What kind of business or industry did he work in? fishing line factory

35c. Class of worker (P, G, O, or NP) P

36. If ever married (Mar, Wd, D, or Sep in Item 12): Has this person been married more than once? ☐ Yes ☐ No

37. If Mar—How many years since this person was (last) married?
If Wd—How many years since this person was widowed?
If D—How many years since this person was divorced?
If Sep—How many years since this person was separated?
——— years, or ☐ Less than 1 year

38. If married (Mar) more than once: How many children has she ever had, not counting stillbirths? ——— children, or ☐ None

CONT.

[1950 Census](#)

Which Record is Which?

Place each record into **one** of the categories below. Then, decide if it is a primary source or a secondary source. In the chart, **circle** each record that you think is a primary source and put a **star** next to each record that you think is a secondary source.

Maps	Textual Records	Photographs and Other Graphic Materials

How to Prepare Students for the *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 that National Archives records reveal about people, events, and ideas from U.S. history. By analyzing National Archives records, students will practice primary source analysis 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).
    - Each student should receive the following program documents:
        - Women Marching in Suffrage Parade in Washington, DC
        - Woman Suffrage Parade in Washington, DC
        - Joint Resolution Proposing the Twenty-Sixth Amendment to the United States Constitution
        - Unveiling Stories in the National Archives Worksheet
    - Each group should receive **one** of the following program documents. Depending on the number of students in your class, some groups may receive the same document.
        - Girl at the March on Washington with Banner
        - Photograph of Immigrants Landing at Ellis Island, 1900
        - Felix Longoria Documents, 1949
        - Drawing for an Electric Lamp

During the Unveiling Stories in the National Archives Virtual Program

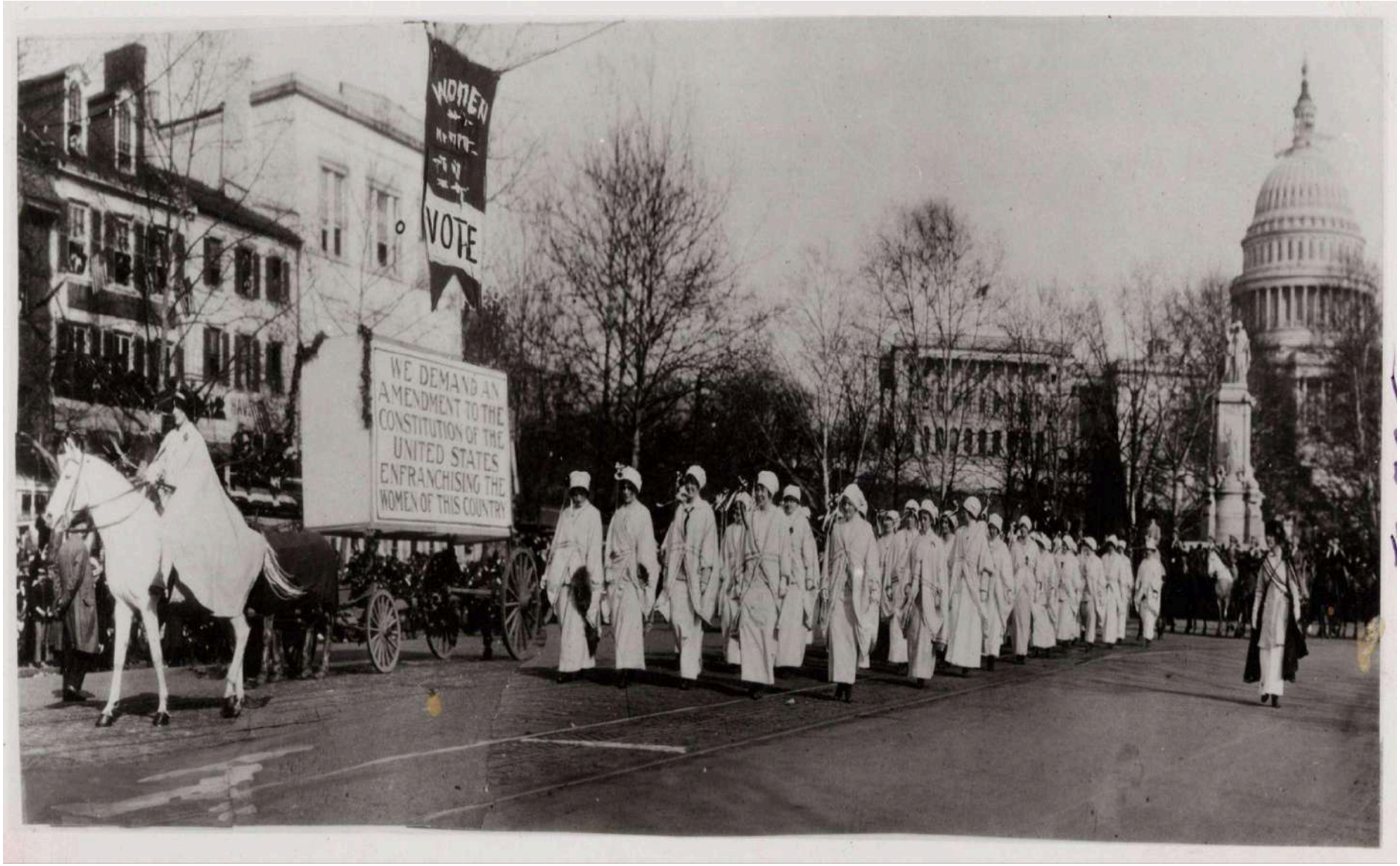
1. Please plan to connect to your scheduled program a minimum of **5 minutes** before the scheduled start time. Please note: The NARA Education Team facilitates multiple student programs every day. To ensure every student receives the best program possible, the

