NATIONAL HISTORY DAY | 2014

RIGHTS AND RESPONSIBILITIES

NATIONAL HISTORY DAY 2014

Editor: Cathy Gorn

PROGRAM ACCREDITATION:

American Association for State and Local History
American Historical Association
Federation of State Humanities Councils
National Council for the Social Studies
Organization of American Historians

The National Association of Secondary School Principals has placed National History Day on the NASSP National Advisory List of Student Contests and Activities

NATIONAL HISTORY DAY IS PLEASED TO THANK THE NATIONAL PARK SERVICE FOR THE SPONSORSHIP OF THE 2014 THEME BOOK

NHD ALSO THANKS ITS GENEROUS NATIONAL SPONSORS

Kenneth E. Behring

Albert H. Small

Southwest Airlines, Proud to be the Official Airline of National History Day

NATIONAL ENDOWMENT FOR HUMANITIES

WEM FOUNDATION

Rights & Responsibilities

National History Day Curriculum Book 2014

4511 Knox Rd.
Suite 102
College Park, MD 20740

Phone: 301-314-9739
Fax: 301-314-9767
Email: info@nhd.org

Web site: www.nhd.org

ISBN 978-0-9790266-6-9

©2013 National History Day
May be duplicated for educational purposes.
Not for resale.

Cover Credit: Wikipedia Commons, imgur.com and Thinkstock Photos.

Rights & Responsibilities

National History Day Curriculum Book 2014

TABLE OF CONTENTS

3 | What is National History Day?

5 | A View from the Trenches: One Judge's Advice

10 | National History Day 2014: Rights & Responsibilities in History

12 | Sample Topics

14 | National History Day and The Common Core State Standards: Connections and Correlations

23 | Exploring Rights and Responsibilities through Japanese American Internment

28 | Child Labor: Rights, Responsibilities, and Reform

35 | Rights and Responsibilities: Congress and Voting Rights

38 | Lesson: National History Day and Chronicling America

42 | National History Day and Chronicling America — Newspaper Articles

50 | Rights and Responsibilities: Digital Resources from History

WHAT IS NATIONAL HISTORY DAY?

National History Day (NHD) is an opportunity for teachers and students to engage in real historical research. National History Day is not a predetermined by-the-book program but an innovative curriculum framework in which students learn history by selecting topics of interest and launching into a year-long research project. The purpose of National History Day is to improve the teaching and learning of history in middle and high schools. NHD is a meaningful way for students to study historical issues, ideas, people and events by engaging in historical research. When studying history through historical research, students and teachers practice critical inquiry: asking questions of significance, time and place. Through careful questioning, history students are immersed in a detective story too engaging to stop reading.

Beginning in the fall, students choose a topic related to the annual theme and conduct extensive primary and secondary research. After analyzing and interpreting their sources and drawing conclusions about their topics' significance in history, students then present their work in original papers, exhibits, performances, websites and documentaries. These projects are entered into competitions in the spring at local, state and national levels where they are evaluated by professional historians and educators. The program culminates with the national competition held each June at the University of Maryland at College Park.

Each year National History Day uses a theme to provide a lens through which students can examine history. The theme for 2013 is *Turning Points in History: People, Ideas, Events.* The annual theme frames the research for both students and teachers. The theme is intentionally broad enough that students can select topics from any place (local, national or world) and any time period in history. Once students choose their topics, they investigate historical context, historical significance, and the topic's relationship to the theme by conducting research in libraries, archives and museums; through oral history interviews; and by visiting historic sites.

NHD benefits both teachers and students. For the student, NHD allows control of his or her own learning. Students select topics that meet their interests. Program expectations and guidelines are explicitly provided for students, but the research journey is created by the process and is unique to the historical research. Throughout the year students develop essential life skills by fostering academic achievement and intellectual curiosity. In addition, students develop critical-thinking and problem-solving skills that will help them manage and use information now and in the future.

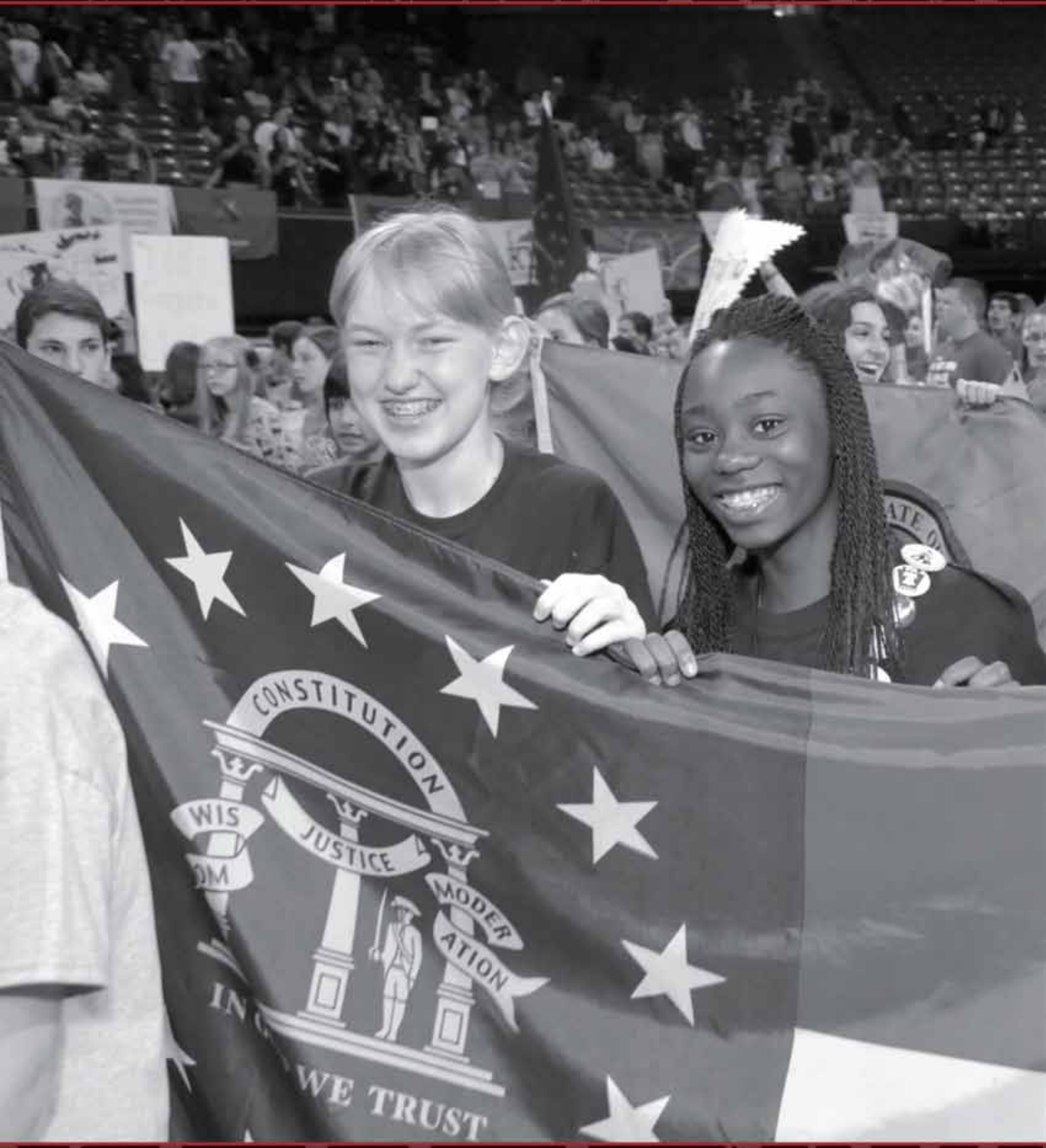
The student's greatest ally in the research process is the classroom teacher. NHD supports teachers by providing instructional materials and through workshops at the state and national levels. Many teachers find that incorporating the NHD theme into their regular classroom curriculum encourages students to watch for examples of the theme and to identify connections in their study of history across time.

National History Day breathes life into the traditional history curriculum by engaging students and teachers in a hands-on and in-depth approach to studying the past. By focusing on a theme, students are introduced to a new organizational structure of learning history. Teachers are supported in introducing highly complex research strategies to students. When NHD is implemented in the classroom, students are involved in a life-changing learning experience.

What is National History Day?

Each year National History Day uses a theme to provide a lens through which students can examine history.

The theme for 2014 is *Rights and Responsibilities.* These annual themes frame the research for both students and teachers.


CONSTITUTION
WIS
JUSTICE
MODER
ATION
WE TRUST

A VIEW FROM THE TRENCHES: ONE JUDGE'S ADVICE

By Thom Rosenblum, National Park Service

As a historian with the Brown v. Board of Education National Historic Site, I've been privileged to serve as a foot soldier in the NHD program for the past eight years. I've worked with students and teachers from across the country, also judging projects in Kansas and Missouri.

As an NHD judge, I of course appreciate projects that are visually appealing and well organized and presented. But the key to producing a top-notch project is a good topic and strong primary source research that displays a thorough knowledge of the subject and its significance in history.

The teacher's role in getting students involved in NHD cannot be overemphasized. First, for students to meaningfully engage in a project, they must be inspired by history. Second, they need to learn to think like a historian. Students must locate events in time and place and then determine how to gather information about past events and lives. They then must not only pull together this body of knowledge but derive meaning from it about a historical event or past life.

One of the most challenging parts of putting together a project is also one of the first steps: selecting a topic. Topics can come from just about anyplace—a textbook or other reading, something the student saw on TV, or from listening to a family member tell about his or her experience. In selecting a story to tell, while it is normal to choose a well-known turning point, such as the *Brown v. Board of Education* case, students should be careful not to dismiss other topics that might at first glance seem far less momentous. One of my favorite projects was an exhibit on how the invention of the bar code changed the world. At the outset, you could seemingly not find a more mundane and less awe-inspiring story to tell than how the first scanner came to ring up the sale of a 10-pack of Juicy Fruit gum in 1974. Yet the story that unfolded clearly showed how that ubiquitous beep forever altered our lives.

Don't overlook local history, where you can often discover stories that, although less well known, might have wide-ranging effects on individual lives and also societies. While the *Brown* case was played out on the national stage, in the end desegregation was experienced in individual schools and changed the lives of students, teachers, administrators and their communities. Choosing an intriguing topic right in their backyards might enable students to focus on an event that has been largely bypassed in textbooks. It might also help students better grasp the significance of community, as they place what happened in their own neighborhood within the context of sweeping events in history.

Students should choose a topic carefully. Researching an uninteresting subject can make for a very boring project. As a former history student, I can't recall how many times I chose a topic for a research paper early in a semester only to discover several weeks down the road—thanks to something a professor said or I read—a far more interesting subject I would really have enjoyed sinking my teeth into. If a student is going to spend time working on a project, then it should have some meaning.

Students should also make sure the topic they're interested in is workable. Even the most interesting thesis can remain elusive if the research material needed isn't readily available. Say that a student in Natchez, Mississippi, wants to focus on the dramatization of the 1913 Paterson, New Jersey, silk workers' strike written and staged at Madison Square Garden by John Reed, best known for his firsthand account of the 1917 Bolshevik Revolution, *Ten Days That Shook the*

A View from the Trenches:

One Judge's Advice

Don't overlook local history, where you can often discover stories that, although less well known, might have wide-ranging effects on individual lives and also societies.

World, and as the central character of the 1981 Warren Beatty film *Reds*. No doubt it's a great topic. But if the student doesn't have access to sources like the local Paterson newspapers of the time and collections such as the John Reed Papers, he or she will have a hard row to hoe.

Another common pitfall is choosing a topic that is too wide. The subject of *Brown v. Board of Education* has great appeal for students eager to learn about an event that truly transformed the United States. But it is a very broad, complex topic. I cannot recall how many times I have been asked by a student, "Can you tell me what you know about the *Brown v. Board of Education* case?" More often than not I end up advising the student to do a bit more research and develop a list of questions that will shed light on specific aspects of this important U.S. Supreme Court case.

Plan on narrowing your focus sufficiently so that you can completely explore it—and hopefully teach the judges something new and fresh in the process. One way to look at it: it would require a book-length essay or an entire exhibit gallery, at the very least, to do justice to the full story of the *Brown* case. That much information will not fit into an NHD project. A good way to know if a student has come up with a workable topic is whether he or she can state it as a question—such as "What impact did the *Brown v. Board of Education* case have on African-American teachers?" or "How is the *Brown* case related to the Fourteenth Amendment?"

As important as choosing a good topic is finding the sources to help tell the story. No project should be attempted on the basis of just textbooks or a couple of sources. At the outset, students should read as many secondary sources on their topic as they can find. This preliminary research will not only provide an overview of the topic but help to place it in historical context. However, students should also work toward developing a critical eye when deciding what sources they can trust and which ones should be questioned. A good example of where a student needs to tread carefully is the sea of rapidly proliferating websites. Sometimes these can be very helpful, especially if they are archival websites, which can provide direct access to primary documents. But websites must always be carefully evaluated, since many are filled with inaccurate information and ill-founded opinions. The most telltale sign of a trustworthy site as opposed to one that's questionable is whether the author provides footnotes, showing the sources for the facts and ideas included in the online work. Much the same can be said about secondary sources. If annotation is not provided, a book or article should not automatically be viewed as a reliable source.

In addition to a critical use of secondary sources, primary source documents are of primary importance to successful NHD projects. First, of course, the student needs a clear understanding of just what a primary source is. I have had more than one student tell me and other judges that their primary sources were textbooks, articles and websites, and I've seen secondary sources such as these listed in bibliographies under primary sources. Such students have obviously misunderstood the true definition of primary sources. While secondary sources such as textbooks or biographies can provide information based on primary sources, they remain the product of somebody else's research and interpretation. The Supreme Court transcripts of the *Brown v. Board of Education* case are a primary source. Richard Kluger's book on the case, *Simple Justice,* while an excellent historical account that quotes from the case transcripts, is not. Primary sources offer students a unique opportunity to learn from the firsthand accounts of an event, a life, a moment in time in their original form, generally without explanation or interpretation.

As with secondary sources, however, students should take care in looking at primary source documents. Just because a letter was written by a participant while an event was taking place

does not mean the information provided presents a fair and unbiased account. In addition to knowing who created the document and when and where it was created, students should be aware of factors that might have influenced the author's view of an incident—for example, what was the author's motivation for writing about the event. Another example involves political cartoons, which can be a great source that offers insight into attitudes toward key figures and events. Through cartoons, students can learn much about public opinion on topics ranging from the presidents to suffragists. Yet as researchers, they must keep in mind that any cartoon is slanted, to reinforce the artist's opinion or a newspaper or magazine's view. They cannot be treated as evidence of the way things actually were nor even of how everyone felt about the way things were.

