



The **Archivists Round Table**
of Metropolitan New York, Inc.

AEI 2015 Resource List: Women's history

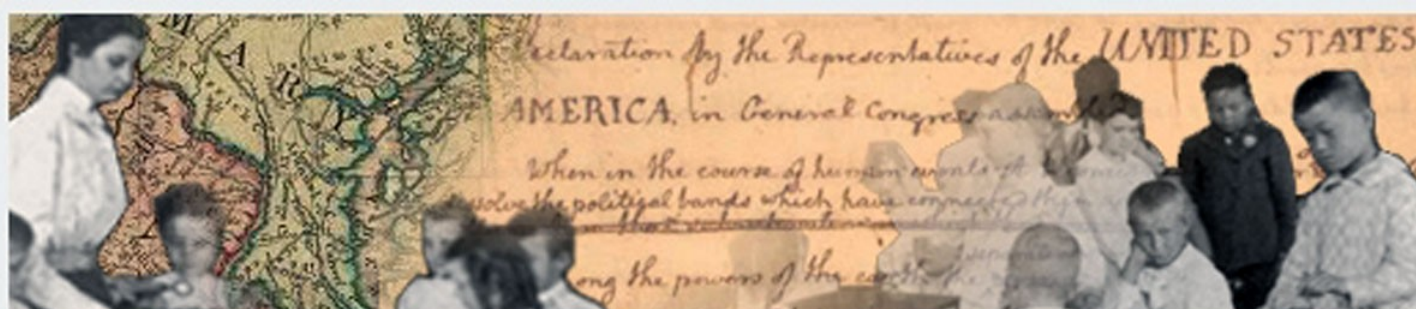
Following this year's successful Archives Education Institute (AEI), we have compiled the following resource list which contains general resources for teaching the Common Core with primary sources to more specialized resources from contributors of this year's AEI.

Contents for the resource list:

1. The Teaching with Primary Sources Journal – Common Core
2. NARA-NYC: Suggested Methods for Integrating Primary Sources into Classroom Instruction
3. NARA-NYC: Educational Resources of the National Archives
4. NARA: ART K-12 Primary Sources
5. NARA: Introducing www.DocsTeach.org, a New Online Tool for Teaching with Documents
6. NARA: Docs Teach Flier
7. Girl Scouts of the USA resources
8. Brooklyn Navy Yards resources
9. Wildlife Conservation Society Collection 1006 resource
10. Wildlife Conservation Society Image resource

The Teaching with Primary Sources Journal

Strategies and resources for K-12 classrooms from the Library of Congress



Primary Sources and the Common Core State Standards

Vol. 5, No. 2, Fall 2012

This issue illustrates how primary sources can support teaching to meet the Common Core State Standards (CCSS). Nearly every state in the country has adopted the CCSS, which present grade-by-grade goals devised to help students gain skills needed for college, career, and citizenship. These goals emphasize advanced literacy skills such as analyzing multiple points of view and providing evidence for conclusions beginning in elementary grades. Primary sources, which represent the raw materials of history, offer teachers and students a treasure trove of authentic documents and objects with which to hone these skills.

About The TPS Journal

The Teaching with Primary Sources (TPS) Journal is an online publication created by the Library of Congress Educational Outreach Division in collaboration with the TPS Educational Consortium.

Published quarterly, each issue focuses on pedagogical approaches to teaching with Library of Congress digitized primary sources in K-12 classrooms. *The TPS Journal* Editorial Board and Library staff peer review all content submitted by TPS Consortium members and their partners. Please email questions, suggestions or comments about *The TPS Journal* to Vivian Awumey, TPS Program Manager, at vawu@loc.gov.

The TPS Journal Archive

Previous issues of *The Teaching with Primary Sources Journal*, formerly known as the *Teaching with Primary Sources Quarterly*, are available at www.loc.gov/teachers/tps/journal/archive.html.

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Primary Sources: At the Heart of the Common Core State Standards

By Rich Cairn

What are the Common Core State Standards?

The Common Core State Standards (CCSS) outline grade-by-grade goals for all K-12 students—goals that are attuned to the advanced literacy skills needed for college, career and citizenship. The CCSS communicate a common understanding of what students should know and be able to do by their high school graduation. The standards are the result of a state-led initiative overseen by organizations of the nation's governors and state education commissioners. Nearly all states and the District of Columbia have adopted the CCSS.

What role do primary sources play in meeting the standards?

Primary sources are integral to helping students achieve the CCSS. The standards require students to digest and apply information using discipline-specific skills, such as analysis, comparing sources, persuasive writing, and research. Students generate questions, take and organize notes, find, analyze, and cite sources. Additionally, learning new content vocabulary is essential, as is the ability to compare historical interpretations and form hypotheses. Note that literacy skills embedded in the CCSS include oral communication. Presentations provide vital opportunities for students to listen and speak.

Under the English Language Arts standards, students beginning in the earliest grades must substantiate written arguments with evidence. Students also learn to *"gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as media."*

The Common Core approaches science and social studies with a particular emphasis on literacy. This has several implications for teaching with primary sources. The CCSS greatly increase the focus on informational text at all grades. Assessment designers explicitly recommend a 50-50 split between literature and informational texts, starting at the primary grades. Students must be able to use subject-specific concepts and particular academic vocabulary in context.

Through the grades, students increasingly shift to writing explanation, argument, and analysis. Students' capacity to source, organize, analyze, cite, discuss, and write about information gained from both primary and secondary sources is paramount.



Children studying a horse and buggy outside the Tyler School, Washington, D.C. . Johnston, Frances Benjamin, 1864-1952, photographer . 1899. Prints and Photographs Online Catalog. Library of Congress

Primary sources provide authentic materials for students to practice the skills required by the CCSS. Encouraging students to grapple with the raw materials of history, such as photographs, newspapers, film, audio files, government documents, and economic data, provides opportunities for them to practice critical thinking, analysis skills and inquiry.

What does using primary sources to achieve the CCSS look like in practice?

Teachers across grade levels and disciplines may wonder how to use primary sources to help students meet the CCSS. The following examples illustrate ways to address specific standards using primary sources from the Library of Congress.

Elementary Level

While students in lower grades may not yet be proficient readers, the CCSS require them to demonstrate the ability to formulate ideas based on their analysis of texts. For example, the Reading Standards for Informational Text K-5 under English Language Arts require Grade 2 students to *"Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text."*

Primary sources in formats such as photographs, maps and sound recordings can help meet this requirement by providing rich learning opportunities for early readers.

For example, as part of a unit focusing on transportation, images relating to the development of the car could help students observe technological advances from the latter half of the nineteenth century to the present. For instance, they might analyze photographs, including a horse and buggy; a very early automobile; a Ford Model T; and a car from the 1950s. Students might compare car designs from the past to those of today, and speculate about the cultural shifts that led to, or resulted from, this evolving form of personal transportation.

By Grade 4, students are required to explain cause and effect using evidence identified in informational text. To address this standard, a teacher might select primary sources from The Dust Bowl Migrations Primary Source Set. Analyzing items from this set, which includes a map, photographs and song lyrics, will allow students to investigate the environmental disaster that triggered the largest migration in U.S. history.

Grade 5 students are required to, *"Analyze multiple accounts of the same event or topic, noting important similarities and difference in the point of view they represent,"* under the English Language Arts standards. Teachers could select items from another primary source set, such as Women's Suffrage, to help students understand how people expressed different viewpoints through political cartoons, physical protests and publications, for example.

Secondary Level

At grade levels 6–12, the CCSS provide distinct literacy standards for history/social studies, science, and technical subjects. Many of these discipline-specific standards implicitly include primary sources among essential types of evidence; some refer specifically to primary sources.

For example, Grades 6-8 students must *"Cite specific textual evidence to support analysis of primary and secondary sources,"* to meet Reading Standards, Key Ideas and Details, Standard 1. Students studying the Civil Rights Movement could read and cite evidence from a letter, such as Daisy Bates and the Little Rock Nine, which describes the treatment of African-American students who integrated their local high school.

Students can also explore and cite evidence from additional primary sources featured in the Library's online exhibition, *"With an Even Hand": Brown v. Board at Fifty*. The object list includes images and documents, including legal correspondence relating to the case.



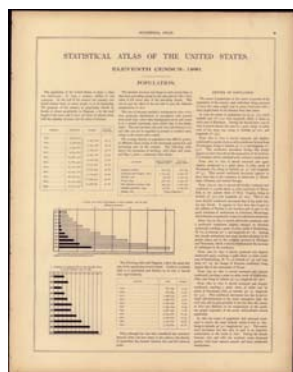
Daisy Bates to NAACP Executive Secretary Roy Wilkins on the treatment of the Little Rock Nine, Dated December 17, 1957. Typed letter. NAACP Records, Manuscript Division, Library of Congress

Grades 11–12 students need to "Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole." To meet this reading standard, students might examine the rhetorical construction of a key speech such as Theodore Roosevelt's second inaugural address. Students can also learn from analyzing drafts of famous literary works, for example, the poems "The Ballad of Booker T.," by Langston Hughes and "O Captain, My Captain," by Walt Whitman.

A collection of manuscripts, such as The Thomas Jefferson Papers, could provide a varied yet manageable pool of sources that students could mine to inform an explanatory essay on the drafting of the Declaration of Independence.

The Common Core State Standards also call for skills with numerical, digital, and multi-media sources. Under Reading Standards for Grades 11–12, students, "Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. A nearly identical standard is in history/social studies.

For example, for a unit on Immigration, students could analyze historical tables, charts and maps, such as those on page eight of a statistical atlas of the United States, based upon the results of the eleventh census. They can observe data trends going back to 1790 and compare this data to more recent U.S. census data. Students investigating a larger question, such as "How did Americans at the turn of the last century react to large numbers of new immigrants?" might analyze a leaflet from the Immigration Restriction League along with a 1916 sound recording of a popular song, "Don't Bite the Hand That's Feeding You," for examples of expressed anti-immigrant sentiment. These and other primary sources in a range of formats are available in the Library's immigration-themed primary source set.

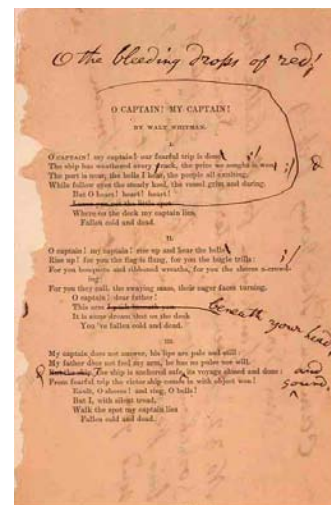


Statistical atlas of the United States, based upon the results of the eleventh census Creator: United States Census office. Published Washington, Govt. print. off., 1898. Library of Congress

Conclusion

Primary sources can provide the raw materials teachers need to support student achievement in the CCSS. Primary source-based learning is at the heart of the standards. Using photographs, maps, manuscripts, and other primary sources to engage students in learning and building critical thinking and constructing knowledge will help prepare students for success in school and beyond.

Rich Cairn is the director of the Teaching with Primary Sources program at the Collaborative for Educational Services, based in Northampton, Massachusetts.



Letter and corrected reprint of Walt Whitman's "O Captain, My Captain" with comments by author, 9 February 1888. Walt Whitman Collection. Library of Congress.

Research and Current Thinking

For each issue, Teaching with Primary Sources Consortium members submit summaries of and links to online resources—articles, research reports, Web sites, and white papers—that provide research and current thinking relating to the theme. This issue's Research & Current Thinking focuses on helping teachers use primary sources to help students meet the Common Core State Standards (CCSS).



Lee, Russell, 1903-1986, photographer Children at the blackboard. Lake Dick Project, Arkansas Prints and Photographs. Library of Congress

Articles and Research: Common Core State Standards

www.hunt-institute.org/knowledge-library/articles/#articles-by-common-core-state-standards

The non-profit James B. Hunt, Jr. Institute for Educational Leadership and Policy's website offers links to articles and videos on the topic of the CCSS.

The Common Core: Literacy in History csmf.ucop.edu/files/resources/files/636_CommonCore_Source.pdf

This issue of *The Source*, a publication from the California History-Social Science Project, includes several articles on the CCSS, including: "Reading the Common Core Standards," "Together, Toward the Common Core in History-Social Science" and "The Common Core for History – No Fear!"

Common Core State Standards Implementation Tools and Resources essentialeducator.org/?p=5890

This blog post from The Essential Educator, the online version of the *Utah Special Educator Journal*, provides a list of quality tools and resources available to states and educators as they implement the CCSS.

Common Core State Standards Initiative www.corestandards.org/

The main website for the CCSS Initiative provides complete lists of Common Core State Standards, information about the standards and adoption process/timeline, as well as links to various other related resources.