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

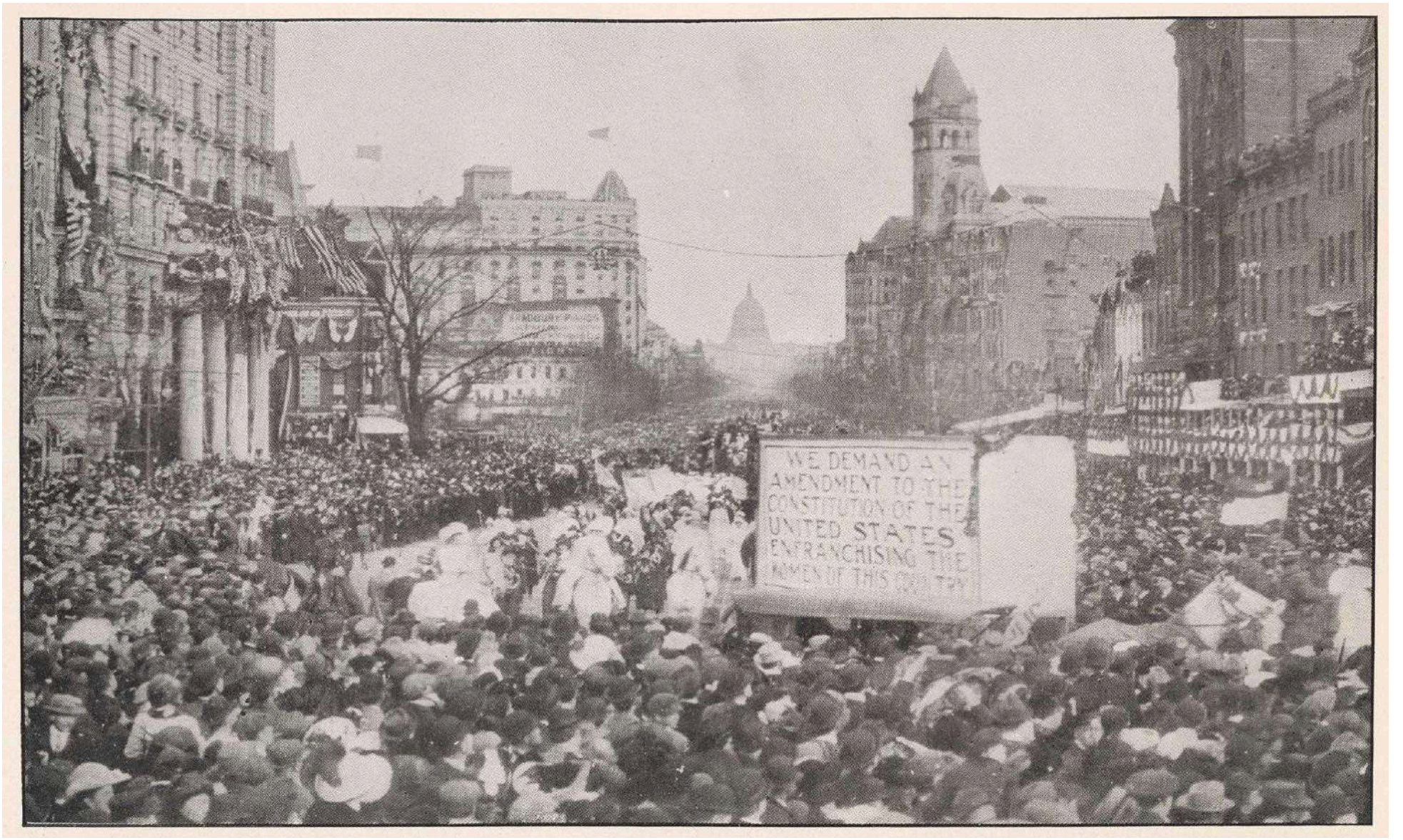
2. We require that the requesting educator or another educator from your institution be present during the program to observe the session and support classroom management.
3. Unveiling Stories in the National Archives is an interactive virtual program. The NARA Educator facilitating the program may request 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 (2-3 students per group).