One final word of advice: Never be afraid to ask for help. Teachers, librarians, archivists, historians and other staff members of local and state museums and historical societies will dive right in to help anybody working on an NHD project. You might find an expert on a certain topic right in your own hometown. And if there is a National Park nearby, give the staff a holler. The National Park Service is a vast system, and it would be hard to find a topic that some park doesn't have information on—which they will gladly provide to anyone who asks for help.

Courtesy of Kansas State Historical Society, Topeka, Kansas

The Albert H. Small Normandy: Sacrifice for Freedom Student & Teacher Institute

National History Day announces an exciting and unique summer institute for teachers and students. In June 2014, fifteen student/teacher teams will engage in a rigorous study of D-Day and World War II. Students and teachers will be immersed in lectures presented by leading World War II historians, participate in a scholarly study of the war memorials in the D.C. area and walk in the footsteps of history on the beaches of Normandy. Students will study about and make presentations on various aspects of the Normandy Campaign. The last day in Normandy will be a day of remembrance. The students will lay a wreath at the American Cemetery and present eulogies based on individual pre-institute research of a soldier who made the ultimate sacrifice.

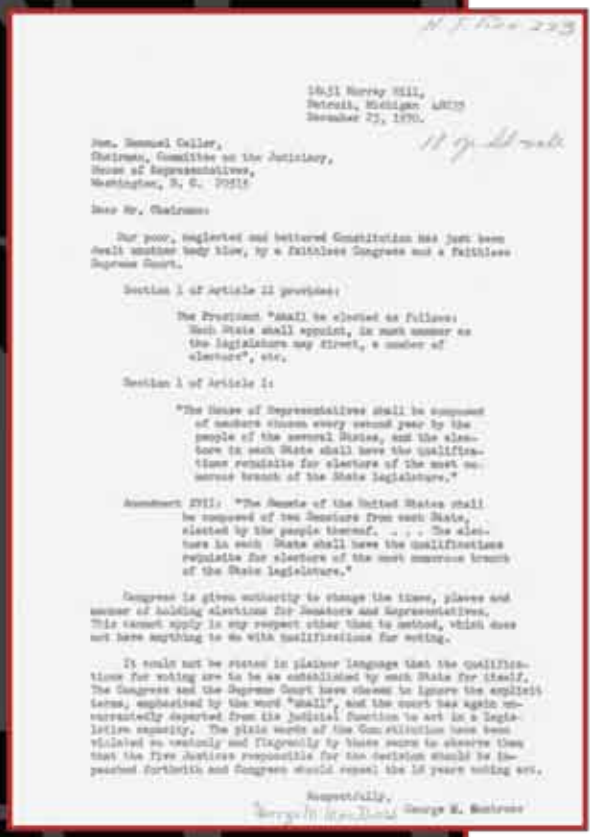
For more information please visit www.nhd.org/normandyinstitute.htm

NHD
NATIONAL
HISTORY DAY

4511 Knox Road, Suite 102
College Park, MD 20740
(P) 301-314-9739 (F) 301-314-9767

National History Day 2014 Theme: *Rights & Responsibilities in History*

...With rights come responsibilities, whether they involve exercising rights within specified limits or ensuring the rights of others...



14431 Murray Hill,
Detroit, Michigan 48239
December 23, 1970.

Hon. Emanuel Celler,
Chairman, Committee on the Judiciary,
House of Representatives,
Washington, D. C. 20515

Dear Mr. Chairman:

Our poor, neglected and battered Constitution has just been dealt another body blow, by a faithless Congress and a faithless Supreme Court.

Section 1 of Article II provides:

The President "shall be elected as follows: Each State shall appoint, in such manner as the Legislature may direct, a number of electors", etc.

Section 1 of Article I:

"The House of Representatives shall be composed of members chosen every second year by the people of the several States, and the electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State Legislature."

Amendment XVII: "The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof. . . . The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State Legislature."

Congress is given authority to change the times, places and manner of holding elections for Senators and Representatives. This cannot apply in any respect other than to method, which does not have anything to do with qualifications for voting.

It could not be stated in plainer language that the qualifications for voting are to be as established by each State for itself. The Congress and the Supreme Court have chosen to ignore the explicit terms, emphasized by the word "shall", and the court has again unwarrantedly departed from its judicial function to act in a legislative capacity. The plain words of the Constitution have been violated so wantonly and flagrantly by those sworn to observe them that the five Justices responsible for the decision should be impeached forthwith and Congress should repeal the 18 years voting act.

Respectfully,
George H. Montrose

Letter regarding vote for 18-year-olds, National Archives

RIGHTS AND RESPONSIBILITIES IN HISTORY

This year's theme, *Rights and Responsibilities in History*, is broad. This means you can choose a topic that allows you to explore your own interests, whether it's science, politics, the arts, education—you name it. Inspiration can come from most anyplace: local history, your textbooks or perhaps recent headlines, TV shows or even the latest Twitter feed. As a student, it's your right to find a topic that you want to find out more about, but you also have responsibilities: to choose carefully and develop your NHD project in ways that best use your talents and abilities. Listed below are some examples of different kinds of projects that address this year's theme. Turn to the list of sample topics on page 12 for more ideas.

Next think about this year's theme. What are rights? Are responsibilities always attached to rights? Are there times when rights protect some while disenfranchising others—and is that fair? Do we have economic rights? Are civil rights upheld at the same level for everyone in the United States? What are our rights as global citizens? And what about animal rights—do humans bear responsibility for nonhumans? These are just a few questions you might ask as you begin your research.

Rights have taken many different forms. America's founders believed that individuals had certain fundamental rights, simply by virtue of being human, but slaves did not share those "unalienable" rights. In other societies, rights depended on being a member of a group or class. The castes of Brahmin India and the aristocracy in England are examples of societies where birthright predetermined an individual's role. Human institutions—governments, churches, corporations and other entities—have also enjoyed rights, sometimes bestowed on them by their constituents, and sometimes *self-bestowed*.

With rights come responsibilities, whether they involve exercising rights within specified limits or ensuring the rights of others. You might find it tempting to focus mostly on rights in your project, but remember that this year's theme also encompasses responsibilities. Learning about and explaining the correlation between rights and responsibilities might in fact help you become a better researcher and writer, in addition to deepening your understanding of your topic.

To explore a topic's historical importance, you have to answer the question, "So what?" You must address questions about time and place, cause and effect, change over time, and impact and significance. Always try to do more than just describe what happened. Draw conclusions about how the topic affected individuals, communities, other nations and the world as a whole. This helps give your research historical context.

Science and technology provide abundant topics. The conflict between the rights and responsibilities of scientists could be illustrated by a performance of Galileo's experience with the Roman Inquisition in 1633 or a documentary about J. Robert Oppenheimer and other Manhattan Project scientists who worried about the future of atomic and nuclear weapons. How has technology such as the printing press and television changed our views on our rights and responsibilities?

If you find politics intriguing, you might choose to explore the origins and impact of key documents related to rights. You could write a paper investigating England's Bill of Rights in 1689—or the American version, written a century later. Students involved with local history might create an exhibit examining the development of their state constitutions or town charters, to discover the rights and responsibilities of people and governments and how they have changed over time.

Great thinkers have often deliberated the rights and responsibilities of individuals and society. A performance might analyze the origins and impact of Mary Wollstonecraft's feminism, while a documentary could explore the relationship between the Industrial Revolution and Karl Marx's views of the rights and responsibilities of workers and owners. What other thinkers or philosophers have influenced rights in history?

Specific rights can make excellent topics. A performance might probe the evolution of freedom of the press in America and the ethical obligations of journalists. A documentary could analyze the origins of the right to receive a free elementary education, found in the UN's Universal Declaration of Human Rights of 1948, which implies a governmental responsibility to provide free education. How did the legal right of slaves to buy their freedom affect Latin American societies?

You might choose to research the rights and responsibilities conferred by citizenship. A website could compare the meaning of citizenship in the ancient Greek city states of Athens and Sparta. The evolution of income tax in America would make an excellent exhibit, while a documentary could explore the duty of military service in a society such as Meiji Japan (1868-1912) or 20th-century Israel.

Perhaps you're interested in the rights and responsibilities of family members. A paper could analyze the practice of suttee, a custom formerly practiced in India in which widows were burned along with their husband's bodies, while an exhibit might discuss the development of married women's property rights in 19th-century America. How have the rights and obligations of parents and children changed over time in America and China?

Students can also examine the experience of different groups. A performance might analyze how economic and political changes affected the obligations and rights of lords and vassals in medieval Europe, while a documentary might explore the development of affirmative action in the United States. An exhibit could evaluate the consequences for Sri Lanka of the different rights of the Sinhalese and Tamil people while it was a British colony.

Many powerful projects could come from studying the denial of rights and the struggle to gain rights. An exhibit might analyze the role of different women's organizations such as the National Woman's Party in winning female suffrage, while a documentary could explore the impact of a key individual such as Mohandas Gandhi in earning India's political freedom. What events in the American Civil Rights Movement could be dramatized in performances?

Nations and governments also have rights and responsibilities. How did the extraterritoriality rights of Europeans affect 19th-century China? A paper might examine how the idea of the "White Man's Burden" affected American foreign policy early in the 19th century. The changing views of the American government's responsibilities for the poor in the 20th century might make a good website.

You might choose to research topics related to religion and churches. An exhibit could investigate the relationship between the Mexican Revolution and the privileges the Catholic Church enjoyed in Mexico. What impact did the notions of religious duty have on the Crusades? A dramatic performance could recount the conflict between Ann Hutchinson's idea of religious freedom and governmental responsibility to enforce orthodoxy in 17th-century Massachusetts.

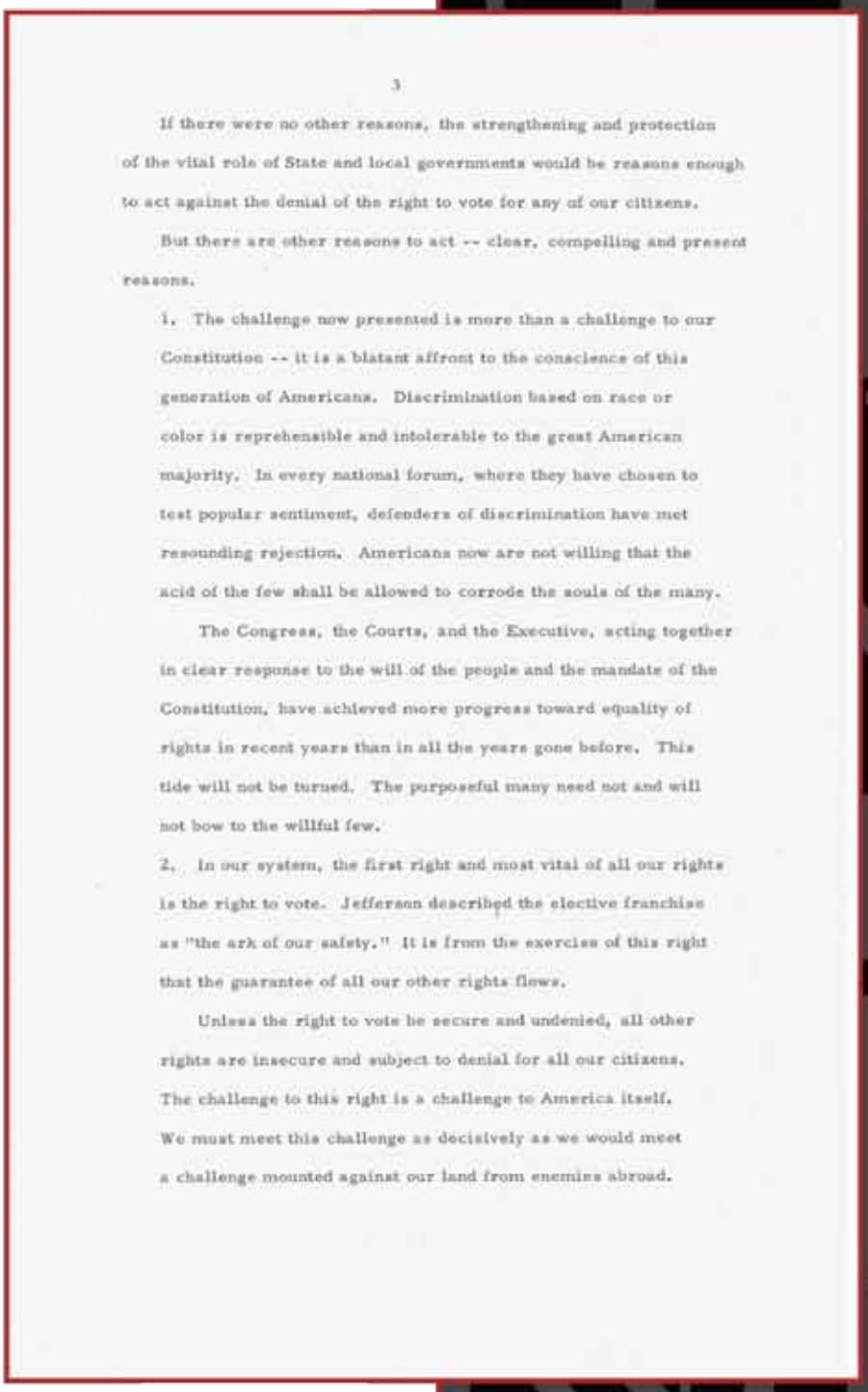
The economy provides excellent topics. Compelling documentaries or performances could focus on events such as the Homestead or the Pullman strikes of the 1890s, in which workers and owners struggled over rights. A paper could look at the development of corporate rights in America, perhaps focusing on court cases such as the Charles River Bridge case of 1837 or the conflict between corporate rights and government responsibility in the antimonopoly struggles of the late 19th and the early 20th centuries. A website might analyze the battle for land reform in a Latin American country such as Nicaragua, which pitted the rights of peasants against the rights of wealthy landowners.

Whether you're focusing on a well-known event in world history or a little-known individual from a small community, you should place your project into historical perspective, examine its significance in history, and show development over time. All studies should include an investigation into available primary and secondary sources, analysis of the evidence, and a clear explanation of the relationship of the topic to the theme.