Disciplinary Literacy in the Social Studies prezi.com/7gsmqjuz1og/disciplinary-literacy-in-social-studies/

This online Prezi presentation from the Wisconsin Department of Public Instruction, addresses implementing the CCSS for literacy in all subject areas.

History and the Social Studies: At the Core of Common Core www.mdcss.org/userfiles/file/History%20and%20Social%20Studies%20-%20At%20the%20Core%20of%20the%20Common%20Core.pdf

This white paper written by the Maryland Council for the Social Studies gives a succinct and interesting explanation of the importance of social studies in CCSS discussions.

Partnership for Assessment of Readiness for College and Careers (PARCC) www.parcconline.org/

PARCC, one of two state-led consortiums developing CCSS-aligned assessments, provides information and resources, including Model Content Frameworks for ELA/Literacy (2011) and **Smarter Balanced Assessment Consortium** www.smarterbalanced.org/ Information about and resources from a state-led consortium developing assessments aligned to the CCSS.

P21 Common Core Toolkit p21.org/storage/documents/P21CommonCoreToolkit.pdf

The Partnership for 21st Century Skills published this guide to help state- and district-level educators align the CCSS with the Framework for 21st Century Skills. It includes lesson starters in addition to resources.

Trickle or Tsunami?: Getting Involved with the Common Core Standards

teachinghistory.org/nhec-blog/25306

This blog post offers advice on interpreting the standards and connection between history and literacy, and urges social studies teachers to get involved in state and local efforts to understand and use the CCSS materials.

What Do the Common Core State Standards Mean for History Teaching and Learning?

teachinghistory.org/issues-and-research/roundtable/25348

This National History Education Clearinghouse page shares educator expert statements voicing opinions regarding the impact of the CCSS on history education.

To access links to resources cited above visit the online version of this issue of *The Teaching with Primary Sources Journal* at <http://www.loc.gov/teachers/tps/journal>.

Learning Activity - Elementary Level

DETERMINING A POINT OF VIEW: PAUL REVERE AND THE BOSTON MASSACRE

Overview

Students analyze Paul Revere's famous engraving of the Boston Massacre to consider his purpose and intent. Students use evidence from this primary source to examine Revere's point of view. They use information from a secondary source to discuss the value of using more than one source to gain insight into an event in history.

Objectives

After completing this learning activity, students will be able to:

- Use primary source-based evidence to explore the creator's point of view; and
- Compare information from a primary source to a secondary source about an event

Time Required

One or two class periods

Grade Level

5 - 6

Topic/s

American Revolution
Primary Source Analysis

Subject

American History



The Bloody Massacre perpetrated in King Street Boston on March 5th 1770 by a party of the 29th Regt. Revere, Paul. 1770 Prints and Photographs Division, Library of Congress

Standards

Common Core State Standards <http://www.corestandards.org/> Reading: Informational Text

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Credits

Adapted from Blood Massacre - Or Was It? created by Emerging America, the Collaborative for Educational Services.

View and download the complete learning activity:

http://www.loc.gov/teachers/tps/journal/common_core/pdf/ElementaryLevelLearningActivity.pdf

Learning Activity - Secondary Level

TEACHING SPEAKING AND LISTENING SKILLS WITH PRIMARY SOURCES

Overview

Students practice speaking and listening skills while exploring General Winfield Scott's "Orders No. 25" for the general removal of the Cherokee from their eastern lands.

Objectives

After completing this learning activity, students will be able to:

- Explain in detail the nature and content of General Scott's orders regarding the Cherokee; and
- Practice college-ready listening and speaking skills

Time Required

Two 45-minute class periods

Grade level

9 - 12

Topic/s

Cherokee Removal

Subject

American History

Standards

Common Core State Standards <http://www.corestandards.org/>
College and Career Readiness Anchor Standards for Speaking and Listening



*Orders No. [25]
Head Quarters,
Eastern Division
Cherokee Agency,
Ten. May 17, 1838.
Library of Congress*

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Credits

Adapted from a lesson plan created by Terry Roberts, National Paideia Center

View and download the complete learning activity:

http://www.loc.gov/teachers/tps/journal/common_core/pdf/SecondaryLevelLearningActivity.pdf

Teacher Spotlight

**Joyce
Mason**



In each issue, we introduce a teacher who participated in Teaching with Primary Sources (TPS) professional development and successfully uses Library of Congress primary sources to support effective instructional practices.

This issue's Teacher Spotlight features library media specialist Joyce Mason. The TPS program at California University of Pennsylvania nominated Joyce for her effective use of primary sources in helping students meet the Common Core State Standards (CCSS). An educator for more than 25 years, she has spent the last 17 years in her current position at Canon-McMillan High School in Canonsburg, Pennsylvania. In this interview, Joyce discusses teaching strategies and her favorite Library of Congress online resources.

Tell us about the first time you tried teaching with primary sources.

As a library media specialist, I collaborate with teachers to enrich lessons. An example is a lesson developed for Jack London's *To Build a Fire*, which featured images to aid students in understanding the environment and challenges that the character in this short story faced. To introduce the story, students analyzed images from the Library of Congress's Prints and Photographs Online Catalog that depicted the Yukon, gold miners, packers hiking the mountains, clothing, and campsites. These images helped spur discussion about survival skills, knowledge versus instinct, a theme in the story, and connected a fictional story to actual history.

Based on your experiences, how can teaching with primary sources help students meet the Common Core State Standards (CCSS)?

Integrating primary sources into design to develop a student-centric, inquiry-driven lesson helps engage students and develop critical thinking skills. Primary sources provide evidence for deep analysis, interpretation based on previous and new knowledge, and opportunities for comparison of different sources. In English Language Arts (ELA) standards of the CCSS, students must cite specific textual evidence to support primary and secondary source analysis. Primary sources provide the impetus for students to describe the source, summarize what it tells, contextualize the source, consider inferences, and finally ask, "What else do I need to know or find out?"

I designed an inquiry lesson for a social studies class that examined the theme of revolution, reaction, and reform as it pertained to the influx of immigrants during the 1900s and its effect on the people and government of the United States in what turned out to be a tumultuous two decades. The lesson aimed to answer the guiding historical question, "How did the reactions of the United States' citizens, politicians, and government to increased immigration and events abroad influence legislation resulting in the Immigration Act of 1924?"

Students responded to the editorial cartoon, *The immigrant. Is he an acquisition or a detriment?* This cartoon depicts the arrival of immigrants surrounded by conflicting interest groups. Students spent time analyzing the cartoon and researching characters in the drawing to contextualize it in time and place. We followed this with analysis of additional images as well as newspaper articles: unemployed workers in New York City, a print of the assassination of President McKinley, an 1914 article from *The New York Times* about a bomb explosion on Lexington Ave., the 1917 front page of a Minnesota newspaper with stories on strikes occurring across the nation and events in Europe, an image of the "Soviet Ark" used to deport Russians, and a 1919 article from *The New York Times* entitled, *Senators Tell What Bolshevism in America Means*. Students summarized, contextualized and analyzed information gleaned from these primary sources and a secondary source, Immigration Timeline from the Library of Congress, to decide what lead to the Immigration Act of 1924.

The CCSS (ELA-History/Social Studies grades 9–10) require citing textual evidence in primary and secondary sources, determining central ideas, analyzing series of events, comparing point of view, and determining meanings of words and phrases used in texts, including vocabulary describing political, social, or economic aspects of history/social science. The use of primary and secondary sources in this lesson met the appropriate Common Core standards.

What is your favorite resource available on the Library of Congress Web site?

My favorite feature is "Today in History". It works as a bell ringer, discussion starter, comparison to current events, or writing prompt. Teachers look for activity ideas and this is a resource I always suggest.

What advice do you have for teachers who have never tried teaching with primary sources?

Begin browsing resources especially for teachers to locate classroom materials and links on how to use primary sources. I also recommend the Teaching with the Library of Congress blog, which highlights many unique materials and strategies.



Suggested Methods for Integrating Primary Sources into Classroom Instruction

1. Focus Activity

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

3. Visualization Exercise

Encourage students to visualize another place or time by viewing and analyzing graphic 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

Allow sound recordings to give students the sensation of 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.

8. Creating a Documentary

Use vintage film footage to encourage student-created documentaries. For example: In place of a traditional unit assessment, assign student groups the creation of a ten 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 author) that they are reading in Language Arts/English.

10. Current Events Activity (What is Past is Prologue)

Use document to launch a discussion about an issue or event 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.

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 emphasize 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 creative thinking about the 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 documents never existed.

14. Self-reflective Exercise

Use documents to prompt student understanding of how actions of the government and/or events of the past effect 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.

15. Assessment

Incorporate documents into document-based essay questions to assess student knowledge of a topic or event. For example: Provide students with four documents that relate to westward expansion (such as, the Northwest Ordinance, the Homestead Act, the Pacific Railway Act, and the Morrill Act). Ask them to use the information contained in the documents and their knowledge of the subject to write an essay explaining the federal government's role in the settling of the West.

**Developed by the education staff of the National Archives and Records Administration, Washington, DC, 20408*

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Visit our website for upcoming workshops and other information at: www.archives.gov/nyc/

Become a Fan on Facebook at www.facebook.com/nationalarchivesnewyork
And www.facebook.com/nationalarchiveseducation

Educational Resources of the National Archives



I. Primary Sources

- National Archives www.archives.gov/education
National Archives Education website.
- DocsTeach www.docsteach.org
7,000+ documents chosen by educators for students.
- National Archives Education Updates Blog blogs.archives.gov/education
Regularly updated features about documents, programs and other topics.
- Online Public Access www.archives.gov/research/search
Millions of digital images available on a variety of topics.
- Digital Vaults www.digitalvaults.org
1,200 highlights from the National Archives; links to other resources.
- Fold3 (formerly Footnote.com) www.fold3.com
Nearly 70,000,000 pages of digitized records; over 1,000,000 pages available for free.
- YouTube Channel www.youtube.com/usnationalarchives
Over 100 full length films, including topics such as World War II, NASA, and National Parks.
- Flickr Photostream www.flickr.com/usnationalarchives
Over 7,000 photos including Mathew Brady's Civil War photos and the DOCUMERICA Project.
- HistoryPin www.historypin.com/profile/view/USNatArchives/
View historic documents and photographs displayed over Google Maps.
- Pinterest Pinboard www.pinterest.com/usnatarchives/
Pin historic documents and educational resources to your Pinterest board.
- Presidential Timeline www.presidentialtimeline.org
Resources and exhibits related to President Hoover through President Clinton.
- Document Analysis Worksheets www.archives.gov/education/lessons
Helps students analyze photos, political cartoons, posters, written documents, films, etc.

II. Other Resources

- National Archives Education Facebook www.facebook.com/nationalarchiveseducation
- National Archives Education Twitter www.twitter.com/DocsTeach
- Citizen Archivist Project www.archives.gov/citizen-archivist
- Citing Records in the National Archives www.archives.gov/publications/general-info-leaflets/17.html
- Democracy Starts Here! videocast.nih.gov/sla/NARA/dsh/index.html

National Archives at New York City
Alexander Hamilton U.S. Custom House
1 Bowling Green, New York, NY 10004
1-866-840-1752
www.archives.gov/nyc

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Exet Town November 19 1779

July 17th being sent for by gener^l Patterson Surpounded
For helping the americans prisoners to make their
escape George Higby coming from your Excellency the
Week before and Carried out Major van Buren Capt^l
Crain Lt Lee who Made their escape from the guard on
Long Island George Higby Brought a paper to me from
your de^{ar} Daughter to Col M^o gar on Long Island he the d^o
George Higby being taken up and Confined in the prison
Guard his Wife told gener^l Patterson that he Carried out
Two hundred ^{cognate} prisoners for Me for which Reason Known
My Self guiltly Did hide My Self for two weeks
in New York understanding gener^l Patterson had
Offered aboutty of two Hundred pounds for taking me
he kept a guard five days at my house Letting no
body come in or out thin thro the half of Friends
got on Long Island and ther Staid five Weeks then
William Cudder Came to Long Island in wale boat
And I Maid My Escape With him we being chased
by two Boats half way the Sound then got to New
Englan and Came to Philadelphia then I got a pass of
The Bord of War to go to Exet Town to try to get My
Children from New York which I obtained in three or four
Weeks but Could not get My Cloze or any thing But
My Children When application was Made by m^r John
Framckling My Cloze & Furniture they should be sold
And the Money be going to the Loyer



Letter from Elizabeth Burgin to
Reverend James Calville

docsteach.org/documents/5916026/detail



ADDRESS OF THE BOSTON FEMALE ANTI-SLAVERY SOCIETY.