Program documents - Pg. 17-24

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, 1913



Woman Suffrage Parade in Washington, DC, 1913

S. J. Res. 7

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 J. Ellender
~~Vice President of the United States and~~
President of the Senate pro tempore

GENERAL SERVICES ADMINISTRATION
OFFICE OF THE FEDERAL REGISTER
NARS
RECEIVED
MAR 23 1971

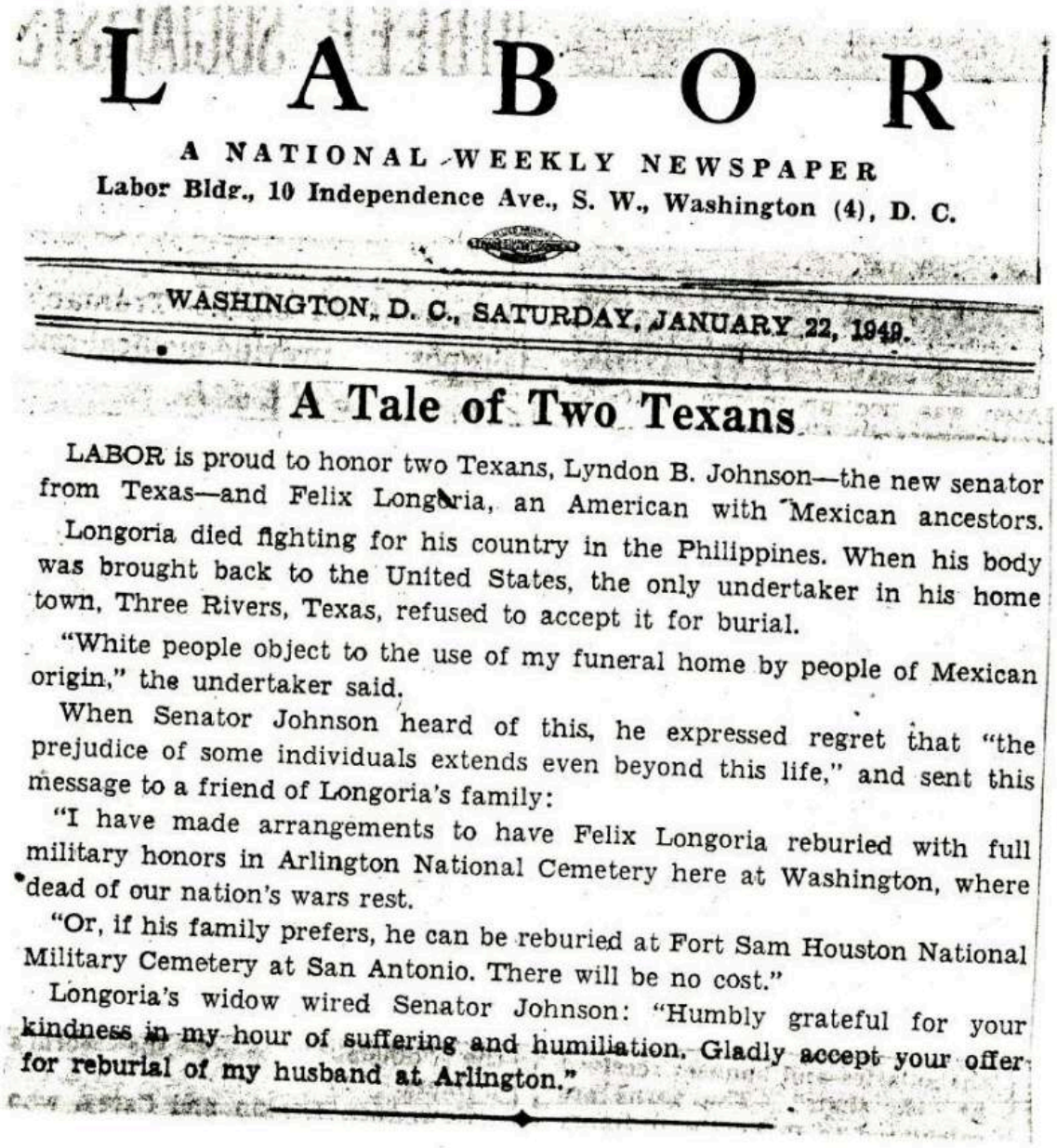
[Joint Resolution Proposing the Twenty-Sixth Amendment to the United States Constitution]