Sample Topics: Rights and Responsibilities in History

- Busting the Trusts: Progressives and the Government Duty to Ensure Competition
- The Elizabethan Poor Law: Rights vs. Responsibilities
- Jefferson, War and Embargo? The Embargo Act of 1807 and the Constitution
- Nazi Germany and the Rights and Responsibilities of a "Superior " Race
- A. Philip Randolph: Labor and Civil Rights Activist
- "Reaching the Heart of Africa": The Africa Inland Mission and Evangelism
- The FHA, HUD and Federal Responsibilities for Housing in 20th-century America
- The British East India Company: Rights, Responsibilities and Profits
- Horace Mann and the State's Duty to Provide Education
- The Geneva Convention and the Rights of POWs
- Eisenhower and the Integration of Central High: Civil Rights and Federal Responsibilities
- Emmeline Pankhurst and the Fight for Women's Suffrage in England
- Keeping the Workers Quiet: Corporate Welfare in 1920s America
- No Right to Leave: The Berlin Wall
- The ACLU and the Defense of Liberty in America
- Emilio Aguinaldo: Fighting for Filipino Rights
- Put the Preachers in Jail: The Great Awakening in Connecticut
- The Inquisition: Enforcing Orthodoxy vs. the Right to Dissent
- Rights Trampled: Andrew Jackson vs. the Cherokees
- Blacks, Whites, Coloreds, Indians: Competing Rights in South Africa
- The Wagner Act and the Rights of Labor
- Trade Rights During the Napoleonic Wars: Freedom of the Seas?
- Truth Is a Defense: John Peter Zenger and Freedom of the Press
- Pure Democracy in Actions: The Rights and Responsibilities of Citizens in Classical Athens
- Married Women's Property Acts in 19th-century America
- Andrei Sakharov and Human Rights in the Soviet Union
- Lonely Voices: Conscientious Objectors in World War II America
- Nobles, Knights and Serfs: Rights and Responsibilities in Medieval France
- The Great Railroad Strike of 1877: Workers' Rights, Government Responsibilities
- Justifying Rebellion: John Locke and the Right to Revolution
- A Duty to Protect Children: The Children's Bureau
- Spanish Colonists and the Right to Mita Labor in Colonial Peru
- "No Taxation Without Representation": The Stamp Act and the Coming of the America Revolution
- No Rights Left: Comfort Women and the Japanese Imperial Army, 1932-1945
- The American Indian Movement (AIM)
- The Quebecois: Minority Rights in Canada
- The Treaty System: National Obligations and the Origins of World War I
- The Curt Flood Case: Free Agency for Athletes
- The Mexican Revolution and the Rights of Peons
- The "Praying Indian": Rights and Responsibilities in Puritan New England
- Changing Ideas of Citizenship in Ancient Rome
- The Scopes Trial and the Right to Teach Evolution in America

- Pledge to Mutual Defense: NATO's Role in the Cold War
- John Muir and the Duty to Save the Environment
- Daniel O'Connell and Catholic Emancipation in 19th-century Ireland
- Mormons and Freedom of Religion in America
- Restricting the Rights of Parents: Family Planning in China
- Mary Church Terrell: Advocate for Women and African-American Rights
- The Platt Amendment: Limits on Cuba's National Rights
- The New York City Draft Riots and the Duty of Military Service
- Bartholomew de las Casas and the Rights of Indians in Colonial Latin America
- The National Organization for Women and the Struggle for the Equal Rights Amendment
- Bismarck and the Creation of a Welfare State in Germany
- Development of Water Rights: Struggle Over the Colorado River
- Adam Smith and the Right of Free Trade
- The Regulators: Rights and Responsibilities in the Carolina Backcountry
- The Treaty of Versailles and National Self-Determination
- Miranda v. Arizona and the Rights of the Accused
- How to Dress: Changing Rights of Muslim Women
- Japanese–American Rights and Responsibilities in World War II
- The Struggle for Aboriginal Rights in Australia
- The Duty of Revenge and the Practice of Adoption Among the Iroquois in Colonial America



3

If there were no other reasons, the strengthening and protection of the vital role of State and local governments would be reasons enough to act against the denial of the right to vote for any of our citizens.

But there are other reasons to act -- clear, compelling and present reasons.

1. The challenge now presented is more than a challenge to our Constitution -- it is a blatant affront to the conscience of this generation of Americans. Discrimination based on race or color is reprehensible and intolerable to the great American majority. In every national forum, where they have chosen to test popular sentiment, defenders of discrimination have met resounding rejection. Americans now are not willing that the acid of the few shall be allowed to corrode the souls of the many.

The Congress, the Courts, and the Executive, acting together in clear response to the will of the people and the mandate of the Constitution, have achieved more progress toward equality of rights in recent years than in all the years gone before. This tide will not be turned. The purposeful many need not and will not bow to the willful few.

2. In our system, the first right and most vital of all our rights is the right to vote. Jefferson described the elective franchise as "the ark of our safety." It is from the exercise of this right that the guarantee of all our other rights flows.

Unless the right to vote be secure and undenied, all other rights are insecure and subject to denial for all our citizens. The challenge to this right is a challenge to America itself. We must meet this challenge as decisively as we would meet a challenge mounted against our land from enemies abroad.

LBJ Message on Voting Rights, National Archives

NATIONAL HISTORY DAY AND THE COMMON CORE STATE STANDARDS: *CONNECTIONS AND CORRELATIONS*

NATIONAL HISTORY DAY AND THE COMMON CORE STATE STANDARDS:

CONNECTIONS AND CORRELATIONS

Developed by
Kristen McDaniel
Social Studies Education Consultant, Wisconsin Department of Public Instruction

Sarah Klentz
State Coordinator, Wisconsin National History Day, Wisconsin Historical Society

Stephanie Hartman, Ph.D.
Social Studies Content Specialist, Colorado Department of Education

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.

National History Day (NHD) is a year-long curriculum program for students in grades 6-12. Its methodology includes extensive primary and secondary research into a topic of choice related to an annual theme. Teachers guide students through a project-based learning experience, which pulls together Common Core State Standards for English Language Arts, especially the appendix outlined as Literacy in History/Social Studies, Science, and Technical Subjects, in a meaningful and coherent fashion. National History Day is unique in the sense that it requires both informative and argumentative writing of students who conduct research based on their own questions and interests as they relate to the NHD theme. Annually, students may enter their research project into a national competition that begins at the regional or state level.

In addition to recent research findings (http://www.nhd.org/NHDworks.htm), which indicate that History Day students outperform their non-History Day peers in all subject areas, History Day is an instructional methodology that meets the highest levels of required social studies standards.

KEY

The standard is in **boldface type**.

A one- to two-word description is in **red boldface** (thanks to the Disciplinary Literacy Team at the Wisconsin Department of Public Instruction and Doug Buehl for the wording).

Descriptions of application(s) to NHD are in the right column, highlighted in blue.

This publication is available from:
CONTENT AND LEARNING TEAM
Wisconsin Department of Public Instruction
Madison, WI 53707
(608) 266-2207
http://cal.dpi.wi.gov/files/cal/pdf/nhd.ccss.pdf

Bulletin No. 13069

© JANUARY 2013 Wisconsin Department of Public Instruction

CCSS Standard Anchor Standard	(6-8)	(9-10)	(11-12)	Ties to National History Day
Reading/History (RH) 1 **Explicit/implicit meanings**	Cite specific textual evidence to support analysis of primary and secondary sources.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	Students must use multiple resources, including both primary and secondary historical sources, and conduct extensive analysis for applicability to their research question and thesis.
RH 2 **Main ideas**	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	Determine the central ideas or information of a primary or secondary source, providing an accurate summary that makes clear the relationships among key details and ideas.	Students must analyze primary and secondary resources and determine their main idea to see if it can be used to prove their thesis statement. NHD has word and time limits to which students must adhere. The skill of determining main ideas in a primary or secondary source is key to keeping to these limitations.
RH 3 **Text relationships**	Identify key steps in a text's description of a process related to history / social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	Students use multiple primary and secondary sources to triangulate information to increase the likelihood of accuracy, and consider the best evidence and arguments put forward by source authors. Students use key steps, details and cause/effect to both deconstruct and synthesize relationships between events of their topic to create greater understanding and critically evaluate consequences.
RH 4 **Vocabulary**	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history / social studies.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history / social studies	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term of the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).	The meaning of words is often embedded in historical context. This is taught as a History Day skill. Students need to read, understand and apply often complex vocabulary as they seek to write and prove their thesis.
RH 5 **Text structure**	Describe how a text presents information (e.g., sequentially, comparatively, causally).	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	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.	Text structures in history are often causal or sequential. NHD students must learn the difference between these two text structures as well as how to use them in their argument. The ability to determine text structure aids students as they critically evaluate and analyze information as it applies to their own work.
RH 6 **Author purpose/ perspective**	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence.	Students must conduct extensive analysis on their chosen primary and secondary resources for bias, reliability and applicability to their research question.

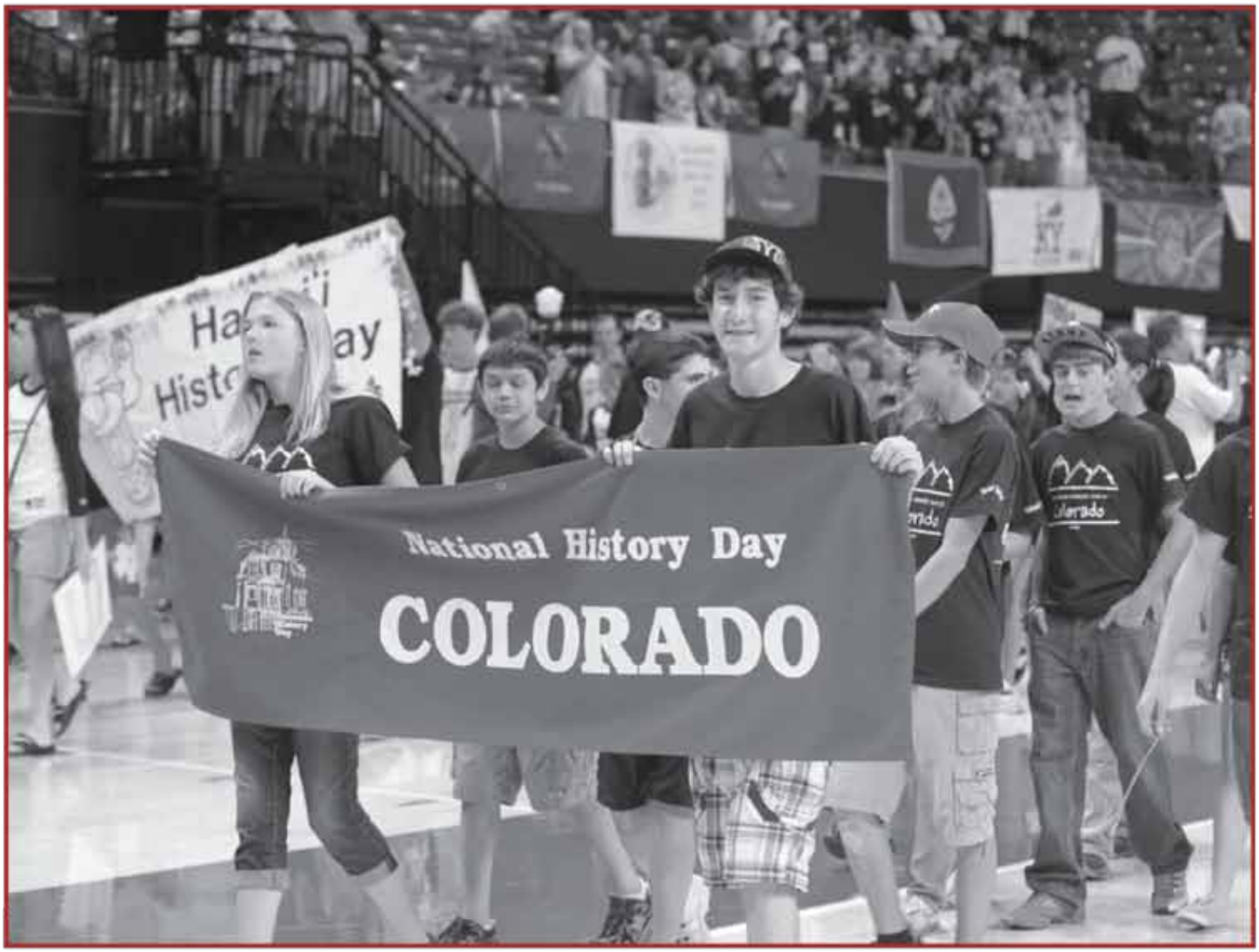
RH 7 **Visual literacy/ technology**	Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	Students present their theses and research through multiple formats (e.g., digital media and websites). Students are not always familiar with the type of format in which a primary or secondary source may be presented. For example, student researchers are encouraged to collect evidence such as census records and other forms of data related to their topics.
RH 8 **Argument and support**	Distinguish among fact, opinion and reasoned judgment in a text.	Assess the extent to which the reasoning and evidence in a text support the author's claims.	Evaluate an author's premises, claims and evidence by corroborating or challenging them with other information.	Not only are students expected to take their own stand with a thesis statement, but they must be able to use primary and secondary historical sources to prove it. To do so, they will learn the skills needed to determine the difference between fact and opinion in resources, and work with the text to see where it fits into what they are claiming. It isn't enough to just read the information. Students need to identify the supports to the arguments as well. This practice serves as a model for support of their own arguments.
RH 9 **Multiple texts**	Analyze the relationship between a primary and secondary source on the same topic.	Compare and contrast treatments of the same topic in several primary and secondary sources.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	Students' defense of their thesis using multiple sources is an integral part of NHD work and presentation. Students must understand the difference between a primary and secondary source with NHD competition.
RH 10 **Text complexity**	By the end of grade 8, read and comprehend history / social studies texts in the grades 6–8 text complexity band independently and proficiently.	By the end of grade 10, read and comprehend history / social studies texts in the grades 9–10 text complexity band independently and proficiently.	By the end of grade 12, read and comprehend history / social studies texts in the grades 11–12 text complexity band independently and proficiently.	The use of primary sources in NHD encourages students to read at and beyond their grade level text complexity level. Differentiation of primary sources used to validate their thesis gives students the opportunity to see texts of higher complexity than they may be accustomed to reading. Text complexity, according to the CCSS, consists of qualitative and reader/task measures as well as quantitative measures such as Lexile scores. By tying primary sources into their research, students use different levels of meaning to the task at hand (proving their thesis).