TO THE WOMEN OF MASSACHUSETTS:

SISTERS AND FRIENDS:

As *immortal souls*, created by God to know and love him with all our hearts, and our neighbor as ourselves, we owe immediate obedience to his commands, respecting the sinful system of Slavery, beneath which, 2,500,000 of our Fellow-Immortals, children of the same country, are crushed, soul and body, in the the extremity of degradation and agony.

As *women*, it is incumbent upon us, instantly and always, to labor to increase the knowledge and the love of God, that such concentrated hatred of his character and laws may no longer be so intrenched in *men's* business and bosoms, that they dare not condemn and reounce it.

As *wives* and *mothers*, as *sisters* and *daughters*, we are deeply responsible for the influence we have on the human race. We are bound to exert it; we are bound to urge men to cease to do evil, and learn to do well. We are bound to urge them to regain, defend, and preserve inviolate the rights of all, especially those whom they have most deeply wronged. We are bound to the constant exercise of the only right we ourselves enjoy—the right which our physical weakness renders peculiarly appropriate—the right of petition. We are bound to try how much it can accomplish in the District of Columbia, or we are as verily guilty touching slavery as our brethren and sisters in the slaveholding States: for Congress possesses power 'to exercise exclusive legislation over the District of Columbia in all cases whatsoever,' by a provision of the Constitution; and by an act of the *First Congress*, the right of petition was secured to us.

By a *resolution* of the *Last Congress*, that no petition respecting slavery, shall be printed for the information of the members, and that no vote shall be taken on it, by which we may know whether the men we call our representatives are truly such, the whole nation is made to feel the slaveholder's scourge. The best and noblest of our countrymen, thus seeing, and thus feeling these things, have spoken and acted like freemen—Oh, let us aid them to rouse the slumbering manhood of the rest! Let us rise in the moral power of womanhood; and give utterance to the voice of outraged mercy, and insulted justice, and eternal truth, and mighty love, and holy freedom; in the name and for the sake of our Saviour; and in the mountain-moving faith, that we can do all things, Christ strengthening us.

Let us petition:—petition, till, even for our importunity, we cannot be denied. Let us know no rest till we have done our utmost to convince the mind, and to obtain the testimony of every woman, in every town, in every county of our Commonwealth, against the horrible Slave-traffic, which makes the District of Columbia a disgrace to the earth, and exhibits in the centre of a Christian country, an unrebuked wickedness, for which, no other spot on earth affords a parallel.

To facilitate this, we annex a form of petition, and entreat the aid of every woman whose hand it reaches, to circulate it (or a better,) rapidly, faithfully and thoroughly, and to transmit the signatures, as soon as possible, to 46, Washington Street, Boston, addressed to the person whose name, as a member of our Executive Committee, shall to be affixed to this address.

A detail of the mere physical particulars involved in the arrangements of a single Slave-dealer, would show the abolition of Slavery in the ten miles square, to be 'a cause worth dying for:' but while our whole country, by deliberately sanctioning such atrocities, stands before God and the world, as the strong hold of Slavery, while the institutions of the free are daily breaking down under the operation of the Slave system; while in the best regulated parts of our country, the lives of the free are endangered by an avowal of the principles of the Declaration of Independence; and freedom itself embittered because honorable and dignifying industry is stigmatized as *slavish*—while these things are, we must devote ourselves to avert the fearful crisis to which these things are leading. Weak and wicked is the idea, that union in oppression is possible. Every nation that attempts it, 'God beholds, and drives asunder;' and has done from the foundation of the world.

Christian friends, again we conjure you, by all that woman holds dear and holy, to labor as woman has never yet done, in view of the unutterable destruction which waits visibly round about, to make our land a perpetual desolation, unless the people repent.

Leave no energy unemployed, no righteous means untried. Grudge no expense—yield to no opposition—forget fatigue—till, by the strength of prayer and sacrifice, the spirit of love shall have overcome sectional jealousy, political rivalry, prejudice against color, cowardly concession of principle, wicked compromise with sin, devotion to gain, and spiritual despotism, which now bear with a mountain's weight upon the Slave. Let but each *woman* in the land do a Christian woman's duty, and the result cannot fail to be his instant, peaceful, unconditional deliverance. Thus, and thus only can we hope to deliver our own souls. Only in thus doing, can we hope to hear the voice of Jesus, saying unto us, 'Come, ye blessed of my Father!—Inasmuch as ye have done it unto the least of these my brethren, ye have done it unto me!'

By Order of the Boston Female Anti-Slavery Society,

M. W. CHAPMAN, }
M. AMMIDON, } Corresponding Secretaries.

July 13, 1836.

Caroline Weston
ex Orn for Franklin County



Address of the Boston Female
Anti-Slavery Society

docsteach.org/documents/306639/detail





Tinnie Clafin, Wall Street broker
docsteach.org/documents/526461/detail



To the Honorable the House of Representatives of the United States.

The undersigned *Women of Brookline* in the Commonwealth of Massachusetts, have learned with astonishment and alarm, that your honorable body did, on the 21st of December last, adopt a resolution in the words following, to wit:

~~* Resolved, That all memorials, petitions, and papers, touching the abolition of slavery, or the buying, selling, or transfer of slaves in any State, territory, or district of the United States, shall be laid on the table, without reading, or reference, or printing, and that no further action whatever shall be had thereon, being debated, printed, read or referred, that no further action whatever shall be had thereon.~~

Your memorialists 'consider this resolution a violation of the Constitution of the United States—of the right of the people of the United States to petition—and of the right of their Representatives to freedom of speech as members of your honorable body:'. They further regard it as an assumption of authority, at once dangerous and destructive to the fundamental principles of republican government, to the rights of minorities, to the sovereignty of the People, and TO THE UNION OF THESE UNITED STATES: They therefore present this their solemn and earnest remonstrance against said resolution, and respectfully ask your honorable body to IMMEDIATELY RESCIND IT.

Sarah M. Grimké

Angelina C. Grimké

Eliza Philbrick

Fanny Bell

Sarah Celfe

Hepsibah Celfe

Chloe H. Whitney

Rebecca Gerry

Rebecca L. Gerry

Rosanna Jaquith

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Ann A. Ogden

Miguel Solomon

Mary F. R. Solman

Elizabeth Whyte



Petition from women of Brookline,
Massachusetts, praying that the
gag rule be rescinded

docsteach.org/documents/306638/detail





Doctor Mary Walker
docsteach.org/documents/526308/detail



OFFICE OF THE WOMEN'S LOYAL NATIONAL LEAGUE,
Room No. 20, Cooper Institute.

New York, January 25, 1864.

THE WOMEN'S LOYAL NATIONAL LEAGUE,

TO THE WOMEN OF THE REPUBLIC:

We ask you to sign and circulate this petition for the ~~westire~~ ABOLITION OF SLAVERY. We have now ONE HUNDRED THOUSAND signatures, but we want a MILLION before Congress adjourns. Remember the President's Proclamation reaches only the Slaves of Rebels. The jails of LOYAL Kentucky are to-day "cramped" with Georgia, Mississippi and Alabama slaves, advertised to be sold for their jail fees "ACCORDING TO LAW," precisely as before the war!!! While slavery exists ANYWHERE there can be freedom NOWHERE. THERE MUST BE A LAW ABOLISHING SLAVERY. We have undertaken to canvass the Nation for freedom. Women, you cannot vote or fight for your country. Your only way to be a power in the Government is through the exercise of this, one, sacred, *Constitutional* "RIGHT OF PETITION;" and we ask you to use it now to the utmost. Go to the rich, the poor, the high, the low, the soldier, the civilian, the white, the black—gather up the names of all who *hate* slavery—all who love LIBERTY, and would have it the LAW of the land—and lay them at the feet of Congress, your silent but potent vote for human freedom guarded by law.

You have shown true courage and self-sacrifice from the beginning of the war. You have been angels of mercy to our sick and dying soldiers in camp and hospital, and on the battle-field. But let it not be said that the women of the Republic, absorbed in ministering to the outward alone, saw not the philosophy of the revolution through which they passed; understood not the moral struggle that convulsed the nation—the irrepressible conflict between liberty and slavery. Remember the angels of mercy and justice are twin sisters, and ever walk hand in hand. While you give yourselves so generously to the Sanitary and Freedmen's Commissions, forget not to hold up the eternal principles on which our Republic rests. Slavery once abolished, our brothers, husbands and sons will never again, for ITS SAKE, be called to die on the battle-field, starve in rebel prisons, or return to us crippled for life; but our country free from the one blot that has always marred its fair escutcheon, will be an example to all the world that "RIGHTEOUSNESS EXALTETH A NATION."

THE GOD OF JUSTICE IS WITH US, AND OUR WORD, OUR WORK—OUR PRAYER FOR FREEDOM—WILL NOT, CANNOT BE IN VAIN.

E. CADY STANTON,
President.

SUSAN B. ANTHONY,
Secretary W. L. N. League,
Room 20, Cooper Institute,
New York.

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H. W. C.



Address from the
Women's Loyal National League
supporting the abolition of slavery
docsteach.org/documents/306400/detail



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	Rochester - N. Y.
Antoinette Brown Blackwell	New York
Luz Stone	Newark N. Jersey
Joanna S. Morse	48 Livingston. Brooklyn
Emeshue & Rose	New York
Harriet E. Eaton	6 West 14 th Street N.Y.
Catharine C. Wilkeson	83 Clinton Place New York
Elizabeth C. Tibbitts	48 Livingston St. Brooklyn
Mary Evelyn Gilbert	295 W. 19 th St New York
May E. Gilbert	New York
Mr. Griffith	New York.



Second Count: And the jurors aforesaid upon their oaths aforesaid do further present that said Susan B. Anthony

now or late of Rochester
in the County of Morroe with force and arms, etc., to-wit: at and in
the first election district of the eighth Ward of the City of Rochester
in the County of Morroe in said Northern District of New York,
and within the jurisdiction of this Court, heretofore, to-wit: on the fifth day of November, in the year of
our Lord one thousand eight hundred and seventy-two at an election duly held at and in the
first election district of the said eighth Ward of
said City of Rochester

in said County, and in said Northern District of New York, which said election was for Representatives in the
Congress of the United States, to-wit: a Representative in the Congress of the United States for the State of New
York at large, and a Representative in the Congress of the United States for the twenty ninth
Congressional District of the State of New York, said first election district of said eighth Ward
of said City of Rochester being then and there a part of said twenty ninth Congressional
District of the State of New York, did knowingly, wrongfully and unlawfully vote for a Representative in the Congress
of the United States for the State of New York at large, and for a Representative in the Congress of the United
States for said twenty ninth Congressional District, without having a lawful right to vote in said first
election district, the said Susan B. Anthony being then and there a person
of the female sex)

as she, the said Susan B. Anthony then and there well knew, contrary
to the form of the statute of the United States of America in such case made and provided, and against the peace of
the United States of America and their dignity.

Richard Bowley

Attorney of the United States for the Northern District of New York.



U.S. vs. Susan B. Anthony,
Indictment for Illegal Voting

docsteach.org/documents/278295/detail



Exhibit B

Edwin P. Marsh was sworn in behalf of the people and testified as follows:

2. Do you reside in the City of Rochester? Yes, sir. How long? It has been my home for 27 years. What is your age? 32. What is your occupation? Letter carrier. U. S. letter carrier? Yes, sir. Did you act as inspector of Election on the 5th of Nov.? Yes, sir. Whereabouts? In the 1st District in the 8th Ward. That ward contained two Districts, did you act as Inspector in the 1st District? Yes, sir.

Three Districts are called 1st and 2^d? Yes, sir. Who acted as Inspectors with you on that day? Beverly W. Jones and William B. Hall. The election was held on that day, 5th Nov.? Yes, sir, for Congress, State &c.? Yes, sir. You say for Representative in Congress, for what Representative in Congress? For Representative in this District. What District? 29th, and for representative at large. Is the 8th Ward within the 29th Congressional District? Yes, sir. Whereabouts in the Ward were the polls of the Election District? At 81 West Avenue. Do you know the defendant Miss Anthony? Yes, sir. Did you see her on the day of election? Yes, sir, Whereabouts? At the polls until election closed. In the 1st





Mrs. Palontona and 13 year old daughter,
working on pillow-lace in dirty kitchen
of their tenement home.

docsteach.org/documents/523503/detail



Iowa Federation of Women's Clubs

CLUB PROGRAM COMMITTEE
MRS. HORACE E. DEEMER, RED OAK
MRS. CLARK F. ANSLEY, IOWA CITY
MRS. JULIA CLARK HALLAM, SIOUX CITY
MRS. CHARLES G. WALNER, ATLANTIC
MISS MARGARET WRIGHT BROWN, DES MOINES
GENERAL OUTLINES
SHAKESPEARE OUTLINES
CHILD STUDY OUTLINES
RECIPROCITY PAPERS
REFERENCE BOOKS

PRESIDENT
MRS. JOHN A. NASH, AUDUBON

27

TO THE HONORABLE W. B. Allison, and Jonathan P. Dolliver,
United States Senators.