Girl at the March on Washington with Banner, 1963



Photograph of Immigrants Landing at Ellis Island, 1900



LABOR

A NATIONAL WEEKLY NEWSPAPER

Labor Bldg., 10 Independence Ave., S. W., Washington (4), D. C.

WASHINGTON, D. C., SATURDAY, JANUARY 22, 1949.

A Tale of Two Texans

LABOR is proud to honor two Texans, Lyndon B. Johnson—the new senator from Texas—and Felix Longoria, an American with Mexican ancestors.

Longoria died fighting for his country in the Philippines. When his body was brought back to the United States, the only undertaker in his home town, Three Rivers, Texas, refused to accept it for burial.

"White people object to the use of my funeral home by people of Mexican origin," the undertaker said.

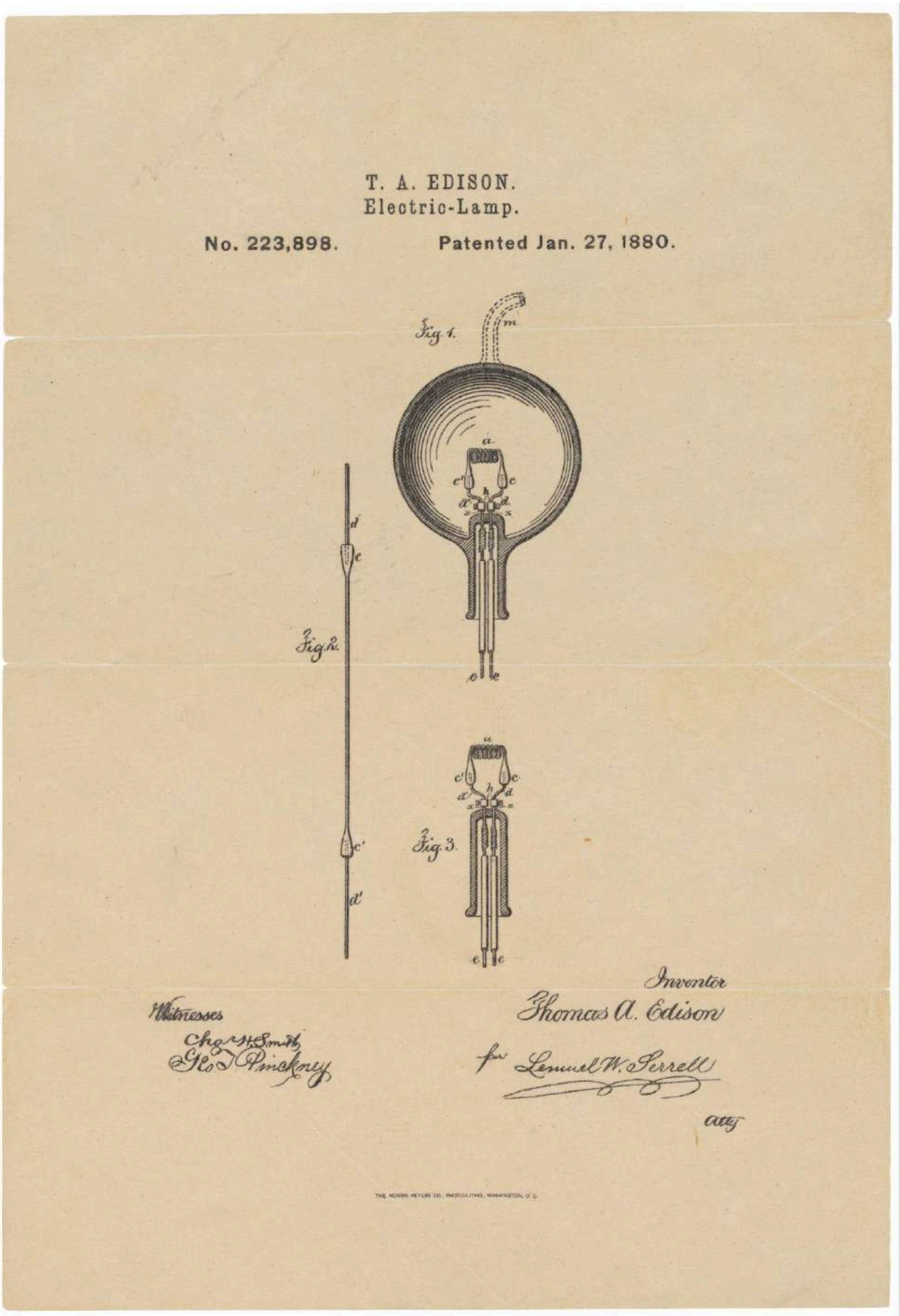
When Senator Johnson heard of this, he expressed regret that "the prejudice of some individuals extends even beyond this life," and sent this message to a friend of Longoria's family:

"I have made arrangements to have Felix Longoria reburied with full military honors in Arlington National Cemetery here at Washington, where dead of our nation's wars rest.

"Or, if his family prefers, he can be reburied at Fort Sam Houston National Military Cemetery at San Antonio. There will be no cost."

Longoria's widow wired Senator Johnson: "Humbly grateful for your kindness in my hour of suffering and humiliation. Gladly accept your offer for reburial of my husband at Arlington."

[Felix Longoria Documents, 1949]



[Patent Drawing for an Electric Lamp, 1880]

Unveiling Stories in the National Archives

Name: _____ Date: _____

Title of Record: _____

Answer the following questions in your small group

1. **What do you see?**
   -
   -
   -
   -
   -

2. **What do you think is happening in this record?**

_____

_____

_____

3. **What did you learn about U.S. history?**

_____

_____

_____

4. **What did you learn about the National Archives?**

_____

_____

_____

5. **What questions do you still have?**

_____

_____

_____

Post-Program Activities

Build Your Own Archive

Estimated time: Two Class Periods (time devoted to each part of the activity can be adjusted for individual classroom schedules)

Objectives: Through completing this activity, students will

- Review content learned during the Unveiling Stories in the National Archives virtual program
- Choose two items that represent themselves or an important moment from their lives
- Discuss what others can learn about themselves and American life through their archive

Activity Outline:

1. **Introduction:**
    - Use the following questions to review material from the Unveiling Stories virtual program
        - 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?

2. **Part One:** Build Your Own Archive
    - Have students choose **two** items that represent something about themselves or an important moment from their lives
        - These items can be objects, photographs, documents, etc.
        - These should be items that students are willing to discuss with the class
    - Students should answer the following questions for each item they select:
        - How would you describe this item?
        - What story does this item tell?
        - Why did you choose to include this item in your archive?
        - What information might future generations learn about American life from this item?

Part Two: Share Your Story!

- Through a method of the teacher's or students' choosing, students will share about the archive they created

Research our Records

Estimated time: Two Class Periods (time devoted to each part of the activity can be adjusted for individual classroom schedules)

Objectives: Through completing this activity, students will

- Conduct research in the National Archives holdings
- Analyze one National Archives record of their choosing
- Discuss what they learned about U.S. history through the record they selected

Activity Outline:

1. **Introduction:**
    - **Ask Students:** What topic from U.S. history are you interested in learning more about? Does this topic relate to the federal government? If so, how?

2. **Part One:** Conduct Your Research
    - Have students choose a topic from U.S. history to research. Remind students that this topic must be related to the federal government in order for them to find records at the National Archives. Below is a list of potential resources that students can use to help them choose a topic:
        - Popular Topics - DocsTeach
        - Research Topics | National Archives
        - National Archives' Catalog
    - Once students have chosen their topic, they will search the National Archives collection to find a record related to the topic they have chosen.
        - Recommend using one of the resources listed above to help students select their National Archives record
    - Upon choosing their record, students will answer the following questions using the Research Our Records worksheet:
        - What type of record is this? What do you see?
        - What do you think is happening in this record?
        - What did you learn about U.S. history through this record?
        - What did you learn about the National Archives through this record?
        - What questions do you still have about this record?

3. **Part Two:** Share Your Research!
    - Through a method of the teacher's or students' choosing, students will share what they learned through their research

Research Our Records

Name: _____ Date: _____

Topic: _____

Title of Record: _____

Answer the following questions for your record

1. **What type of record is this? _____**
2. **What do you see?**
   -
   -
   -
   -
   -
3. **What do you think is happening in this record?**

_____

_____

_____

4. **What did you learn about U.S. history? What did you learn about the National Archives?**

_____

_____

_____

5. **What questions do you still have?**

_____

_____

_____

Additional Educational Resources

Resources to learn more about the National Archives

- National Archives History and Mission
- National Archives by the Numbers
- The American Story | National Archives Museum
- Research Our Records | National Archives