CCSS Standard Anchor Standard	(6-8)	(9-10)	(11-12)	Ties to National History Day
Writing/History (WHST) **1** **Argumentative writing**	Write arguments focused on discipline-specific content. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternative or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from or supports the argument presented.	Write arguments focused on discipline-specific content. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.	Write arguments focused on discipline-specific content. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values and possible biases. c. Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.	Students must form thesis statements based on self-directed research questions. Students must use primary and secondary resources to prove their thesis, based on research questions. Students must research claims to support (and refute) their thesis. Students must conclude any presentation with a segment that supports their thesis. Students must write a process paper that outlines what resources were used, and differentiates between primary and secondary sources. All of this is in written form (process paper) regardless of the presentation of the final project. Students must understand all perspectives of an issue as they seek to strengthen the support of their own thesis.

WHST 2 **Informative/ explanatory writing**	Write informative / explanatory texts, including the narration of historical events, scientific procedures / experiments or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Write informative / explanatory texts, including the narration of historical events, scientific procedures / experiments or technical processes. a. Introduce a topic clearly and organize ideas, concepts and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Write informative / explanatory texts, including the narration of historical events, scientific procedures / experiments or technical processes. a. Introduce a topic clearly and organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Students organize research and their writing through rigorous analysis of primary and secondary sources. Students who choose to write a paper for their presentation must follow expected writing conventions, including content-specific vocabulary. Even students who are creating exhibits, documentaries, websites and performances will be writing text (scripts, narrations, captions/labels, etc.). Each of these will need to be organized clearly and fit category guidelines. Students must write using a formal style that refrains from using opinion statements; rather, writing is structured on cause and effect, argument and support. All projects must have clearly written and stated conclusions that bring closure to the presentation.
WHST 3 **Narrative**	(Not applicable as a separate requirement in social studies.)	(Not applicable as a separate requirement in social studies.)	(Not applicable as a separate requirement in social studies.)	
WHST 4 **Task, purpose and audience**	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	Students produce a process paper for each project in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST 5 **Writing process**	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Revision is an essential component of the NHD process. Students can get multiple points of feedback both within the classroom and within the competition cycle. Students develop a thesis statement, then plan, revise, edit and rewrite on a topic of historical significance, focusing on that which is most significant for a specific purpose and audience.
WHST 6 **Technology**	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Use technology, including the Internet, to produce, publish and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Use technology, including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	Students choosing to present via website must use Internet technology as a presentation tool. Many NHD students spend at least some of their research time – but not all – online. While only a small fraction of all the research material that exists is available online, there is an ever increasing amount of primary sources that students can find on the web (for example, many universities are putting their archival material online). Documentary students will be working with technology through the use of digital cameras and editing software. Many NHD students use online writing tools (such as Google docs/drive, My Big Campus, etc.) to share resources, collaborate with teachers, peers and others, work through the writing process and receive feedback.
WHST 7 **Inquiry and research**	Conduct short research projects to answer a question (including a self- generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject; demonstrating understanding of the subject under investigation.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject; demonstrating understanding of the subject under investigation.	NHD is a research-based project. Students must decide upon a topic that matches the given NHD theme for the year and conduct wide-ranging research based on original research questions. Students must use multiple resources including both primary and secondary historical sources, and conduct extensive analysis on their chosen resources for bias, reliability and applicability to their research question. As students delve into their topics, they focus or broaden their research as appropriate to their inquiry.
WHST 8 **Relevant and reliable resources**	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Students must be able to distinguish between primary and secondary sources. Students are expected to use a standard citation format in their presentations, and must turn in an annotated bibliography separating primary and secondary sources regardless of their method of presentation.

WHST 9 **Evidence for analysis and reflection**	Draw evidence from informational texts to support analysis, reflection and research.	Draw evidence from informational texts to support analysis, reflection and research.	Draw evidence from informational texts to support analysis, reflection and research.	The vast majority of the texts used in NHD are informational texts rather than literary texts. Students must use multiple informational texts (primary and secondary historical sources) to prove their thesis.
WHST 10 **Routine writing**	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	Work for NHD is broken down into many sections, some specified by teachers, others at the discretion of the student. Some writing is done during brief periods while researching; other writing is completed over a period of time, allowing students to reflect on their writing and utilize the writing process.



CCSS Standard Anchor Standard	(6-8)	(9-10)	(11-12)	Ties to National History Day
Speaking and Listening (SL) 1 **Collaboration**	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on *grade 6 topics, texts and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on *grades 9–10 topics, texts and issues*, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on *grades 11–12 topics, texts and issues*, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	NHD students who choose to work in groups instead of individual competition will work on effective participation skills with peers on their chosen topic. The NHD competition cycle also provides opportunities for students to discuss their scholarship with members of a professional community. Students are encouraged to seek personal interview sources. Skills learned as part of the NHD process often include collaborative group analysis for case studies.

SL 2 **Information analysis**	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text or issue under study.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Students choosing presentation types such as exhibits, websites, performances and documentaries must choose the format and media that best proves their thesis. All students go through an oral interview with NHD judges at all levels of competition where they must defend their thesis using evidence from research.

SL 3 **Bias**	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used.	Students may choose to use speeches as a primary source for their project. Many speeches/interviews with experts and participants are now available online for student research and critical analysis.
SL 4 **Presentation**	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation.	Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.	Present information, findings and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks.	Regardless of the chosen presentation of information, students must make a coherent argument for their thesis through the use of their chosen primary and secondary resources. NHD enforces rules on word count and time limits, which forces precision in student work.
SL 5 **Visual aids**	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Make strategic use of digital media (e.g., textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest.	Make strategic use of digital media (e.g., textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest.	Students choosing to present via website must use Internet technology as a presentation tool. Students choosing to present via documentary use programs such as iMovie. Many History Day students spend at least some of their research time – but not all – online. While only a small fraction of all the research material that exists is available online, there is an ever increasing amount of primary sources that students can find on the web. Students choosing to present via exhibit can use multi-media and visual aids in their presentation.
SL 6 **Speech adaptation**	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	Students prepare to respond to questions from NHD judges using proper English when indicated or appropriate.

EXPLORING RIGHTS AND RESPONSIBILITIES THROUGH JAPANESE AMERICAN INTERNMENT

Written and submitted by representatives from George Mason University

> *I studied the Constitution and the history, and Bill of Rights in school, and so I says, "Gee, where's my rights? What's happening to me?" As young as I was, I was impressed that all of this was wrong.* — **Tom Akashi, interview by** Tom Ikeda, Chizu Omori, July 3, 2004, *Densho Visual History Collection*, denshovh-atom-01-0015.

The internment of Japanese-Americans during World War II is extremely relevant to National History Day's 2013-2014 theme *Rights and Responsibilities in History*. As educators, how can we help students critically examine this difficult period, develop interesting questions and come to sound historical conclusions based on evidence? What sources can help us better understand the complex web of factors that led to the internment of Japanese Americans during World War II? What does this period in our history tell us about the nature of civil liberties during wartime?

Resources found on *Teachinghistory.org* can help students begin to explore these questions and develop historical thinking skills. Students demonstrate historical thinking when they are able to put ideas into context, analyze a variety of sources and draw conclusions based on their analyses. *Teachinghistory.org* serves as a clearinghouse for original and existing materials that draw upon and expand the growing body of literature on historical thinking. Using Japanese American internment as an example, there is a wide variety of quality resources, along with strategies to encourage historical thinking.

Context

As historians, one of our jobs is to try to understand how and why people responded the way they did to a particular event—to understand the historical context. For example, what factors led to the internment of Japanese Americans during World War II? Imagine the shock Americans felt after the Japanese military attacked Pearl Harbor on December 7, 1941. The United States had never before experienced such a devastating military blow. In response, a day after the attack, the United States declared war on Japan and entered World War II. A few months later, the U.S. military began the forced removal of people of Japanese ancestry from the west coast. What were the reasons for the eventual internment of over 120,000 people of Japanese descent, more than two-thirds of whom were U.S. citizens?

The Japanese-American internment is well-documented: Students could choose to look at court cases, government reports, newspaper articles, photographs or artifacts, as well as oral histories, diaries, letters and much more. For example, a close reading of Executive Order 9066, along with other sources, can help a student examine the internment's political and legal basis. In looking closely at the document, a student can learn how the authority of the state impacts individual rights. The document states that to win the war "requires every possible protection against espionage and against sabotage." To do this, President Roosevelt, as Commander in Chief, authorized the U.S. military to establish "military areas…from which any and all persons may be excluded."

While the wording appears vague and does not single out Japanese-Americans, looking at the broader context of contemporary events helps us understand the intent of the order. Racial prejudice against immigrants was high in the early to mid-20th century, especially against Asian immigrants. For example, by law, Japanese immigrants were not permitted to become naturalized citizens. While Executive Order 9066 affected a small number of German and Italian

Exploring Rights and Responsibilities through Japanese American Internment

In December 1944, the Supreme Court upheld Executive Order 9066 in Korematsu v. United States. This ruling denied the appeal of Fred Korematsu, a Japanese-American citizen who was arrested for refusing to present himself for internment.

nationals, politicians and military leaders decided that it would be too difficult to detain all German- and Italian-Americans. The numbers were too great, and to do so would jeopardize Roosevelt's reelection. Wartime hysteria and economic motives, such as eliminating Japanese-American competition for jobs, also played a role.

Students who learn about this context can begin to understand the intent behind Executive Order 9066 and how it allowed the military to forcibly relocate people of Japanese ancestry—over 120,000 men, women and children—from their homes to internment camps located in remote areas of the country.

In December 1944, the Supreme Court upheld Executive Order 9066 in *Korematsu v. United States*. This ruling denied the appeal of Fred Korematsu, a Japanese American citizen who was arrested for refusing to present himself for internment. The court upheld the detention, saying it was allowable to deny citizens their rights if there is a "pressing public necessity."

Multiple Perspectives

While we look back and question how this abuse of individual rights could happen in the United States, the challenge for historians is to not put our own perspective on the past. Instead a historian might ask, "Did all Americans share a common view that Japanese-Americans were the enemy within?" Many people did voice their opposition to the internment at the time, including some in the government, FBI and religious communities, but they were not able to stop internment from moving forward.

Another avenue for exploring multiple perspectives would be to look at internment through the eyes of young Japanese-American men who had to decide whether or not to join the military and fight for a country that denied them their civil rights. Yet another is to explore the experiences of those who lived or worked in internment camps. Asking students to look at multiple perspectives leads to a deeper understanding of the moment in time and the actions of those involved.

Sourcing

Many primary sources—such as photographs, objects, letters and oral histories—are available for students interested in the conditions of internment camps. The camps were built like military barracks in desolate parts of the country, complete with barbed-wire fences and lookout towers stationed with armed guards. Images from the camps can help illustrate the sense of lost liberty and freedom. Despite those difficult conditions, the photographs also show how people tried to establish a sense of community: Children attended school, women planted gardens and boys played baseball.

Encouraging a student to investigate these primary sources could lead to an interesting inquiry: Who created these sources and for what purpose? Are government-sponsored depictions of the camps different from those of internees? What can we learn from oral histories collected many years later?

Changing Perspectives

Historians have also looked at the ways in which society has portrayed the Japanese-American internment over time, including an examination of the U.S. government's official view. In 1988, President Ronald Reagan signed the Civil Liberties Act of 1988 which formally apologized for the actions of the U.S. government and granted reparations to Japanese-Americans interned during WWII. In the Act, Congress recognized that a "grave injustice" had been done to persons of Japanese ancestry and that the government's actions "were motivated largely by racial prejudice, wartime hysteria, and a failure of political leadership."

Exploring the history of how the internment has been portrayed over time can also lead to interesting inquiries into historical fiction, theater and the arts.

Questions to think about:

During WWII, what responsibilities did Japanese-Americans feel toward their family, community, and country? How did these responsibilities affect the choices they made?

Can you find examples of literature, theater, art or music that shows how Japanese-Americans reacted to internment? What can these creative statements tell you?

What can photographs, oral histories and objects from the internment camps tell you about daily life, environmental conditions and people's attitudes? Does this differ from U.S. government descriptions of life in the camps?

How might the experience of being incarcerated have influenced Japanese-American involvement in the Civil Rights Movement?

Can you find other examples of government decisions to curtail individual rights during wartime?

Below is a listing of resources found on *Teachinghistory.org* that can help teach about and explore Japanese-American internment:

Website Reviews

Teachinghistory.org has reviewed several websites that can provides students with access to primary source materials related to Japanese-American internment:

Densho: The Japanese American Legacy Project

http://teachinghistory.org/history-content/website-reviews/14684

Densho: The Japanese American Legacy Project is a digital archive of video and audio interviews, photographs, documents and other materials relating to the Japanese-American experience. *Densho* means "to pass on to the next generation." In addition to providing rich primary source materials, the site gives historical context, a timeline, a glossary, lessons and a list of related sources in print and online.

Japanese American National Museum

http://teachinghistory.org/history-content/website-reviews/25481

This website features collections related to internment camp life, including over 300 letters sent to Clara Reed, a San Diego librarian, from her former patrons after their relocation to internment camps. Other materials include the diary of Stanley Hayami, a high school student during the internment years who was later killed in combat at age 19; sketches and watercolors from the diary of George Hoshida; and photographs of Manzanar and Tule Lake by Jack Iwata, as well as other photographs of daily life in the internment camps.

Ansel Adams's Photographs of Japanese American Internment at Manzanar

http://teachinghistory.org/history-content/website-reviews/14626

Well-known photographer Ansel Adams donated his collection of photographs documenting the lives of Japanese-Americans at the Manzanar War Relocation Center in California to the Library of Congress in 1965. He wrote, "The purpose of my work was to show how these people, suffering under a great injustice…had overcome the sense of defeat and dispair *[sic]* by building for themselves a vital community in an arid (but magnificent) environment."

Many people did voice their opposition to the internment at the time, including some in the government, FBI and religious communities, but they were not able to stop internment from moving forward.