Sirs:-

The undersigned, residents and citizens of Iowa, hereby call your attention to Senator Beveridge's bill now pending in the United States Senate, for the abolishment of child labor by Congressional enactment and assuming the Constitutionality thereof, most respectfully request that you lend your support thereto and give it such aid and encouragement as you may to the end that this species of slavery may be abolished and future generations made stronger for the battles of life. Our own state has recently enacted a law upon this subject which is yet somewhat crude; but the subject is so broad and embracing that Congressional action seems to be necessary. We therefore most respectfully ask your co-operation with Senator Beveridge and that you use all honorable means to secure the enactment of his Bill.

Mrs Horace E. Deemer, F.V. Hanson
John C. Bryant
Helen E. Rogers
Mrs Mabel Gustafson
A.C. Gustafson
Gideon Blackstone
Lee Rader
Mellie E. Bryant
Mrs Lloyd W. Ross
Ida S. Bryant
Alice Shick
Thos. J. Bryant
Laura Finch
Mrs W.L. Wilson



Petition from the Iowa Federation of
Women's Clubs in Favor of Child Labor Reform
docsteach.org/documents/5682559/detail



PRESIDENT
 MRS. LOIS L. FELKER, GRAND RAPIDS
 142 HANSON STREET
 VICE PRESIDENT
 MRS. FRANCES WHEELER SMITH, HASTINGS
 SECOND VICE PRESIDENT
 MRS. MARGUERITE W. SLY, LANSING
 217 NORTH FINE STREET
 RECORDING SECRETARY
 MRS. SARAH MARSHALL WEAVER, CHARLOTTE
 CORRESPONDING SECRETARY
 MRS. MARGARET TEMPLE SMITH, W. BAY CITY
 207 WASHINGTON STREET
 TREASURER
 MRS. FLORENCE G. MILLS, KALAMAZOO
 210 ELM STREET



Michigan State Federation of Women's Clubs

DIRECTORS
 MRS. AUGUSTA D. BARNES, HOWELL
 MRS. CYRUS E. PERKINS, GRAND RAPIDS
 22 WASHINGTON STREET
 MRS. H. R. REYNOLDS, MANISTEE
 MRS. ADELL HALBERT McMASTERS, HANCOCK

GENERAL FEDERATION SECRETARY
 MRS. ELLEN M. NIMS, MURKESON
 102 HOUTON AVENUE

Kalamazoo March 14, 1916

DEAR MADAM PRESIDENT:—

Senator Burns

The industrial situation before us today demanding the most earnest attention of club women is that of Child Labor. There is a pronounced increase of Child Labor, not alone in the cotton industries of the South, but in the textile mills of the northern and middle states; and where legislation has been enacted to correct and nullify this evil, enforcement has been found most defective. "There is need of a vigorous and imperative public sentiment in favor of the enforcement of the laws, for without the pressure of public sentiment, the best laws remain dead letters."

It is authoritatively stated that this piteous army of child laborers is steadily increasing and now numbers 2,000,000. The children are hurried from the cradle into the factories, with no childhood, no sweet memories of playtime or of home, nothing for them but toil from morning until night, and only fifteen minutes in which to eat a cold lunch; their frail bodies are often twisted and misshapen, the intellect obscured, the will paralyzed. These little white slaves of the 20th century are mostly American children. In this free land they are toiling under the glorious flag of liberty to satisfy the greed of commercialism.

Your committee, therefore, recommends the study of Child Labor, as a means to an end, in the abolishment of this national evil; that standing committees be appointed; that one or more programs on the study of Child Labor be presented, and that local conditions be investigated and reported to the Chairman of this committee.

A census taker informed the Chairman of your committee that two of the large factories in the state refused admission to him on the ground that only children were employed not eligible to the census, that he observed these children going and coming and thought some of them were under twelve.

It is not the purpose of the committee to interfere in any way with the work of inspectors or public officials, but to co-operate with them in a matter so near to our hearts.

The National Child Labor Committee will furnish material, at net cost, to clubs writing S. M. Lindsey, 105 E. 22nd St., New York City.

One of our state factory inspectors requests the co-operation of women in securing the appointment of one notary public in every town or city where Child Labor is employed; many notaries are not familiar with the law and really don't care whether the child be fourteen or whether they can read or not.

There is no law in Michigan for the protection of the newsboy. After four o'clock children may sell papers until late at night. Myron E. Adams writes that with the demand for more effective restriction of Child Labor and with compulsory education laws, the fact has become obvious that the laborer on the street is one of the chief offenders against these laws. Investigations conducted by persons familiar with the problems have disclosed the fact that while street trading offers temptations to which the newsboy is particularly susceptible, there has been little or no attempt to regulate and improve existing conditions. These dangers are not limited to our great cities, but are equally true of cities and towns throughout the country. Committees desiring a bibliography of Child Labor will please address

JULIET S. GOODENOW,

Chairman Industrial Committee,
Michigan State Federation of Women's Clubs.

CARRIE A. BARRE, Hillsdale,
 CLARA VAN FOSSEN, Ypsilanti,
 ANNA S. JENNE, Eaton Rapids,
 MRS. JAMES P. LANGLEY, Detroit,
 Other members of committee.



Petition from the Michigan State Federation of
 Women's Clubs recommending
 a study of child labor

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Woman suffrage in Washington, District of Columbia.
Suffragettes bonfire and posters at the White House.

docsteach.org/documents/533773/detail





Mrs. Mina C. van Winkle of Newark,
 New Jersey, in uniform of Food Administration.

docsteach.org/documents/512734/detail





Suffragette banner

docsteach.org/documents/533769/detail





Girls operate stock boards at
Waldorf-Astoria

docsteach.org/documents/533759/detail



AMELIA EARHART

*Don't let me come at
contact Mr. Putnam*

2 West 45th Street,
New York City.

November 10, 1936.

Dear Mr. President:

Some time ago I told you and Mrs. Roosevelt a little about my confidential plans for a world flight. As perhaps you know, through the cooperation of Purdue University I now have a magnificent twin-motor, all-metal plane, especially equipped for long distance flying.

Mr. Putnam and I

For some months ~~we~~ have been preparing for a flight which I hope to attempt probably in March. The route, compared with previous flights, will be unique. It is east to west, and approximates the equator. Roughly it is from San Francisco to Honolulu; from Honolulu to Tokio -- or Honolulu to Brisbane; the regular Australia-England route as far west as Karachi; from Karachi to Aden; Aden via Kartoon across Central Africa to Dakar; Dakar to Natal, and thence to New York on the regular Pan American route.

Special survey work and map preparation is already under way on the less familiar portion of the route as, for instance, that in Africa.

The chief problem is the jump westward from Honolulu. The distance thence to Tokio is 3900 miles. I want to reduce as much as possible the hazard of the take-off at Honolulu with the excessive over-load. With that in view, I am discussing with the Navy a possible refueling in the air over Midway Island. If this can be arranged, I need to take much less gas from Honolulu, and with the Midway refueling will have ample



Letter from Amelia Earhart to President
Roosevelt Regarding her World Flight
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We Can Do It!

docsteach.org/documents/535413/detail





Riveter at Lockheed Aircraft Corp.,
Burbank, CA

docsteach.org/documents/522880/detail





Welders Alivia Scott, Hattie Carpenter,
and Flossie Burtos await an opportunity to weld their
first piece of steel on the ship

docsteach.org/documents/535800/detail



**WOMEN WANT
TO "GET IT OVER!"** Labor Mobilization
and Utilization **4-6**



RCA Victor Division
RADIO CORPORATION OF AMERICA
Camden New Jersey



Women Want to "Get It Over"
docsteach.org/documents/641396/detail



NATIONAL
ARCHIVES
NEW YORK CITY



Women There's Work to be Done
and a War to be Won Now!

docsteach.org/documents/513682/detail

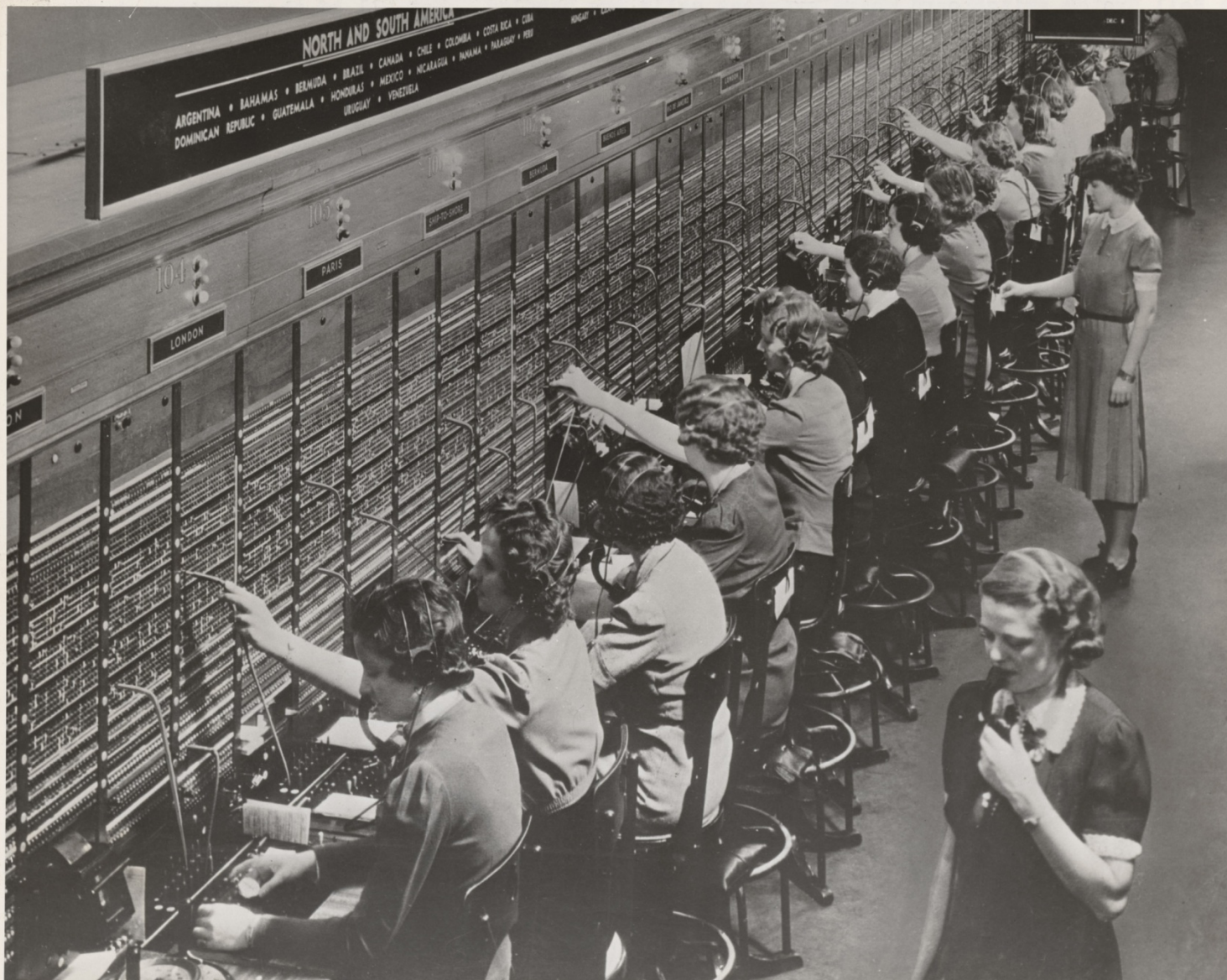




It's Our Fight Too

docsteach.org/documents/535415/detail





Photograph of Women Working at a
Bell System Telephone Switchboard
docsteach.org/documents/1633445/detail



Misc.

POLICE DEPARTMENT
CITY OF MONTGOMERY

Date 12-1-55 19

Complainant J.F. Blake (wm)

Address 27 No. Lewis St. Phone No.

Offense Misc. Reported By Same as above

Address Phone No.

Date and Time Offense Committed 12-1-55 6:06 pm

Place of Occurrence In Front of Empire Theatre (On Montgomery Street)

Person or Property Attacked

How Attacked

Person Wanted

Value of Property Stolen Value Recovered

Details of Complaint (list, describe and give value of property stolen)

We received a call upon arrival the bus operator said he had a colored female sitting in the white section of the bus, and would not move back.