A More Perfect Union
http://teachinghistory.org/history-content/website-reviews/23033

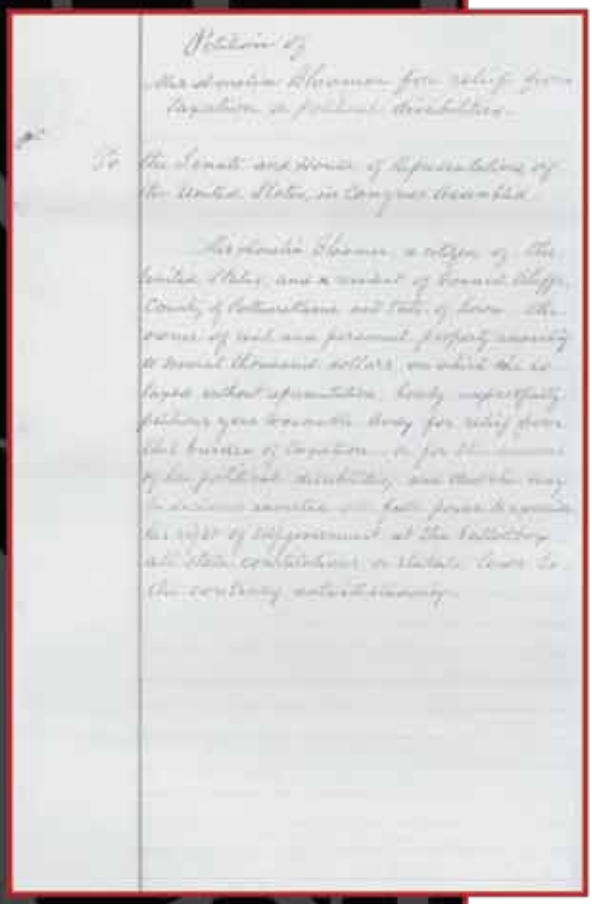
Based on a 1987 Smithsonian exhibition, this website tells the story of Japanese-American internment through personal accounts, music, artifacts and images. The Resources section includes a bibliography for children and adults, a timeline, two classroom activities and web links.

WRA Photographs of Japanese-American Internment and Resettlement
http://teachinghistory.org/history-content/website-reviews/22982

This Bancroft Library collection at the University of California, Berkeley, includes nearly 7,000 photographs taken by the War Relocation Authority between 1942 and 1945 at relocation centers in Arkansas, Arizona, California, Colorado, Idaho, Utah and Wyoming.

Conscience and the Constitution
http://teachinghistory.org/history-content/website-reviews/23099

This website is a companion to a PBS broadcast about the refusal of a handful of young Japanese-American men to be drafted until the American government restored their rights of citizenship and released their families from "relocation" camps. Through videos, audio clips, photographs and documents, the site explores the dilemma between compliance and resistance.



Bloomer petition, National Archives

Teaching Resources

Examples of Historical Thinking Video: Executive Order 9066
http://teachinghistory.org/best-practices/examples-of-historical-thinking/25292

Frank Wu, Chancellor and Dean of University of California Hastings College of the Law, explores the legal language behind the words of Executive Order 9066 and places it in historical context.

Examples of Historical Thinking Video: Ansel Adams Photographs
http://teachinghistory.org/best-practices/examples-of-historical-thinking/25291

How did Ansel Adams capture the experience of daily life in the Manzanar internment camps during WWII, including things the government did not want documented? Watch as Frank Wu analyzes two images and shares his strategies for discussing community, loyalty and responsibility in the face of prejudice.

Lesson Plan Review: Civil Rights and Incarceration
http://teachinghistory.org/teaching-materials/lesson-plan-reviews/20013

A review of a lesson from the *Densho* that invites students to analyze a 10-minute newsreel describing the evacuation and relocation of Japanese-Americans from western states during World War II.

Research Brief: Examining Adolescent Stories About Racial Diversity
http://teachinghistory.org/issues-and-research/research-brief/25193#executive-summary

This brief looks at the ways in which different racial groups are incorporated into historical narratives about the American past. It also explores the ways in which student views about race shape their understanding of the historical experiences of racial groups. Teaching ideas model strategies for incorporating different perspectives and challenge students not to create oversimplified narratives.

Teaching in Action: Reading and Thinking Aloud to Understand
http://teachinghistory.org/best-practices/teaching-in-action/20795

Two promising practices are explored in this video as 11-grade students read primary source documents related to the internment of Japanese-Americans during WWII. Students work in pairs to read excerpts from the U.S. Constitution and opinions from Korematsu v. the United States, a 1944 Supreme Court case challenging internment. The instructor provides students with strategic vocabulary for reading primary sources.

Teaching Guide: Historical Agency in History Book Sets
http://teachinghistory.org/teaching-materials/teaching-guides/22365

Learn how historical fiction and nonfiction texts can work together to guide students in analyzing historical agency. Materials related to Japanese-American internment include the novel *Weedflower*, which contrasts the relocation experience of a young Japanese-American internee with the experience of a young Mohave Indian on a reservation. The nonfiction title *"Dear Miss Breed": True Stories of the Japanese American Incarceration During World War II and a Librarian Who Made a Difference* is also discussed.

Teaching Guide: Using Historical Footage
http://teachinghistory.org/teaching-materials/teaching-guides/24313

This teaching guide asks students to review a short film produced by the War Relocation Authority in 1942. Using information about the film's origins, students are asked to predict the film's message before viewing it and then consider how the filmmakers' choices help convey its argument. A good exercise in sourcing a source.

About Teachinghistory.org

Last year more than a million visitors turned to *Teachinghistory.org* for free, quality history content, teaching strategies, best practices and digital tools to improve U.S. history education in the classroom. Funded by the U.S. Department of Education, *Teachinghistory.org* is a project of the Roy Rosenzweig Center for History and New Media (CHNM) at George Mason University.

What's in a name? The language of history is complex and often contested. There is no uniform agreement about what term to use to describe what happened to Japanese-Americans during World War II. At the time, the U.S. government referred to the event as an "evacuation." For the purposes of this article, we will use "internment," a term commonly used in most textbooks. Note, however, that Densho and others use the term "incarceration," describing it as a more accurate depiction of events. Studying the history of this terminology would be an interesting avenue for student exploration.

Child Labor: Rights, Responsibilities, and Reform

CHILD LABOR: RIGHTS, RESPONSIBILITIES AND REFORM

By the Library of Congress

Imagine a child, 10 years old, looking out at you from a photograph. Legs long enough to reach over the table on which just-caught shrimp have been spread, waiting to be cleaned or "picked." Shoulders strong enough to guide the lumber through a mill saw. Hands quick enough to run the loom in the hosiery mill. The same child takes home enough pay to help her working-class family make rent…his widowed mother get food on the table…keep her sisters in school.

You see the child's image on a poster, or in a magazine, or projected on a screen in a crowded auditorium. Others have added facts, figures, and their own words around the image of the child: "So young, so feeble." "Human Junk." "Try to Protect Childhood." There are calls for action, for new legislation, for national reform. In all this debate and discussion, one thing seems to be missing: the voice of the child.

Hine Exhibit Panel. Library of Congress, LC-DIG-nclc-04991. LC-DIG-nclc-04991

What rights do children have? In what contexts should they have protected status because of their age? What responsibility does the community or government have to protect children? Where do parents' rights and responsibilities fit in? What are the employers' rights and responsibilities with regard to their workforce and working conditions? What are the responsibilities of those who speak on their behalf?

Today education is the primary occupation for children in the United States, but from the Civil War to the Great Depression, arguments built and flared in debates over children in the workplace, and over the rights and responsibilities of parents, employers, the government and the community as a whole.

A Changing Nation, a Changing Workforce

Changes ignited by industrialization caused Americans to grapple with new paradigms about the nature of work and the relationship of workers to their work and to their employers. The country saw the growth of cities, a middle class, labor unions, the influence of women's clubs and the federal government's struggle to play a regulatory role within the constraints of the varyingly interpreted Interstate Commerce Clause of the Constitution. Compulsory schooling laws and rising immigration also affected the numbers of workers and the opportunities for children, shifting the parameters of the debate.

The phrase "child labor" conjures up sweatshops, dangerous conditions, long hours and physically demanding labor ill-suited to the character and physical capacity of young people. Though children in the United States have worked for wages since the Revolution, "child labor," both as a term and as an issue, did not come into common use until after the Civil War, after industrialization.

[Addie Card], Anemic little spinner in North Pownal Cotton Mill. Library of Congress, LC-DIG-nclc-01824. LC-DIG-nclc-01824

Before that, children working to contribute to the livelihood of their families—either for wages, or simply working on the family farm, store or trade—was commonplace and accepted, if not expected. It was considered part of a child's growth and development.

As more children left the home to work, parents relinquished control over the world they were sending them to. This shift in the status of children, who were no longer under the sole domain of their parents, raised new questions. What was our collective responsibility for them? What were our expectations from them and for them?

Popular perception pits reformers against employers. But the historical record suggests the divide was more nuanced, including at least a third point of view—those, especially parents, who wanted children *in* the workforce, but wanted safe working conditions.

After the Civil War, with industrialization and urbanization, opportunities for children to work for wages rose exponentially—in mines, factories, mills and on the streets (e.g., selling newspapers and shining shoes). The 1900 census records indicate that 1.5-2 million children were engaged in wage labor. That would mean that one out of six children was employed, though that likely was an underestimate. In order to make ends meet in the changing economy, many families could not afford to have their children *not* work.

This fundamental shift in the nature of work affected millions of Americans, not just children. Previously they might have worked for themselves at home, in a small shop or outdoors, crafting raw materials into products, or growing a crop from seed to table. Now they worked for someone else or a company, the interests of which were often more driven by profit than by the well-being of their workers. This profit motive not only kept wages low, reformers argued, requiring more children to enter the workforce to provide for their families, but also de-emphasized the workers' safety and well-being.

This shift in the status of children, who were no longer under the sole domain of their parents, raised new questions. What was our collective responsibility for them? What were our expectations from them and for them?

At the same time, compulsory schooling for children was on the rise. The right of children to an education was more commonly accepted, and access to public schools increased. Because the population was growing and growing more diverse, the value of a compulsory, scaled public education system grew as well.

The Rise of Reform

Eliminating child labor was one of many focuses for those working on behalf of child welfare at large. Progressives saw the rise of business interests in a market-driven economy and believed that business owners were the natural villains—they could not be counted on to take responsibility for the health and safety of their workers.

With increased mechanization in the late 19th century, the workplace had become significantly more dangerous for all workers. Injuries and illness were on the rise. Children were particularly vulnerable to injury, with smaller bodies that could get caught in machinery more easily, less developed fine motor skills and impulsive temperaments. Still growing and developing, children developed stoops and other physical impairments.

Injuries to child workers were also becoming easier to document, in some ways. Evidence suggests photographs used in lawsuits brought on behalf of injured children led the courts to break new ground in recognizing children as unique, with specific needs and requiring special protections—the responsibility of the business and government.

Those against child labor argued that the work was unsafe and unhealthy, and that it impaired both children's education and their physical development. In 1904, the National Child Labor

Committee was formed to advocate for regulations protecting children in the workforce. The federal government, it argued, had a responsibility to protect these children.

However, some thought that reformers were interfering with parents' rights and the sanctity of the family. Others raised questions about free labor and the rights of businesses to hire and set the conditions of work. The growth of labor unions demanding improved working conditions for all workers included efforts specifically on behalf of children.

The sides could split this way as well—do we put our efforts into making the workplace safe for children, or do we put efforts into keeping children out of the workforce? This conflict played out in homes, churches, general stores, newspapers, workplaces and legal arenas.

Though reformers' efforts at the state level had more success—by the end of the 19th century, 28 states had child labor laws on the books—those laws weren't always enforced.

At the federal level, legislation sputtered. What gave the federal government the power to regulate child labor? The Constitution only gave Congress the right to regulate interstate commerce—and defining exactly what constituted "interstate commerce" sparked debate. Federal laws passed in 1916 and in 1919 were subsequently declared unconstitutional by the Supreme Court. A Constitutional amendment to regulate child labor passed in 1924, but was not ratified by the states. A similar process failed in 1937. The 1938 Fair Labor Standards Act became the first effective piece of federal legislation; it set minimum ages and maximum hours of employment for children.

Lewis Hine and Child Labor in the Media

Much of what we now know about child labor in the progressive era is due to the work of one reformer: Lewis Wickes Hine. Hine had been a teacher in a New York City progressive school, and had taken his students to Ellis Island to photograph the conditions immigrants faced as they arrived in the U.S. In 1906, he took up his camera to document child labor, and in 1908 was hired by the National Child Labor Committee as its staff photographer.

Hine spent the next 10 years touring the country to record the plight of child workers in the places they worked, seeking out factories and fisheries, beet farms and canneries, textile mills and tobacco warehouses. He brought his bulky camera equipment into dim glassworks and steaming laundries, carried it across cotton fields, and set it up on the city street corners frequented by newsboys. He faced down hostile managers and used false cover stories to get into buildings. In the process, Hine gathered a staggering amount of information on the lives and conditions of working children.

"Flossie Britt, 6 years old, has been working several months steadily as spinner in the Lumberton Cotton Mills. Makes 30 cents a day."

"Mart Payne, 5 years old, picks from 10 to 20 pounds a day."

"John Dowers, 7 years old, lives at 108 W. Frisco St. Starts out at 5 a.m. some days."

But it is for his photographs that Hine is best known, and he believed that they were his most effective tool. "The picture is a symbol that brings one immediately into close touch with reality," he wrote. "It tells a story packed into the most condensed and vital form." Although the camera equipment of his time now seems slow and cumbersome, Hine used a range of techniques to produce some of the most powerful photographs of the day.

Children were particularly vulnerable to injury, with smaller bodies that could get caught in machinery more easily, less developed fine motor skills and impulsive temperaments.

Group of newsies selling papers on Capitol steps. Lewis Hine brought newsboys to the Capitol to meet members of Congress.

Sometimes Hine's camera is carefully placed at eye level, so that a young glass worker seems to be meeting the viewer's gaze. Other times, it's pulled far back to show rows of heavy equipment looming over and hemming in a frail-looking little girl. Sometimes, when he couldn't get inside a factory, the children are lined up in a row outside, perhaps with an adult alongside to show just how small these laborers were.

Today, many of these photographs are iconic images of the early 20th century, studied as individual works of art. But Hine meant his photographs to serve a purpose, and he did not intend for them to stand alone. They became the central elements of a multimedia campaign to expose the public to the hazards of child labor and to persuade them that change was urgently needed.

Much of the battle over child labor was waged in the public sphere, and reformers used all the tools of the burgeoning mass media to spread their message. Hine's photographs were cropped, annotated and assembled into collage-like photo montages in progressive magazines, like the influential weekly *The Survey*. They appeared in newspapers with extensive captions, some provided by Hine himself and others added by editors who might never have set foot in a factory. They were brought before the 63rd Congress when a constitutional amendment to regulate child labor was being debated. They lit up the screens at magic-lantern shows, as reform lecturers told their audiences the stories of the boys and girls who had stood before Hine's camera.

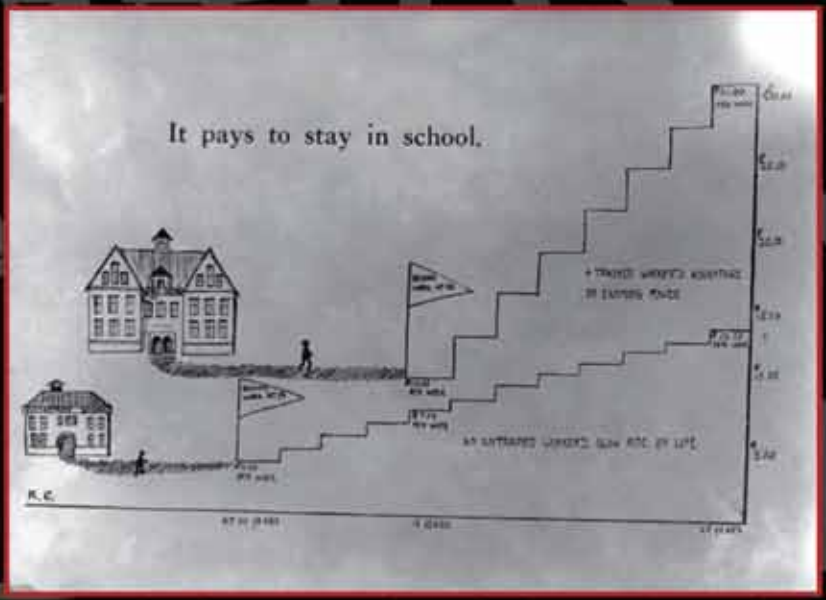
These photos traveled the nation on exhibit panels, poster-sized display boards that the reformers brought to their own conferences, to city streets, and to expositions like the Panama-Pacific International Exposition of 1915. In these panels, Hine's images are clipped out of their backgrounds, arranged into charts, shaped into diagrams, circled and underlined and surrounded by slogans and calls to action: "No future and low wages"; "What are we going to do about it"; "A national menace needs a national cure." The children are employed as part of the reformers' appeal to their audience, peering out from a cloud of other people's words.

In the century since Hine's work with the NCLC, his methods have come under some criticism. Although the children's own voices do appear in the NCLC's reports, the final word belongs to the adults, and the facts are sometimes shaped to meet their reform agenda. Some of Hine's captions have since been found to be inaccurate, and a boy who appeared in one of his later photos even won a court case after a caption identified him—falsely—as "the toughest kid on the street."

Despite any lingering controversy, the work of Lewis Hine and the National Child Labor Committee clearly had an impact on the struggle for child labor reform, and it continues to shape our perception of that struggle. But the nature of the work raises additional questions that are relevant today: Who has the right to speak for an oppressed group? What rights do those groups have to speak for themselves? When activists are working to improve the lives of other people, what responsibilities do they have to ensure that those people's wishes are represented, and that their voices are not lost in the struggle?

Today more than 5,000 of Lewis Hine's photos are in the collections of the Library of Congress, and are available online free at www.loc.gov.

Hine Exhibit Panel. Library of Congress, LC-DIG-nclc-04988. LC-DIG-nclc-04988



Hine Exhibit Panel. Library of Congress, LC-DIG-nclc-05264. LC-DIG-nclc-05264

Other places to find Hine's child labor photographs online include the National Archives (www.archives.gov), the New York Public Library (www.nypl.org), and George Eastman House (http://www.eastmanhouse.org/)

To explore child labor and the images used to battle against it, try these activities:

Explore persuasive techniques used in composing and displaying or publishing the photos. For example, search on www.loc.gov for "newsies Capitol steps."

Look at settings and props. What is the impact of the setting?

Read the captions from one or more pictures for insights into Hine's thinking. Why do so many captions mention age? What other information does Hine include to make his case?

Search on "hine homework." Study a selection of images from the results gallery to determine what the term "homework" meant as used in the captions. Search again on "hine homework exhibit panel" for examples of the arguments that Hine and the NCLC made against homework. What role do the photographs play in developing the arguments?

Search on "hine exhibit panel" for examples of how Hine and NCLC used the photos and other techniques they used.

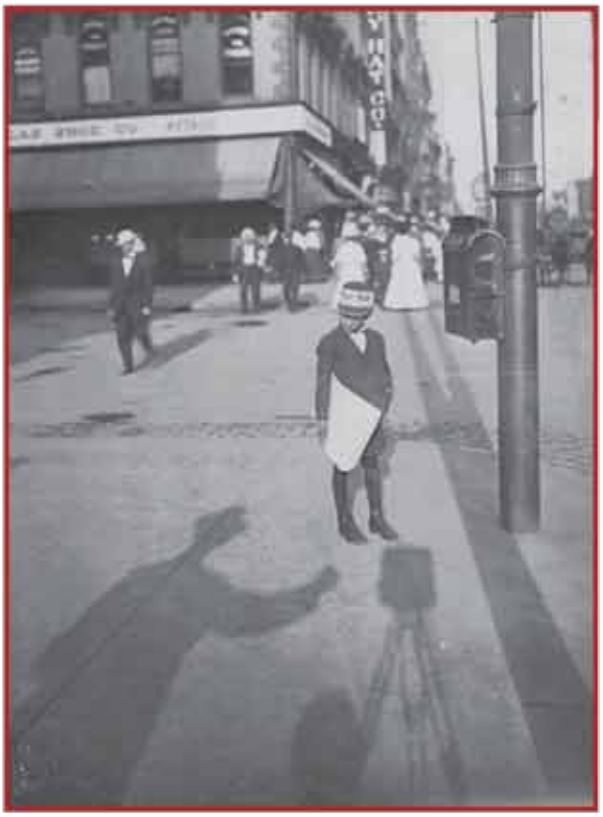
Browse the gallery and select a few panels. What persuasive techniques are used? What role do the photos play in the composition of the panels?

Generate arguments against restrictions to child labor; why might a family want a child to work? Browse the gallery of results and select a few panels; how convincing are the arguments made in the poster?

What arguments do the NCLC exhibit panels offer about the role of citizens in protecting children? Work alone or with a partner to generate a list of counter-arguments. Consider the arguments from various perspectives, possibly including parents, business owners, school superintendents, legislators, police, judges and children.

What arguments do the NCLC exhibit panels offer about the role of government in protecting children? Work alone or with a partner to generate a list of counter-arguments. Consider the arguments from various perspectives, possibly including parents, business owners, school superintendents, legislators, police, judges and children.

Compare Hine's photos to those of a photographer who had a different purpose. For example, compare the results from a search on "FSA newsboys" to the results from a search on "photos hine newsboys." Compare captions, props and how the picture is composed. Speculate on each photographer's purpose in taking the pictures.



John Howell, an Indianapolis newsboy, makes $.75 some days. Library of Congress, LC-DIG-nclc-03225. LC-DIG-nclc-03225

For insurance against the Axis, buy defense bonds and stamps. You can get them at your bank, post office, department store and from your newsboy. Library of Congress, LC-DIG-fsa-8e10791. Ann Rosener, photographer.

Rights and Responsibilities: Congress and Voting Rights

RIGHTS AND RESPONSIBILITIES: CONGRESS AND VOTING RIGHTS

By the Outreach Staff of The Center for Legislative Archives
National Archives and Records Administration

> "In our system, the first and most vital of all our rights is the right to vote. Jefferson described it as 'the ark of our safety.' It is from the exercise of this right that all our other rights flow."

President Lyndon Johnson delivered these inspiring words in his March 15, 1965, message to a joint meeting of the Senate and House of Representatives, when he urged Congress to create legislation to protect voting rights for African Americans. Today the power to elect is prized as an American citizen's most important right. Considering the history of how this once privileged right developed to become a universal attribute of civic life underscores the power of the democratic impulse among the American people and Congress' critical role in the expansion of voting rights.

The Constitutional Framework for Voting Rights

The Founders' design for the federal government included only a limited direct role for voters. The House of Representatives was elected by the voters whom the states deemed qualified, but the Senate was appointed by state legislatures and the president elected by an Electoral College.

Article I, Section 2 of the Constitution guaranteed the right to vote to those qualified by each state to vote in elections for the lower house of the legislature. As a consequence, during the early years of the republic, only a portion of each state's citizens could vote. Variations in state voting laws produced a system in which people qualified to vote in one state could not do so in another and some groups of people were entirely excluded from voting. For example, some states denied the vote to men without property, men who did not pay taxes, women, slaves, free blacks and Native Americans.

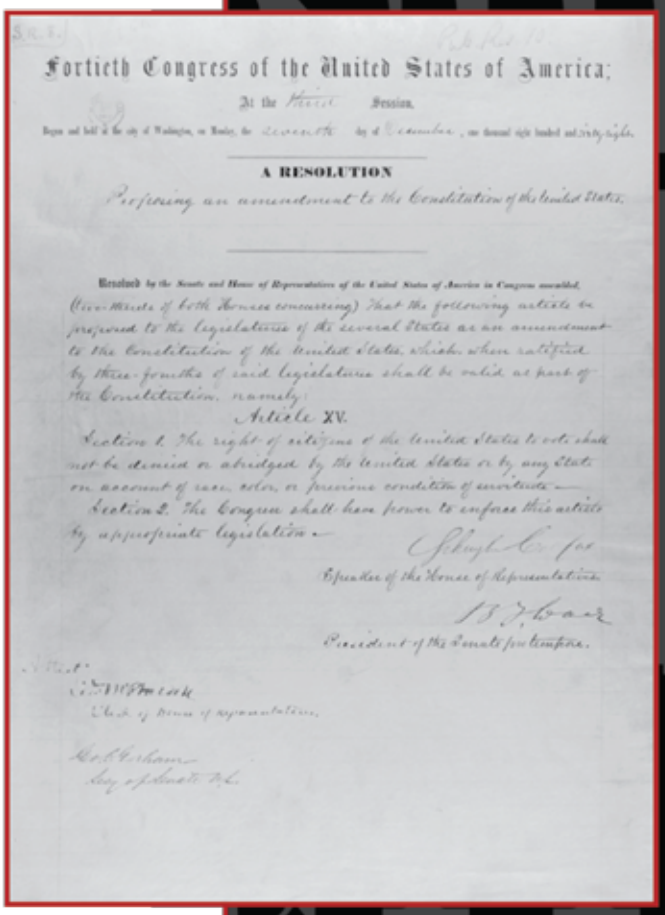
Voting rights were soon destined to change, as a powerful movement in the states and new western territories challenged the prevailing assumption about who should be entitled to vote. The great expansion of voting rights redefined politics in the first half of the 19th century, although this dramatic expansion, defined as universal suffrage by adult white males, occurred through changes in voter qualifications enacted by state legislatures alone.

Congress Redefines Voting Rights

From the Civil War and Reconstruction, however, federal and state relations began to change, and Congress played a larger role in voting rights issues. Each of the following sub-sections presents a topic students might explore to learn about the role of Congress in expanding voting rights.

Congress Defines African-American Voting Rights in the Constitution

When slavery was abolished by the 13th Amendment, the three-fifths compromise in the original Constitution was rendered void. Congress provided an answer to the challenge of determining the legal standing of the freed slaves by passing the 14th Amendment. Ratified in 1868, it declared that all persons born in the United States were citizens. This allowed for the expansion of suffrage to the freed slaves. Further, Section 2 of the 14th Amendment discouraged discrimination against the freedmen by warning that the number of electors assigned to a state could be reduced if the voting rights of any adult male citizens were infringed.


Fortieth Congress of the United States of America;

A RESOLUTION

Proposing an amendment to the Constitution of the United States.

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, (two-thirds of both Houses concurring) That the following article be proposed to the legislatures of the several States as an amendment to the Constitution of the United States, which, when ratified by three-fourths of said legislatures shall be valid as part of the Constitution, namely:

Article XV.

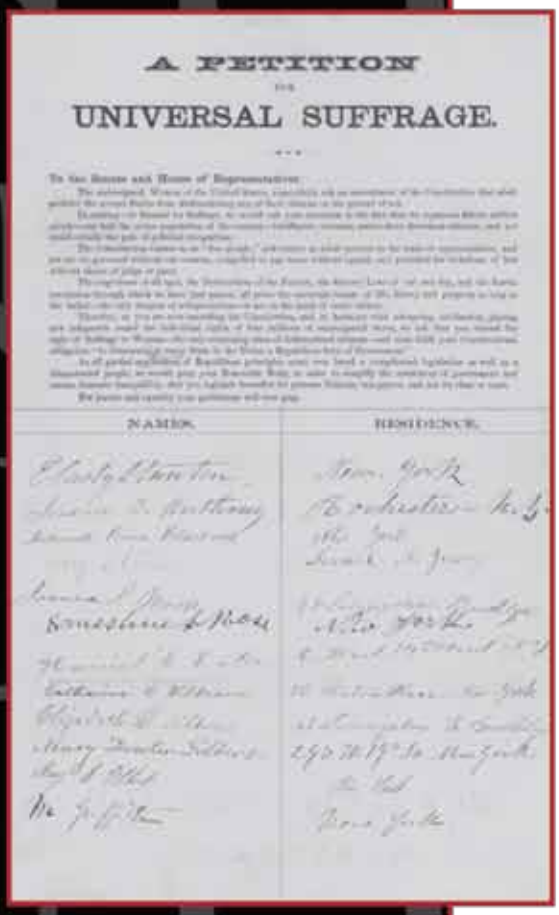
Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude —

Section 2. The Congress shall have power to enforce this article by appropriate legislation —

Speaker of the House of Representatives.

President of the Senate pro tempore.

15th Amendment, National Archives

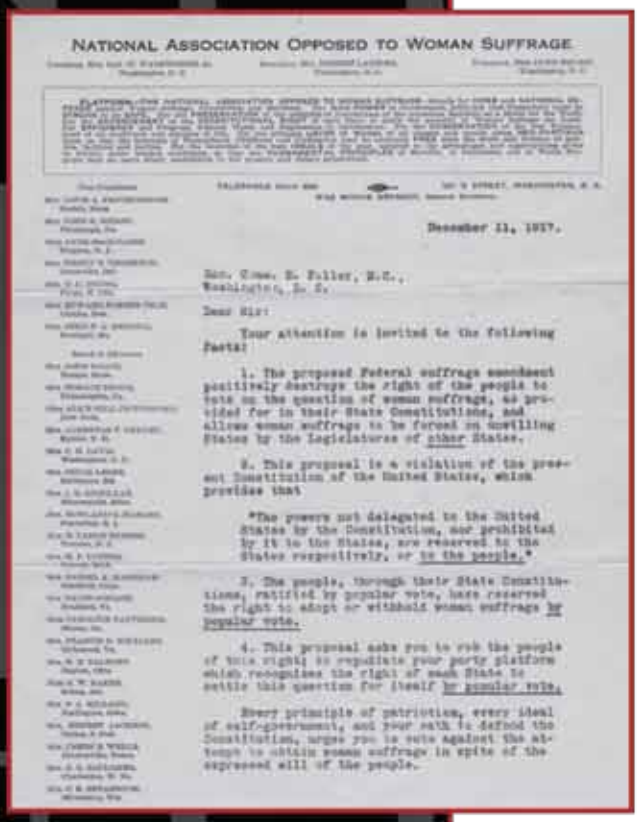


A PETITION
TO
UNIVERSAL SUFFRAGE.