We (Day & Mixon) also saw her.

The bus operator signed a warrant for her. Rosa Parks, (cf) 634 Cleveland Court.

Rosa Parks (cf) was charged with chapter 6 section 11 of the Montgomery City Code.

Warrant #114254

THIS OFFENSE IS DECLARED:

- UNFOUNDED ☐
CLEARED BY ARREST ☐
EXCEPTIONALLY CLEARED ☐
INACTIVE (NOT CLEARED) ☐

Officers F. B. Day

D. W. Mixon

Division Patrol

Time 7:00 pm
12-1-55

10M-PARAGON PRESS-24521



Rm 2137

Phone (Area 202)

#5

~~at the appropriate time,~~

I recognize the gentlelady from Texas, Ms. Jordan, for the purpose of general debate, not to exceed a period of 15 minutes.

Take 6B

Ms. Jordan. Thank you, Mr. Chairman.

Mr. Chairman, I join my colleague, Mr. Rangel, in thanking you for giving the junior members of this Committee the glorious opportunity of sharing the pain of this inquiry. Mr. Chairman, you are a strong man and it has not been easy, but we have tried as best we can to give you as much assistance as possible.

Earlier today we heard the beginning of the Preamble to the Constitution of the United States, "We, the people." It is a very eloquent beginning. But when that document was completed on the 17th of September in 1787 I was not included in that "We, the people." I felt somehow for many years that George Washington and Alexander Hamilton just left me out by mistake. But through the process of amendment, interpretation and court decision I have finally been included in "We, the people."

Today I am an inquisitor, and I believe ^{hyperbole} it would not be fictional and would not overstate the solemnness that I feel right now. My faith in the Constitution is whole, it is complete, it is total, and I am not going to sit here and be an idle spectator to the diminution, the subversion, the destruction of the Constitution.

WARD & PAUL

410 First Street, S.E., Washington, D.C. 20003



Police Report on Arrest of Rosa Parks
docsteach.org/documents/4411374/detail



WOMEN GRADUATES DON'T EARN AS MUCH AS MEN GRADUATES. WHY NOT?

Canada has one of the finest educational systems in the world. But many Canadian employers unjustifiably underpay some very well-educated graduates of that system. Women.

A 24-year-old male, leaving university with a degree, earns on the average 19 per cent more in his first job than a woman of the same age with the same degree. A male high-school graduate can expect an average 34.2 per cent more than the equivalent female graduate. It just isn't right.

It just isn't right, either, that long before graduation, some schools still insist on channelling girls into home economics classes and boys into industrial arts.

Some girls make excellent mechanics and engineers. Some boys make excellent designers and chefs. Why curb their natural talents?

There is no logical reason why we should. Equal educational opportunities are guaranteed us under law, but there are prejudices and precedents. Society expects women to cook and sew because it expects them to get married one day. Don't men get married too? Maybe they should learn household skills as well.

When it comes to employment, the same kind of archaic thinking brings us less pay and recognition. Certainly women get married, but many keep on working. Of some three million women working in Canada today, more than 50 per cent are married. Why are they being paid less than



their husbands? Because they are married? How about a single working woman? It costs her as much to live as a single working man. So why is she also being forced to live on less? Particularly when 50.0 per cent of all Canadian women in the labour force, having completed their high-school education, have gone on to take post-secondary training, compared to 39.3 per cent of the men. So no one can use the excuse that working women are less qualified.

The entire situation must change. But if it is to change, we have to start thinking of ourselves as equals. And demanding that others do, too.

We have to teach our children to think differently. Because they are the next generation of educators and employees, homemakers, employers and employees. We must break down the barriers of prejudice for ourselves and remove them entirely for our children.

If you would like more information on International Women's Year and the status of women in Canada, all you have to do is write us or fill in and mail the coupon below.

If you'd like a "WHY NOT?" button, and a set of posters, just check the appropriate squares.

We're here to help.

"WHY NOT?", OTTAWA, ONT, K1A 0A3

- ☐ Please send me your information on IWY and the status of women in Canada.
- ☐ Please send me a "why not?" button.
- ☐ Please send me a set of posters. (Available in March.)

NAME _____
ADDRESS _____
CITY _____
PROVINCE _____ POSTAL CODE _____

WHY NOT!



Minister
Responsible for the Status of Women

International Women's Year



Women Graduates Don't Earn as
Much as Men Graduates

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The White House,

August 19, 1981

To the

Senate of the United States.

I nominate Sandra Day O'Connor, of Arizona, to be

an Associate Justice of the Supreme Court of the United States,

vice Potter Stewart, retired.

Ronald Reagan

JUD



Nomination of Sandra Day O'Connor as
Supreme Court Justice

docsteach.org/documents/595429/detail





**WHAT SOME OF THE MOST
SUCCESSFUL WOMEN
ARE WEARING THIS YEAR.**

ARMY. BE ALL YOU CAN BE.

"FEMALE" Poster 90-5

© U.S. GOVERNMENT PRINTING OFFICE: 1991/0-544-708



What Some of the Most Successful
Women are Wearing This Year
docsteach.org/documents/593691/detail



Introducing *www.DocsTeach.org*, a New Online Tool for Teaching with Documents

Lee Ann Potter and Stephanie Greenhut

Those of us who teach social studies know that the United States Constitution is exciting! The big ideas it contains leave us awe-struck. Its brevity inspires us. The stories of its conception in Philadelphia during the summer of 1787 and its subsequent ratification are thrilling. Its longevity is nothing less than miraculous. (And, truth be told, we tend to feel this way about most of our course content!)

Our students, however, tend to be inspired, awe-struck, thrilled, and sense miracles through technology, websites, and new electronic gadgets. That's where *DocsTeach.org* comes in. The new online tool from the National Archives combines primary-source content with the latest interactive capabilities of the Internet.



To regular readers of “Teaching with Documents,” the spirit of the site will be familiar. Yes, you have seen some of the more than 2,500 featured documents before. And yes, some of the activities on the site are online versions of some of the most engaging classroom activities we have suggested over the years. For example, in the May/June 2009 issue of *Social Education*, we suggested sharing George Washington’s August 1787 draft

copy of the Constitution with students as a way to generate a discussion about the evolution of “We the People.” On *DocsTeach.org*, we’ve created a similar activity with that very title and the same document. And in the September 2007 issue of *Social Education*, we described the “Constitution in Action” learning lab program available to student groups visiting the National Archives building in Washington, D.C., promising that someday we would make an online version available. We are pleased to announce that “someday” has arrived. On *DocsTeach.org*, this activity is called “The Constitution at Work,” and it uses a tool called “Seeing the Big Picture.”



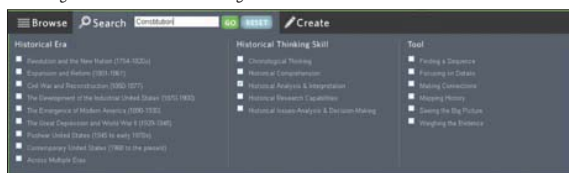
The Constitution at Work <http://docsteach.org/activities/16>

But there is much more that you have never seen before. And perhaps the most exciting part of the site is also what makes our students so interested in new technologies—namely, the interactive feature that allows you to direct what the site becomes.

On the site, you can

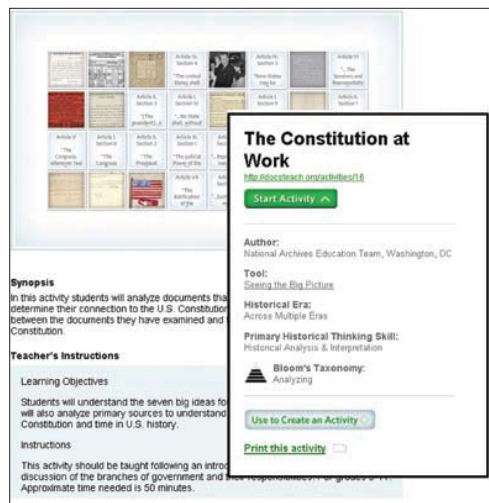
1. Browse or search for activities

- by era;
- based on the historical thinking skills you want to teach;
- according to an interactive *DocsTeach.org* activity-creation tool;
- by keyword;
- or even by activity author—you can find activities created by the National Archives education team or by fellow educators around the country who are registered on *DocsTeach.org*.



2. Use the information that accompanies each activity to determine if it is a fit for your classroom, and whether it will help you meet your curricular objectives. The information includes

- an indication of the historical thinking skill students will practice;
- a representation of the level of critical thinking required, illustrated by an icon reflecting Bloom's Taxonomy;
- the historical era in which the activity fits;
- an activity synopsis; and
- instructions.



Creating Interactive Learning Activities with One of Seven Tools on DocsTeach.org

Finding a Sequence—Present primary sources and challenge students to sequence them based on document analysis.

Focusing on Details—Showcase an intriguing document or a pair of documents to prompt students to think critically about primary source documents.

Interpreting Data—Pose questions for students to solve through analyzing historical data.

Making Connections—Present primary sources as a string of documents and help students make connections among those documents and the historical events they illustrate.

Mapping History—Link primary sources to locations on a map to practice spatial thinking and understand the impact of geographic factors in history.

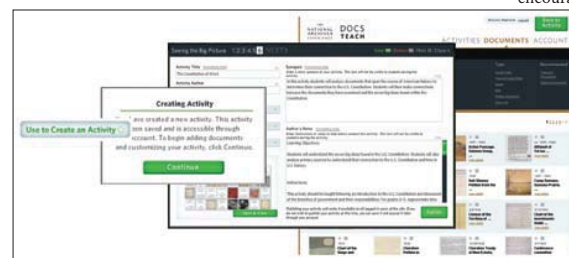
Seeing the Big Picture—Pair documents concerning a historical event, concept, or figure with descriptions, questions, or other documents to impress upon students that the whole is derived from smaller parts.

Weighing the Evidence—Turn primary sources into historical evidence that students sort through and evaluate to draw historical conclusions.

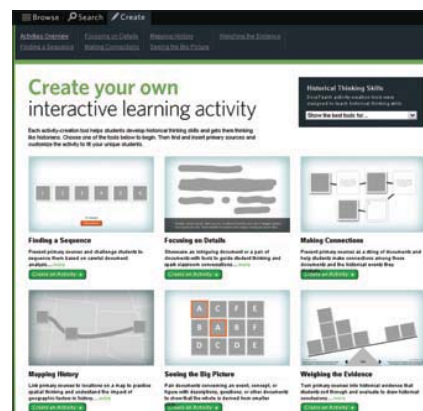
More Tools to Come!

3. Customize any activity to fit the needs of your unique classroom. You can

- select “Use to Create an Activity” to make a new activity based on the current one;
- edit existing activity information and student instructions; or
- choose alternate primary-source documents.



4. Create a brand new activity with its own web address from scratch. You can

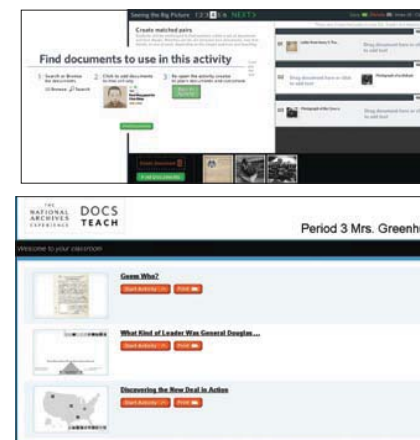


- select the “Create” option in the “Activities” section, then
- choose from among seven tools—each designed to teach one or more historical thinking skills—to frame the activity (see page 169). Next,
- find information about how to meet Learning Objectives and Historical Thinking Skills, plus other Teaching Tips, and finally,
- select primary sources, set up the activity according to

what you want your students to do, write instructions and questions for students, and include information for other teachers.

5. Save and organize activities in your account and share them with your students. You can

- project an activity for full-class instruction; or
- encourage students to participate in an activity alone or in small groups on a school or home computer; or
- create a classroom within your site account to plan a sequence of activities for students, shared via your classroom's URL; or
- direct students to complete activities you've created for them, and instruct them to e-mail you the results and responses to the questions you posed in your activity's conclusion.



Possibilities with the site are virtually limitless—but don't take our word for it, try it yourself!