To the Senate and House of Representatives:

NAMES. RESIDENCE.

Petition for Universal Suffrage, National Archives



NATIONAL ASSOCIATION OPPOSED TO WOMAN SUFFRAGE

December 11, 1917.

Hon. Chas. E. Fuller, M.C.,
Washington, D. C.

Dear Sir:

Your attention is invited to the following facts:

1. The proposed Federal suffrage amendment positively destroys the right of the people to vote on the question of woman suffrage, as provided for in their State Constitutions, and allows woman suffrage to be forced on unwilling States by the Legislatures of other States.

2. This proposal is a violation of the present Constitution of the United States, which provides that

"The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people."

3. The people, through their State Constitutions, ratified by popular vote, have reserved the right to adopt or withhold woman suffrage by popular vote.

4. This proposal asks you to rob the people of this right to repudiate your party platform which recognizes the right of each State to settle this question for itself by popular vote.

Every principle of patriotism, every ideal of self-government, and your oath to defend the Constitution, urges you to vote against the attempt to obtain woman suffrage in spite of the expressed will of the people.

Petition opposed to Woman Suffrage, page 1, National Archives

Congress undertook federal oversight of voting rights by passing the 15th Amendment. Ratified in 1870, the amendment protected the voting rights of African-American males and members of other minority populations by forbidding discrimination at the ballot box based on race, color or previous condition of servitude. This amendment was the first federal guarantee of voting rights to a specific group of people, and its ban on discriminatory practices applied to both state and federal elections.

Despite the ratification of the 15th Amendment, the decades after Reconstruction saw its apparent guarantees whittled down by decisions in federal and state courts as well as discriminatory state and local practices. Having created the amendment, Congress did not act to adequately remedy the situation until almost a century later.

Congress Reforms Voting Rights by Progressive Era Amendments

Progressive Era amendments more effectively addressed reform demands for an improved democracy through fundamental changes to voting rights.

The 17th Amendment made the Senate a popularly elected body. By the late 19th century, the constitutional provision that senators be chosen by state legislatures was under attack on the grounds of being undemocratic and unproductive. The wrangling in state legislatures over appointment of senators resulted in Senate seats being vacant for long periods and states left unrepresented. Increasingly, state legislatures faced allegations of corruption over senatorial choices and deadlocked over selections leading the press and public to call for change. Passed by the Senate in 1911 and a year later by the House, the amendment was ratified by the states in 1913, and the first popularly elected Senators were chosen in 1914.

The 19th Amendment expanded the franchise to women. The inclusion of the word "male" in the 14th Amendment had marked the first reference to gender in the Constitution. Before this, the Constitution referred to "persons," "inhabitants" or "citizens." The language used in the 14th Amendment, however, underscored the congressional assumption that voting rights were reserved to men—a decision that infuriated many women who had actively lobbied Congress to guarantee the right to vote to all American adults.

Congress's decision to exclude women from the protections of the 14th Amendment had a marked impact on leaders and organizations that had been fighting for women's right to vote since the Seneca Falls Convention in 1848. When two of the movement's leaders, Elizabeth Cady Stanton and Susan B. Anthony, failed to get the word "male" removed from the text of the 14th Amendment, they launched a petition drive to Congress in support of a Universal Suffrage amendment. As support grew for a 15th Amendment to enfranchise black men, suffragettes worked to get women included in its language as well

When appealing to Congress for a national right to vote failed, many women focused on changing state suffrage laws. Their state-by-state strategy yielded local and state suffrage for some women, but most females remained on the electoral sidelines until the early 20th century.

Women's prominent role in Progressive Era reforms enabled many men and women to call for a larger role for women in politics. As support for this viewpoint grew, however, so did the effort

to block it. As determining voter qualifications had been the prerogative of state governments, much of the opposition came from supporters of states' rights.

Four decades after the first proposed amendment for woman suffrage was introduced in 1868, an amendment granting women the vote finally received a vote in both houses during the Sixty-Third Congress (1913-15), although it was rejected by both the House and the Senate. Building on the record of wartime service by women during World War I and benefiting from intense lobbying by proponents, as well as the support of President Woodrow Wilson, the House passed a woman suffrage amendment in 1918, although the Senate failed to follow suit. Finally, both houses passed an amendment a year later, and the 19th Amendment was sent to the states in 1919. Upon ratification by the legislature of Tennessee in 1920, the amendment became part of the Constitution, and women first voted in the 1920 federal elections.

Congress Protects African-American Voting Rights by Legislation

From the late 19th century forward, African Americans faced tremendous obstacles to voting, especially in the South. Poll taxes, literacy tests and other restrictions resulted in the widespread, systematic denial of voting rights in several Southern states. In addition to facing official barriers to voting, African-American citizens also dealt with unofficial restrictions. Individuals often risked harassment, intimidation, economic reprisals and physical violence when they tried to register or attempted to vote.

Since African Americans' right to vote had been suppressed historically by local and state officials, civil rights leaders in the 1950s and 1960s focused their efforts on getting the federal government involved. Congress passed a series of bipartisan civil rights acts in 1957, 1960 and 1964, but these did not address voting rights. In early 1965, a peaceful protest for voting rights in Selma, Alabama, culminated in a violent attack on marchers at the Edmund Pettus Bridge. This and the subsequent march from Selma to Montgomery aroused the conscience of the nation, and Congress responded. Galvanized by the events and spurred by President Johnson's leadership, leaders in the House and Senate secured enough support to pass comprehensive legislation to guarantee the right to vote.

The Voting Rights Act of 1965 outlawed literacy tests and provided for the appointment of federal examiners with the power to register qualified citizens to vote in those jurisdictions with a history of voting discrimination. In addition, those jurisdictions could not change voting practices or procedures without "preclearance" from either the District Court for the District of Columbia or the U.S. Attorney General.

Recent Constitutional Amendments Expand Voting Rights

Congress passed three additional amendments in the 1960s and 1970s that expanded and protected the right to vote in significant ways. In 1961, the 23rd Amendment provided three Electoral College votes to the citizens of the District of Columbia and guaranteed that District residents would have the right to vote for president. Because the area is a federal district rather than a state, the constitutional rules for presidential elections—in which electors are chosen by states—did not apply. The amendment did not, however, provide the residents with voting representation in Congress. Congress then passed an amendment that would have granted congressional representation to the District, but the effort failed in 1985 when only 16 of the requisite 38 states ratified it.

In 1964, the ratification of the 24th Amendment ensured that poll taxes, which had been used to exclude voters who could not afford to pay, could no longer be required of voters. Seven years later, when 18-year-olds were being drafted to fight in the Vietnam conflict, Congress passed the 26th Amendment, which lowered the voting age from 21 to 18. The required number of states ratified the amendment in just over three months, quick action that reflected support for the proposition that anyone forced to risk his life for his country was old enough to vote.

The History of Voting Rights Informs Civic Action Today

As President Johnson said in 1965, the right to vote is an American citizen's most precious civic gift. Understanding the history of how the American people have worked through their representatives in Congress to protect and expand voting rights is essential to understanding voting today. The vote helps to sustain the health of our democracy today and tomorrow.

Lesson:
National History Day and Chronicling America

By Mary Bezbatchenko, Ohio Historical Society

Lesson	**National History Day and Chronicling America**	
Introduction	**National History Day** www.nhd.org National History Day (NHD) is a highly regarded academic program for elementary and secondary school students. Each year, more than half a million students, encouraged by thousands of teachers nationwide, participate in the NHD contest. Students choose historical topics related to a theme and conduct extensive primary and secondary research through libraries, archives, museums, oral history interviews and historic sites. After analyzing and interpreting their sources and drawing conclusions about their topics' significance in history, students present their work in original papers, websites, exhibits, performances and documentaries. These products are entered into competitions in the spring at local, state and national levels where they are evaluated by professional historians and educators. The program culminates in the Kenneth E. Behring National Contest each June held at the University of Maryland at College Park. The 2013-2014 NHD theme is "*Rights and Responsibilities in History.*" Rights and responsibilities go hand in hand in society. American citizens have the right to vote, therefore, they also have the responsibility to learn about the candidates and the issues and vote conscientiously. Rights have taken different forms throughout history. Some societies believe individuals have rights simply because they are human, while in others, rights depend on belonging to a certain group or class. Institutions, such as governments, churches, and corporations, also enjoy rights in society. With these rights come responsibilities, whether it is to exercise rights within limits or ensure rights for others. Topics for NHD can be well-known events in world history or focus on a small community. Students use available primary and secondary sources to analyze their topic and examine its significance in history. One helpful resource for students in Chronicling America. **Chronicling America** http://edsitement.neh.gov/feature/chronicling-america Dusty old newspapers are treasure troves of fascinating information, valuable historical context and rich primary source material. They are also a great way to encourage students to immerse themselves in the past—on their own, in school or at home. Created through a partnership of The National Endowment for the Humanities and the Library of Congress, Chronicling America offers visitors the ability to search and view newspaper pages from 1836-1922.	
Lesson Summary	Students will examine newspaper articles from the Chronicling America website. They will determine the right each article illustrates and the responsibility that comes with that right.	
Guiding Questions	What are examples of rights and responsibilities in American History?	
Learning Objectives	After completing this lesson, students will be able to: • Identify examples of rights in American History • Identify the responsibilities that come with those rights • Conduct research using the Chronicling America website	
Materials	**For Teachers**	**For Students**
	• Internet access • Copies of Chronicling America newspaper articles	• Rights & Responsibilities work sheet • Internet Access • Blank Rights & Responsibilities work sheet
Preparation Instructions	• Teachers should make copies of the Rights & Responsibilities work sheet, one for each student. • Teachers should make a copy of the Temperance and 13th amendment articles for each student. • Teachers should make copies of the other Chronicling America newspaper articles; the number will depend on how many groups in your class. Each group should have a copy of each newspaper article.	

Lesson Activities	1. Begin class with a discussion of the question "What are rights?" Discuss the meaning of the word and create a class list of rights Americans have as citizens. Then discuss what responsibilities accompany those rights. 2. Pass out the Rights and Responsibilities work sheet. 3. As a class, read the Temperance article and go over the example on the work sheet. 4. As a class, read the article on the 13th amendment and fill in the work sheet together. 5. Divide the class into groups. Each group will receive a packet of the Chronicling America newspaper articles. 6. Groups read the newspaper articles and determine the topic, right or responsibility being discussed in the article. 7. When groups have completed the work sheet, discuss the answers they came up with as a class. 8. Teacher will show the students the Chronicling America website and demonstrate how to use it. 9. Students then research and find additional newspaper articles illustrating rights and responsibilities in history. They will use the blank work sheet and fill in information on what they find.
Extending the Lesson	• Students choose one right, such as freedom of speech, and conduct research using Chronicling America and other sources to create a display illustrating that right throughout history. • Students examine a current newspaper to find an article demonstrating a right. They then write an essay summarizing the article and discussing the importance of the right and the responsibilities that come with it.
Time Required	1-2 class periods
Subject Areas	History and Social Studies > U.S. History and Social Studies > Themes > Politics and Citizenship
Skills	• Critical analysis • Critical thinking • Discussion • Gathering, classifying and interpreting written, oral and visual information • Online research • Using primary sources
Author	Mary Bezbatchenko, State Coordinator, National History Day in Ohio
Resources	Rights and Responsibilities work sheet Chronicling America newspaper articles • The Temperance Convention," *The Highland Weekly News*. June 25, 1874. • "The Constitutional Amendment," *Daily National Republican*. December 18, 1865. • "Tuesday's Battle of the Ballots–17,000 Expected to Vote," *The Times-Dispatch*. November 3, 1912. • "The First Year of the Draft," *The Sun*. June 2, 1918. • "'Steel Strikers Demand Justice' Says Fitzpatrick," *Evening Public Ledger*. September 25, 1919. • "Ambition of the People Who Belong to the New National Child Labor Committee," *St. Paul Globe*. September 18, 1904. • "Ten Thousand Women March Down Avenue in Fight for Ballot," *The Washington Times*. March 3, 1913 Chronicling America Website

Work Sheet

Newspaper Article/ Topic	What's the Right?	What's the Responsibility?
Example: Temperance "The Temperance Convention" *Highland Weekly News* June 25, 1874	First amendment right to assemble	Must follow laws and remain peaceful
13th Amendment		Learn about issues and candidates and stay an informed citizen
	Protection during wartime	
Steel Strike		
		Help others in need Ensure all have equal opportunity
Women's Suffrage		

Blank Work Sheet

Newspaper Article/ Topic	What's the Right?	What's the Responsibility?

The Highland Weekly News.

Vol. 38—No. 11.] Hillsborough, Highland County, Ohio, Thursday, June 25, 1874. [Whole No. 1987.

The Temperance Convention

At Springfield last week was very largely attended; over 300 delegates being present, representing nearly 150 Temperance Associations in different parts of the State. A State organization was effected, of which Mrs. McCabe, of Delaware, was chosen President, with one Vice President for each Congressional District. The organization is to be known as "The Women's Christian Temperance Union of Ohio."

Friday, August 14, was fixed as a day of fasting and prayer throughout the State, for the success of the temperance cause.

Daily National Republican.

VOL. VI. WASHINGTON, D. C., MONDAY EVENING, DECEMBER 18, 1865. NO. 18.

The Official Advertisements of all the Executive Departments of the Government are Published in this Paper by Authority of THE PRESIDENT.

THE CONSTITUTIONAL AMENDMENT.

The public have been informed, through the ordinary sources of intelligence, that the sufficient number of all the States of the Union have ratified this important measure. Every day we may expect, in accordance with legislative provisions, the official announcement of the Secretary of State of its being a part of the fundamental law of the land. Then, and not till then, will the abolition of the mighty woe and wrong of slavery be placed beyond the possibility of question or change.