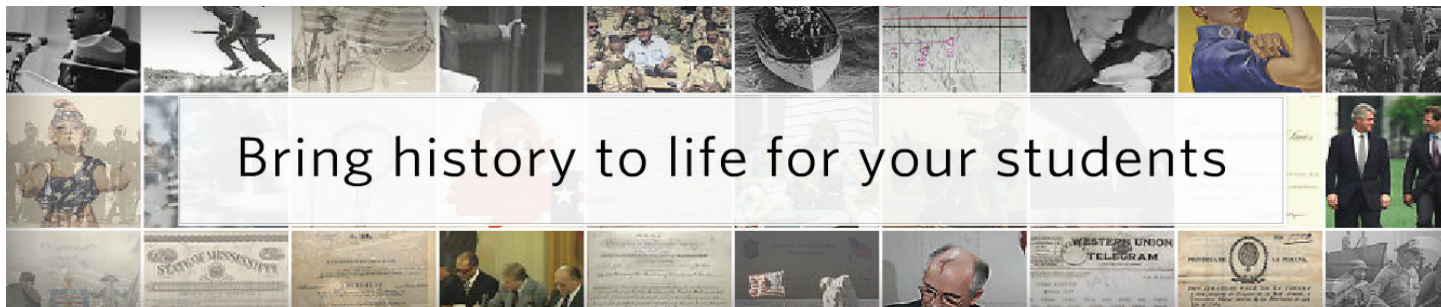
STEPHANIE GREENHUT is an education technology specialist and LEE ANN POTTER is the director of education and volunteer programs at the National Archives and Records Administration in Washington, D.C. Potter serves as the editor of “Teaching with Documents,” a regular feature in *Social Education*. For more information about the National Archives education program, visit www.archives.gov/nae.



DOCS TEACH

DocsTeach.org

The online tool for teaching
with documents from the
National Archives



Bring history to life for your students

ACCESS PRIMARY SOURCES.

Explore thousands of letters, photographs, speeches, posters, political cartoons, maps, patents, videos, audio recordings, graphs, legislation, telegrams, court documents, amendments, draft cards, executive orders, citizenship documents, census records, and more — covering a wide variety of historical topics, all saved for the American people at the National Archives.

FIND AND BUILD ONLINE ACTIVITIES.

Borrow from an ever-expanding collection of document-based activities created by the National Archives education staff and teachers around the country. Use or modify ready-made activities. Or create your own using the online tools:

- *Focusing on Details*
- *Making Connections*
- *Mapping History*
- *Weighing the Evidence*
- *Finding a Sequence*
- *Interpreting Data*
- *Seeing the Big Picture*

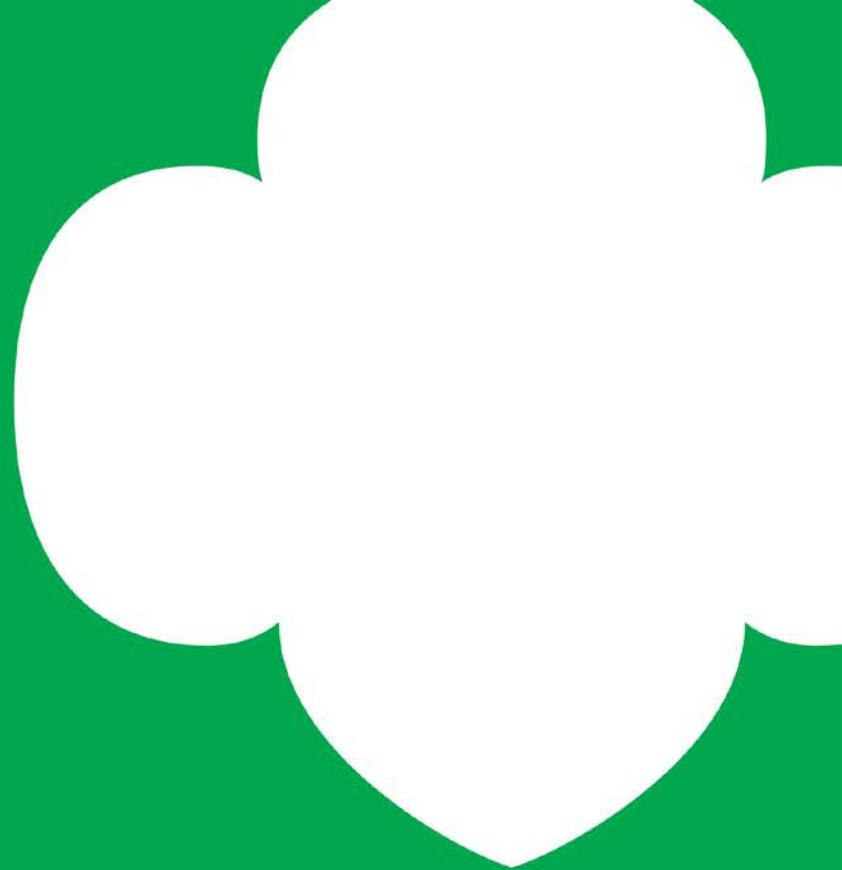
ENGAGE STUDENTS.

With hands-on access to primary sources and analysis techniques, students will form a connection to historical evidence and deepen their understanding of the past. Involve your whole class in an activity, or assign students to complete activities individually or in small groups on DocsTeach.org or the DocsTeach App for iPad. Activities align with Bloom's Taxonomy and National History Standards.



[DocsTeach.org](https://docs-teach.org)





Pamela Cruz Diane Russo

Girl Scout National Historic Preservation Center
K-12 Archives Education Institute

New York Archives Week 2015 October 17, 2015













TRAINS OPERATE ON EASTERN DAYLIGHT TIME

ERIE-LACKAWANNA

TRAIN NO	ARRIVE	REMARKS
623	900	Ontario

NEW YORK CENTRAL

TRAIN NO	DUE	DEPART	WILL ARRIVE	TRACK NO
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WEST BOUND

51	925			
315		1020	Q	
209		1120	Q	
327		1155		

NEW YORK CENTRAL

TRAIN NO	DUE	DEPART	WILL ARRIVE
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EAST BOUND

			GIRL SCOUT SPECIAL
21			WILL DEPART 700
6	635	705	735
312	930		
16	920	950	
28-2	1050	1105	

ALL TRAINS FROM NY BOSTON
WILL BE DELAYED BY FREIGHT DERAILMENT
AT DA N.Y.

Through Girl Scouting

Food Fights for Freedom:

Victory Gardens



**15,000 Girl Scout Victory Gardens
Tended at home and in camps in 1943**

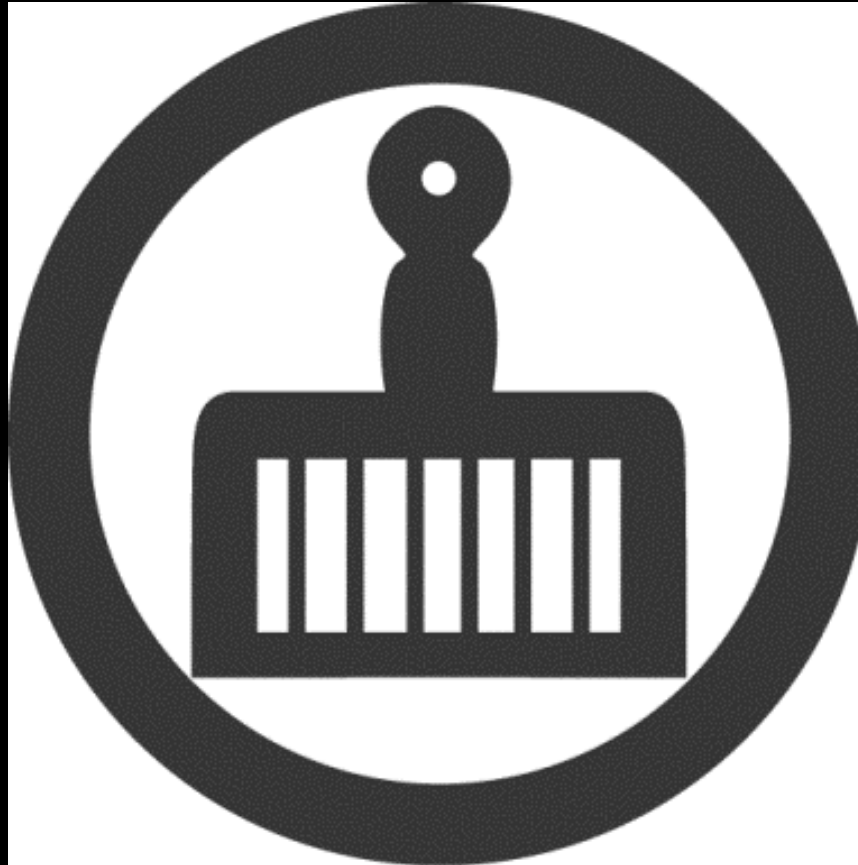


VICTORY GARDENS

*How Brownie Scouts,
Girl Scouts, and
Senior Girl Scouts
Can Help to Insure
Home Food Supplies*









NEXT SHOW
2 PM

A PUPPET SHOW

Written and produced by
The BROWNIE SCOUTS Troop No. 4 Berea, O.

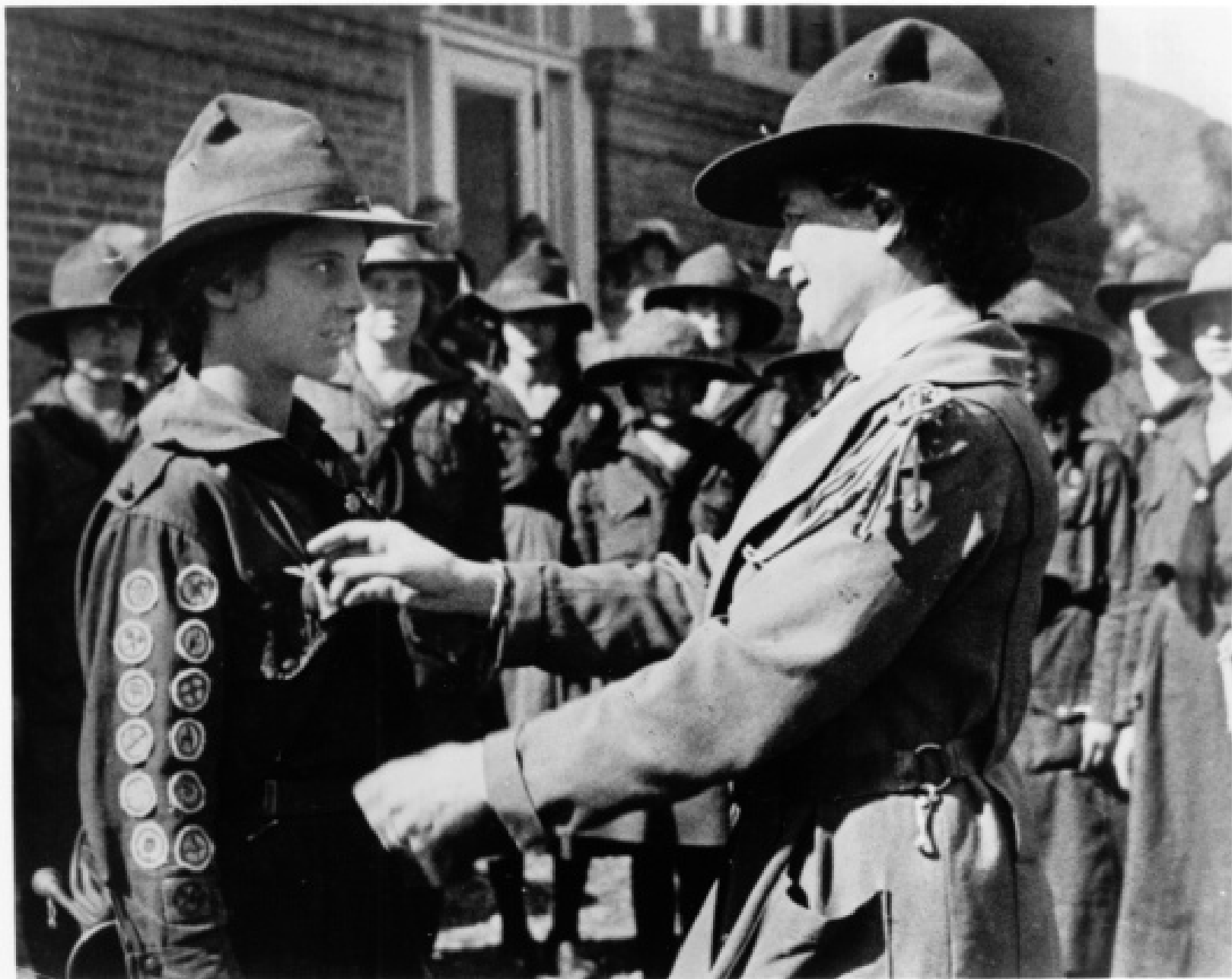
PROGRAM

SONGS —
The Brownie Song
The Alligator Ride
Ham and Eggs
The Poor Old Slave
The Skunk's Hole

PLAY —
THE DWARF WHO WASN'T IN FAIRY TALES

Announcer — Carol Ann Maier
Dwarf — Jean Goldinger
Red Riding Hood — Nancy Goss
Jack — Patricia Goss
Rapunzel — Donna Mae Phillips
Cinderella — Nancy Goss
Prince — Donna Mae Phillips









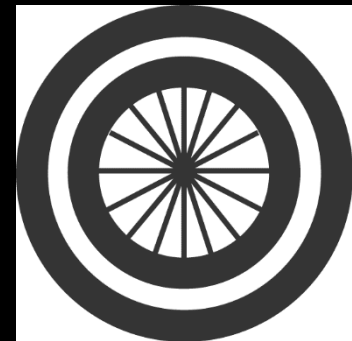
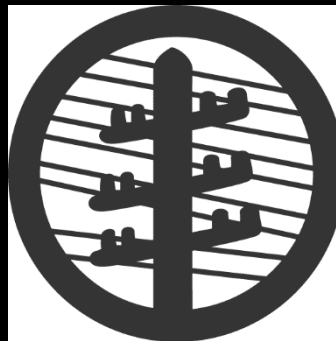








Girl Scout Proficiency Badges

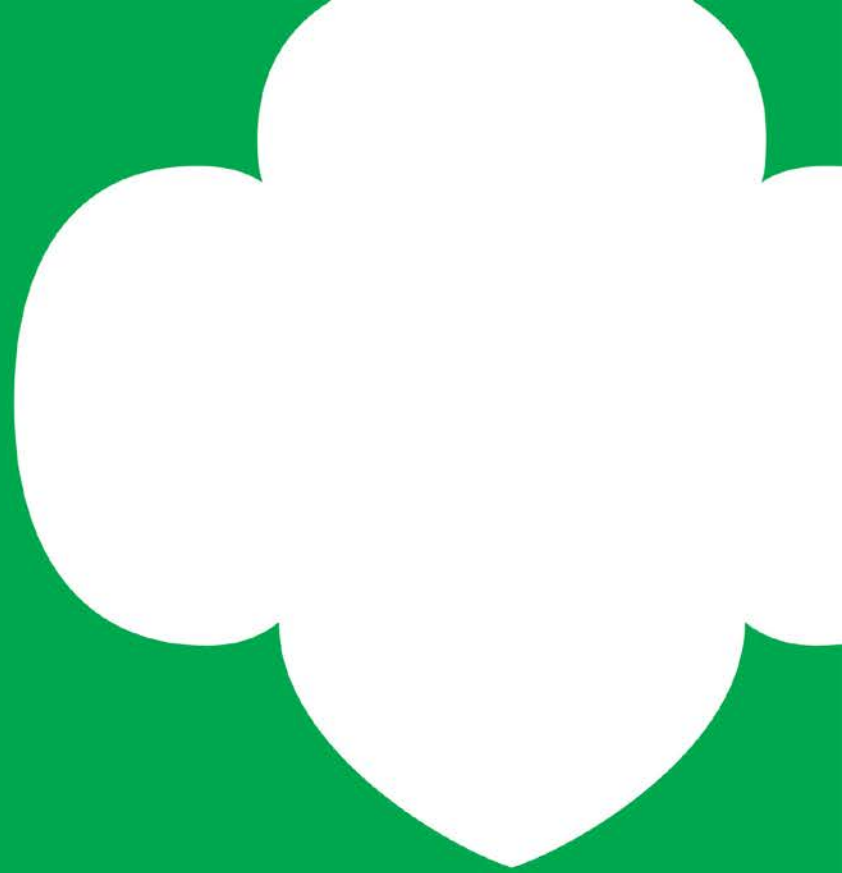


A colorful illustration of three Girl Scouts Brownies standing on a yellow base. The girl on the left is holding a red flag that says "GIRL SCOUTS OF THE U.S.A." and has a green trefoil logo. The girl in the middle is holding a red book. The girl on the right is holding a red book. The text "BROWNIES CAN DO ANYTHING!" is written in large, yellow, stylized letters across the top. The background is a blue sky with a yellow sun.



BE A DISCOVERER • BE A READY HELPER • BE A FRIEND-MAKER





VISIT US!

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pcruz@girlscouts.org

drusso@girlscouts.org

Women in the Industrial Workforce

Brooklyn Navy Yard Development
Corporation Archives

K-12 Archives Education Institute 2015



The Shipworker (1941-1966)

September 15, 1942

THE NAVY YARD SHIPWORKER

Page 3

Signs of the Times—Girls Meet Machines



1. Taking their bearings outside the Navy Yard are these four girls, typical among the first group of women mechanic learners ever to report here for work. From left to right—Mrs. Levine, Miss Richter, Miss Hongman, and Mrs. Tyrrell.

This, in pictures, is the story of four young women whose arrival at New York Navy Yard recently marked a revolution in their daily routine.

For America, too, their presence here symbolizes profound change. These women are mechanic learners, members of the first group to arrive at the yard. They represent a new role for women in war.

Their names are Mrs. Sidonia Levine, 23 years old, of Brooklyn; Miss Evelyn Richter, 20, of the Bronx; Miss Sylvia Honigman, 21, of the Bronx; and Mrs. Audrey Tyrrell, 24, of Middle Village, Queens. The first two are college graduates, but none has had mechanical experience.

(All Photos Official U. S. Navy)



4. Weighing in. Mrs. Tyrrell undergoes one part of the thorough physical examination to which all future employees are subjected. All members of our lucky quartet have passed with flying colors all phases of their examination.



2. Paper work comes first. The quartet, chosen at random from the initial group of women mechanics, is told by Frank Spadofora, rating board examiner, how to fill out forms.



5. Streamlined "mugging". The girls line up for the customary unflattering identification photos to be used on their yard passes. Note data recorded with photo.



3. Fingerprinting. A smudge on the fingers is no worry to four young women destined to do mechanical work in one of Uncle Sam's Navy Yards. Irving Himmel presides in making impressions of every finger of each of the girls.



6. Real mechanic learners at last. Going on the job too quickly to obtain working togs, the girls received instruction from Thomas Broadbent on the fine art of shipfitting. Weeks from now, they'll be on the job.

Women at Work



Naomi Coffil. In addition to performing her duties as Tele-Type Operator in the Data Processing Branch, Mrs. Coffil is the mother of two children. For leisure, when there is some, she loves to play bridge, entertain friends and go dancing.

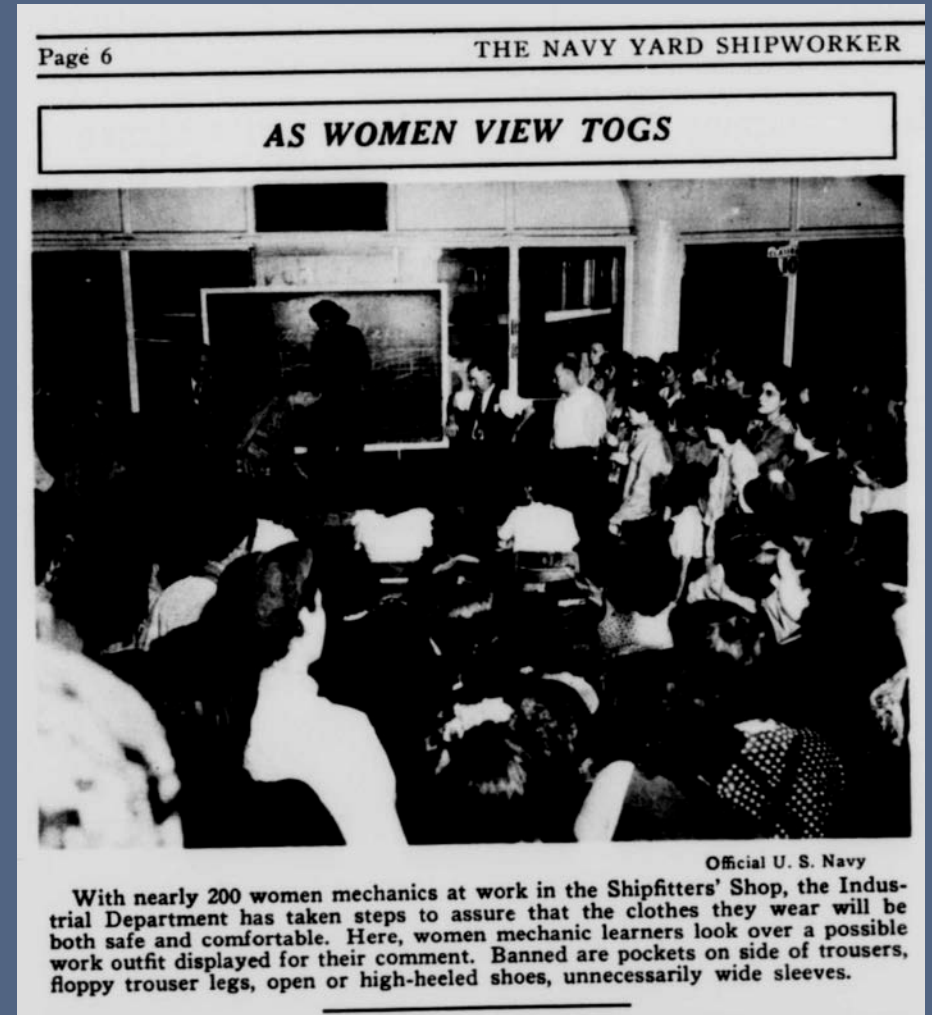


NEARLY A YEAR has passed since Mrs. Fanny Robinson of the Outplacement Section, IRO, came to work in the Shipyard from a job in private industry. Believe it or not, this youthful-looking lady has four children, two girls and two boys, ranging in age from 17 to 22. The oldest, a boy, was married recently, and the youngest, a girl, is finishing high school. Both Fanny and her husband are born and bred Brooklynites and proud of it. Music is her leisure-time passion, whether it's in the form of listening to jazz records, playing the piano, or dancing the watusi. She hopes to stay in Government service, unless she gets her real estate broker's license.



SUMMER IS A-COMING IN, lovely Shirley Marsland of Las Vegas reminds us, for if May comes can June be far behind? And with June comes — well, you know what. So what are you doing to equip yourself for a new job after June 30th? One of the best things you can do is look into the possibilities of taking a Retraining Course to learn a new trade. Investigate — then invest a few months in a classroom to reap the dividends of a new career. Consult the Retraining experts in Building 14 next Thursday.

Changes in Social Norms: A New Dress Code



Technical Education Opportunities

Engineering, Science and Management War Training
Manhattan College
NEW YORK CITY

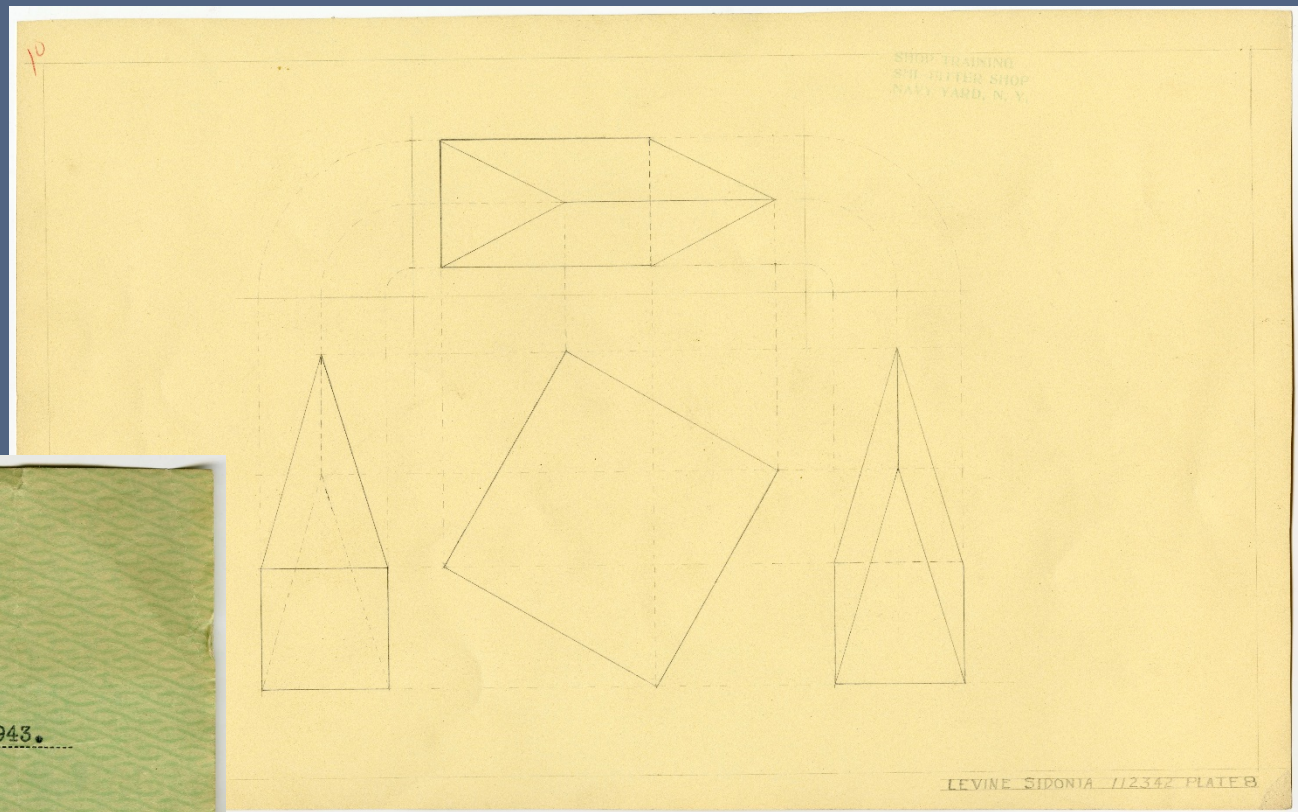
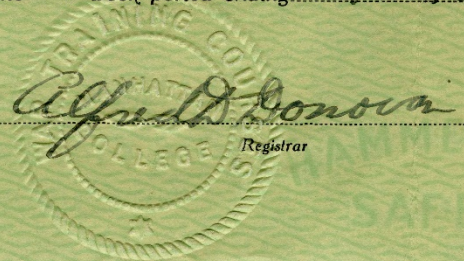
Date issued July 16th, 1943.

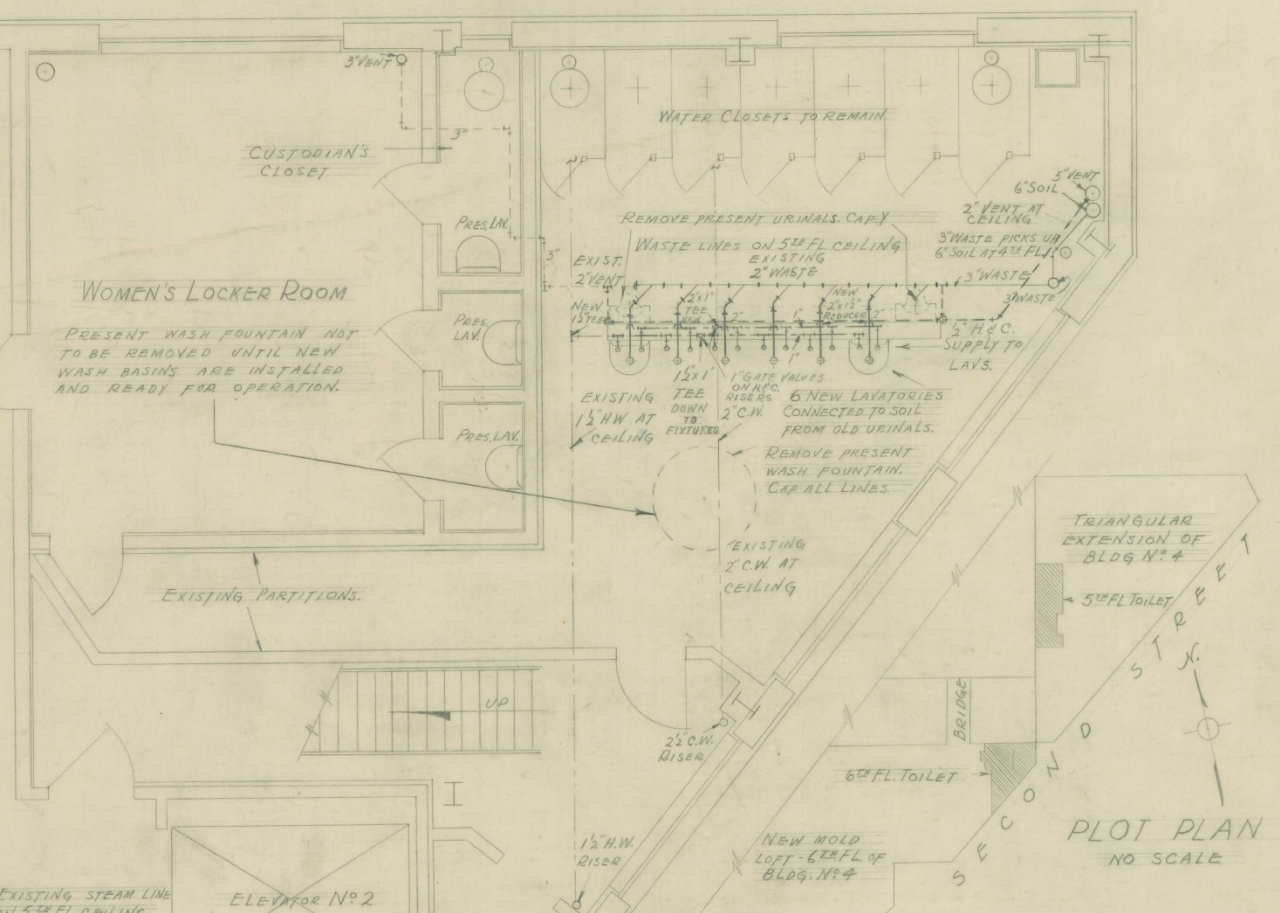
This certifies that SIDONIA LEVINE has satisfactorily

completed a War Training Course entitled SHIP DRAFTING

as conducted by this College under the sponsorship of the United States Office of Education.

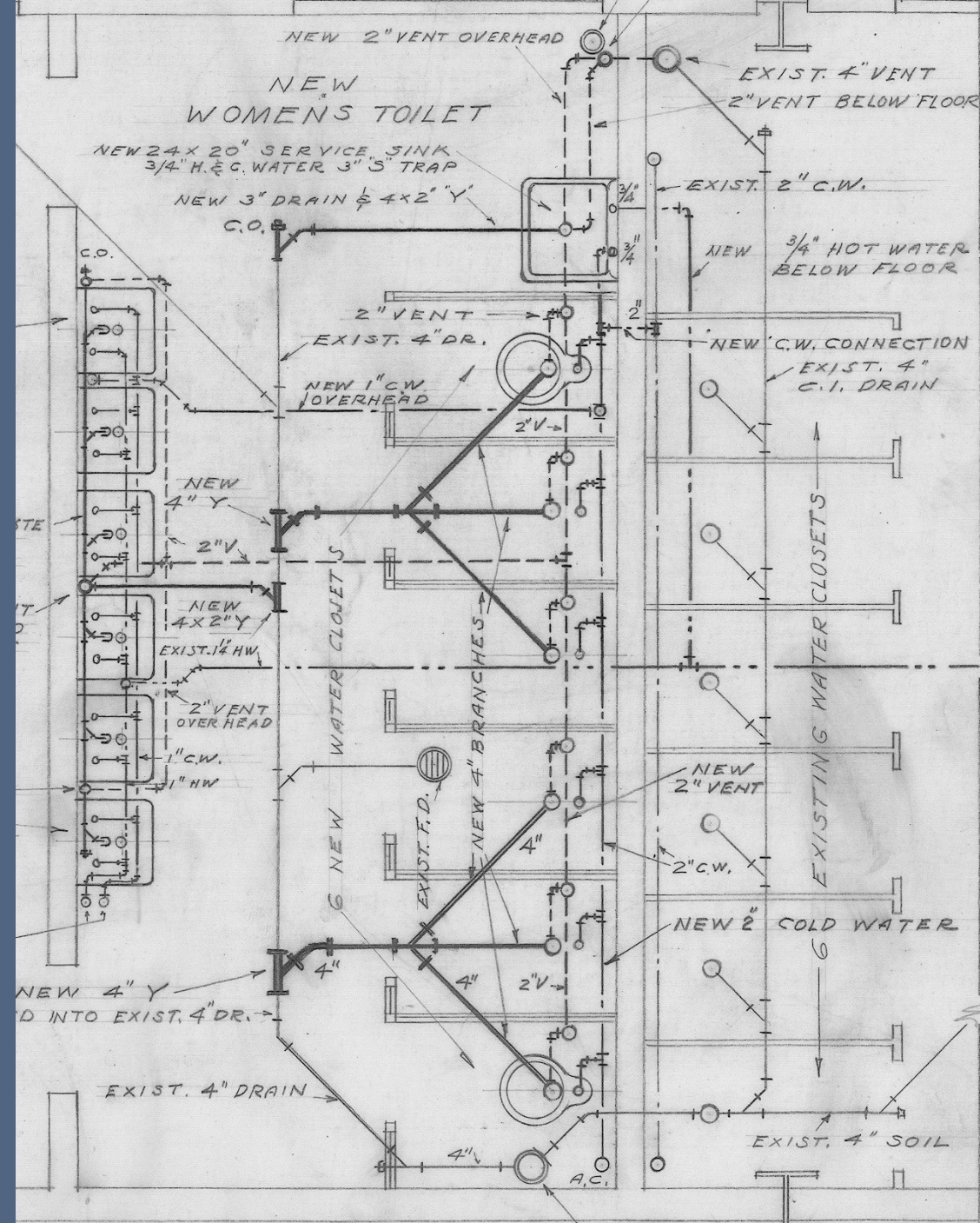
This course was given for ~~6~~ hours a week for the ~~15~~ week period ending July 14th, 1943.





Drawn by <i>W. SLAVIN</i> Traced by <i>W. SLAVIN</i> Checked by <i>E.C.K.</i> Supervisor <i>E.C.K.</i> Group Chief <i>E.C.K.</i> In Charge <i>W. SLAVIN</i>	U. S. NAVY YARD NEW YORK, N. Y. BUILDING NO. 4 OFFICE & LOCKER RM. EXTENSION & NEW MOLD BUILDING WOMEN'S TOILETS & LOCKER ROOMS PLUMBING Approved <i>Aug 18 1944</i> <i>W. LaLonde</i> FOR Public Works Officer
P. W. Drawing No. F. 4 -S-338	

Drawn by <i>W. SLAVIN</i> Traced by <i>W. SLAVIN</i> Checked by <i>E.C.K.</i> Supervisor <i>E.C.K.</i> Group Chief <i>E.C.K.</i> In Charge <i>W. SLAVIN</i>	U. S. NAVY YARD NEW YORK, N. Y. BUILDING NO. 5 NEW WOMEN'S TOILET ON MEZZANINE & CHANGES TO MENS TOILETS 2ND FLOOR PLUMBING Approved <i>Oct 24 1944</i> <i>W. LaLonde</i> FOR Public Works Officer
P. W. Drawing No. F. 5 -S-277	



The Need for New Facilities

In Their Own Words: Mimi Leipzig Oral History



More Information:

BNYDC: <http://brooklynnavyyard.org/>

BLDG 92 Visitor Center: <http://bldg92.org/>

School Groups: <http://bldg92.org/education/>

Archival Resources: <http://bldg92.org/resource-center/>

Digital Collections: <http://archives.brooklynnavyyard.org/>

Approximate Cost of Trip to British Guiana

Bases on 4 months time for 1 person.

Steamship from N.Y. to Georgetown, B.G. 1 way	\$ 150.00
Royal Netherlands-15 days 1 way- return	\$ 150.00
1 way by plane-about 3 days	\$300.00
3 months in British Guiana @ \$5.00 per day	\$ 465.00
	<hr/>
	\$ 765.00
1 way by plane	\$ 150.00
	<hr/>
	\$ 915.00
<i>Transportation</i> <i>Ship</i> — Extras for birds and animals --	\$ 100.00
tips, passports and visas -----	\$ 100.00
	<hr/>
	\$1115.00

Movies & Stills
Amount same
as 1936 -

Camera films purchase and development	\$ 700.00
	<hr/>
	\$1815.00

Cameras- Zeiss Ikon and Leica-must borrow .

Exposimeter- must borrow

Movie camera must be borrowed.

Inland travel in British Guiana includes lorry and porters and boats etc. and food	\$500.
	<hr/>
	\$2315.00

Equipment- tents, rubber boat, snake serum, barter for indians, batteries, bird feeders, bird and animal boxes. Ammunition	\$ 500.00
	<hr/>
	\$2815.00

Flying for photographing @ 60. per hour, ?
or to get there in less time (4 hours)

Total \$3000.00

Gun Permit in B.G.

60/1000. L