Great events are seldom, if ever, recognized to their full merit and extent at the period of their occurrence. The pilgrim, after buffeting the tempest and trials of the ocean, gathering in the attitude of prayer about the cheerless rock which has since been made memorable, regarded his efforts and example in a far different light from that in which his descendant now estimates it. The one looked upon it as a limited struggle in behalf of his individual release from a Government which restrained his civil and religious liberty. The other sees in it the foundation of institutions which have become continental in their proportions and united in their career.

The difference between the not over ardent hopes of a ship-load of Puritans and the realized growth and grandeur of thirty millions of Americans, with an empire for their home, is the difference which time makes in the experience of men. Death throws the mantle of charity over their faults, leaving to memory and review only the virtues and worth of the individual. So the lapse of time buries the incongruities and uncertainties, rearing above them, for the admiration of all, the success and exploits of human events. To us our late unparalleled war, with its hecatombs of slaughter, its defeats and desolation, its vast expenditures and its developed resources beyond the dreams of possibility, was part of the common life of the people; and the terrible tragedy of civil strife was accepted as a necessity, and disaster and triumph alike were met with almost equal stoicism. But our children will see in its marches, strategies, and conquests a military renown which the world has never rivalled; and in the heroic daring and personal feats of its chieftains deeds of prowess which have never been surpassed.

When the sublime action of the American people in giving validity to the emancipation of an entire race shall be historically discussed, it will stand out with more prominence and loftiness than the present can give to it. Then, it will be heralded as the crowning feature of civilization, and go down to posterity as the proudest tribute of Christian legislation to mankind. We know now only that the American is the first race that went into the fierce conflict of war for principle, making the land a theatre of calamity, of death, not for their own but the rights of a despised and hated people. We know also, that we came out of our Red Sea with every being on our soil unchained, washing away with the tears of the living and the life-blood of the slain the infamy of slavery. The incalculable blessings which shall accrue to us, and the destiny it opens to the redeemed bondman can be known only to those who shall come after us. When we remember that five years ago the man did not live who could furnish a solution of this intricate problem; that while some sought by the disruption of Government to escape the responsibilities, and others by the same process to prolong and strengthen the unholy system; while the highest expectation of the best and wisest of our countrymen only thought to limit its extension; and that while one section defied and another detested the evil, none could tell us how to destroy it, we must acknowledge that there are difficulties that God alone can surmount; and that all through our eventful history, from the hour of its discovery to the present moment, in its colonial occupation, the revolution of our fathers, and the eradication by us of the doom of bondage, we have been but the instruments in the hands of His almighty power. Let us hail with thankful hearts the final consummation of this holy act. Let the day of its promulgation be for us and our children a day of consecration. For no longer will toil be degraded and unrewarded; no longer will the nation's garments be stained with the crime of oppression; no longer will the South be a land of shame; no longer will a slave sorrow within the imperial limits of our free Republic, or a master be suffered to exercise his oligarchical authority; no longer will the stripes on our starry banner be pointed at by British poets as typifying "negroes, scars"—the result of the tyrant's lashes upon the bondsman's back—but it will everywhere be recognized and characterized by its true name, "THE FLAG OF THE FREE."

THE TIMES-DISPATCH, RICHMOND, VA., SUNDAY, NOVEMBER 3, 1912.

Tuesday's Battle of the Ballots—17,000,000 Expected to Vote

BY JOHN ELFRETH WATKINS.

TUESDAY next, for the first time in history, our every county from ocean to ocean, from Canada to Mexico and the Gulf, will vote for President of these United States. No territory now remains in all of this vast continental stretch.

Seventeen millions of voters will probably participate in this our thirty-second quadrennial battle of the ballots. Should all of these be drawn up single file in a straight, compact line, whose leader stood at the threshold of a voting booth in the northwesternmost corner of Washington State, the last man would be found somewhere down in the tip of Florida's peninsula.

Four years ago just 14,583,642 Americans voted for President. Since then suffrage has been given to 890,000 more of our women—in California and Washington—170,00 males of voting age have been admitted to statehood in Arizona and New Mexico, and the country has profited, through its steady increase of population, by about 2,500,000, who in their States are qualified, by age and sex, to vote. Allowing for the usual proportion who will be absent from the polls and yet for a reasonable co-efficient of expension to cover effects of the extraordinary heat of this campaign, we arrive at the grand total given—17,000,000 voters at the polls day after to-morrow.

Be it appreciated, however, that none of these factors has proven dependable in years past. For example, the only previous campaign in which Colonel Roosevelt was a presidential candidate—the spirited contest of 1904—failed to bring out as many votes, by several hundred thousand, as had either of the two previous McKinley-Bryan campaigns. That of Roosevelt against Parker was, however, the only presidential campaign since reconstruction which failed to show an increase in the popular vote. The Taft-Bryan campaign brought out over one and a third million more votes than the Roosevelt-Parker contest, which had persuaded to the polls 432,000 less votes than had turned out in the previous McKinley-Bryan battle.

Why Millions Don't Vote.

Why millions qualified by age and sex to vote fail quadrennially to show up at the polls is a mystery which always vexes the politician and puzzles the statistician. The director of the census has just supplied me with some newly computed figures which throw some light upon the problem. He finds that in the last census year, 1910, there were in continental United States 26,999,151 males of voting age, and in the present woman suffrage States, including California and Washington, 1,346,925 women of voting age. Allowing for an increase of population in the past two years, the total of these figures grows to 29,500,306. Deducting about 11 per cent of those who cannot vote because they fail to receive the proper naturalization papers, we have left more than 26,300,000 men and women qualified by age and citizenship to vote in the presidential contest Tuesday.

About nine million of these will remain away from the polls. Why?

To begin with, there are just about an even 100,000 male citizens of voting age in the District of Columbia who are disfranchised merely because they are residents of that District. A trifle over a fourth of these (28,000) are negroes. Then there about 328,000 negroes in Louisiana and North Carolina who are disfranchised by the "grandfather clauses" of the constitution of those States, and tens of thousands of negroes are disqualified in South Carolina and Mississippi by the educational requirement that each voter must be able to read and understand the constitution of the State. Thousands of white as well as colored citizens are barred by such educational test not only in the South, but in Maine, Delaware, Arizona and California, where the voter must be able to read the Constitution in English and write his name; in Wyoming, where he must meet the former of these qualifications; in Connecticut, where he must read the English language; in New Hampshire, where he must write as well as read it, and in Massachusetts, where he must read and write some language, even if not that of the land of his adoption.

Tens of thousands of our citizens are also barred from the polls this autumn because they are lunatics, idiots, paupers or persons with criminal records. Throughout the country are 188,000 Indians and Mongolians who cannot vote, the former because they have not yet severed their tribal relations, and the latter because our Federal laws bar the yellow races from naturalization. Many other citizens cannot go to the polls Tuesday because they have not met certain State requirements as to paying taxes. Seven States bar soldiers and sailors of the Federal establishment.

Probably the largest proportion of those who, although otherwise qualified, will find the polling places closed against them Tuesday are citizens who have been unable to register as voters or have lately removed to a new community and have not as yet established a residence therein for a sufficient time to meet the requirements of the election laws. These laws vary greatly, requiring a State residence of from six months to two years, a county residence of from twenty days to one year and a town or precinct residence of from ten days to a year.

The Sun.

MAGAZINE SECTION

SIXTEEN PAGES — NEW YORK, SUNDAY, JUNE 2, 1918. — SECTION FIVE

Copyright, 1918, by the Sun Printing and Publishing Association.

The First Year of the Draft

By FRANK PARKER STOCKBRIDGE

ONE year ago next Wednesday, on June 5, 1917, ten million young men, the raw material for the most democratic army ever raised by a nation, stepped aside from their daily routine for a few minutes and registered for the draft. Then they went back to work, to wait for the call to service.

A couple of weeks ago a regiment of these men, trained, drilled, hardened soldiers of the National Army, paraded before King George in London. Others are fighting in France, with the British and French; many others are in France and on their way there.

The President has asked for power to raise an army without limit and this has been granted; he has asked, "Why limit it to five million?" with the clear inference that a larger force may and probably will be needed.

A year ago we could only guess at our military possibilities; the only fact the nation was sure of was that Mr. Bryan's "million men trained to the use of arms" did not exist. Now we have an army of more than 1,500,000 men under arms, we have learned how to make soldiers out of the rawest of raw material in the shortest possible time, and we know where and how we can get all the troops that may be needed to beat the Boche.

The biggest thing the draft has accomplished is not the National Army itself, as it now stands, big as that is, but the confidence its successful operation has implanted in the American people.

In April, 1917, when the United States went to war the Regular Army consisted of 5,791 officers and 121,797 enlisted men. Now it consists of 10,698 officers and 503,142 enlisted men. The National Guard a year ago contained 3,733 officers and 76,713 men; to-day it has 16,893 officers and 431,583 men.

The Army Reserve Corps numbered 4,000 enlisted men and no officers a year ago. To-day there are 96,210 Reserve officers, mostly detailed to service with the National Army, and 77,360 enlisted men in the Reserve Corps. A year ago the National Army was non-existent. On April 1 it numbered 516,839 enlisted men, and increments since then have brought the total up to about 800,000.

One year ago we had a total military force of 9,524 officers and 202,510 enlisted men; to-day the trained, organized armed force ready to take the field, excluding all officers who have not completed their training and all enlisted men who have not had at least three months intensive training, numbers 123,801 officers and 1,528,924 enlisted men.

Moreover, we have in reserve and are calling into service as rapidly as they can be accommodated in camps upward of 8,000,000 registered young men, of whom at least half will be acceptable material for the National Army, and have in one stage or another of training at ten officers' training camps close to 50,000 candidates for commissions, in addition to the supply of officer material that is continually being provided by promotion from the ranks.

The fighting strength of the nation is being mobilized with the least possible disturbance to business and industry. That this would have been impossible under any other system was recently pointed out by Provost Marshal General Enoch H. Crowder, to whom much of the credit for the successful operation of the draft law belongs.

"From the moment that American participation in the world war became apparently inevitable the enactment of the selective service law was also inevitable," says Gen. Crowder, "and at that moment the preliminary studies that resulted in the present selective service system were instituted.

"The trend of Continental military organization since the battle of Jena and the inception of the Junker idea of 'the nation in arms' (not to mention the unprecedented military effectiveness of the German Empire in the present conflict) left no doubt that no intelligently directed nation could afford to enter the conflict with less than its entire strength, systematized, organized and controlled for war." Such systematization is impossible under any other than the selective plan for raising armies.

"The thinking element of the nation was perfectly aware of the truth of this proposition; and Germany had given such a demonstration of its effectiveness that little argument was necessary to support it and none is necessary to-day. If farms, factories, railroads and industries were not to be left crippled, if not ruined, by the indiscriminate volunteering of key and pivotal men, then, in the face of such an enemy as Germany, the total military effectiveness of the nation would have been lessened rather than strengthened by the assembly of 1,000,000 volunteers.

"On the assumption that the selective service bill would become a law, therefore, the plans for its

The Sun, Page 2

THE WEATHER

Evening Public Ledger

NIGHT EXTRA

VOL. VI.—NO. 10 PHILADELPHIA, THURSDAY, SEPTEMBER 25, 1919 PRICE TWO CENTS

"STEEL STRIKERS DEMAND JUSTICE," SAYS FITZPATRICK

Tells Senate Probers "Fund, $2,000,000 or $20,000,000," Was Raised Against Labor

A. F. OF L., NOT EMPLOYES, BEGAN UNION CAMPAIGN

"Bad Spot in Industrial Situation," Strike Leader Terms Conditions in Mills

By the Associated Press

Washington, Sept. 25.—Even should the United States Steel Corporation consent to meet representatives of the men, the nation-wide strike of steel workers could not now be called off, in the opinion of John Fitzpatrick, chairman of the strikers' committee, as expressed today at the opening of the Senate labor committee's investigation of the strike.

"The 350,000 men on strike," Fitzpatrick declared, "are going to demand from the United States Government justice, decent justice."

Fitzpatrick opened his statement with what he said was a brief history of labor conditions in the steel industry.

Charges Big Fund Used

"With the creation of the steel corporation a campaign was begun with the object of pushing organized workers out of the mills," he said. "A great sum of money, I don't know whether it was $2,000,000 or $20,000,000, was appropriated. In recent years labor has begun to realize the tremendous importance of the steel industry and its influence on other industries.

"While we were getting the eight-hour day and better working conditions elsewhere, the steel mills still operated with very long hours and with wages below the proper line. Labor understood then the necessity of organizing the steel industry for the purpose of controlling its effects on the others and at the last two conventions of the Federation of Labor the step was authorized."

Fitzpatrick said representatives of twenty-four international unions affiliated with the American Federation of Labor met in Chicago about a year ago and effected a campaign committee to organize the steel workers. Samuel Gompers was elected chairman and William Z. Foster, secretary. Men and money, the witness said, were assembled, but funds were so limited that the initial organization efforts were confined to the Calumet district, including Chicago and Gary, Ind.

"The men in the steel mills," Fitzpatrick continued, "were looking for relief. They had no hope. They responded in large numbers and it was only a short time until we had a very successful organization."

"Up to that time there had been no unionism in the steels mills?" asked Chairman Kenyon.

"No," Fitzpatrick replied. "About that time, October, 1918, the steel corporation was resorting to every effort to force action on the part of the men or of the labor organization to spread their influence. They announced establishment of the eight-hour day and we knew that was an effort to prevent our organization."

Senator Jones, Democrat, New Mexico, asked whether the employes had made application to the American Federation of Labor for organization or whether the movement had been initiated by the American Federation of Labor.

A. F. of L. Started Campaign

"The American Federation of Labor initiated the movement," Fitzpatrick replied.

"Was there no movement of the men inviting the organization?" asked Senator Jones.

"No, only as the men met in different localities and expressed their desires."

"Why was it incumbent on the American Federation of Labor to organize the steel industry?" Senator Jones asked.

"It was a bad spot in the industrial situation," Fitzpatrick replied. "In the steel industry, the hours are long, the wages small and the treatment—you can't describe the treatment."

These conditions, he added, led other large employers to consider imposing similar conditions on their employes and so, for the benefit of organized workmen everywhere in the country, organization of the steel industry was deemed essential by the leaders of the labor movement.

St. Paul Globe, page 1

MAGAZINE SECTION

ST. PAUL GLOBE.

SUNDAY, SEPTEMBER 18, 1904.

STEEL AND STEAM, WOOD AND WIND

Ambition of the People Who Belong to the New National Child Labor Committee

A GROUP of business men were talking the other evening about the forthcoming Presidential election.

"This will prove to be far and away the most important year to the United States for at least a decade," said one of them.

"It will," agreed another, "but not on account of the Presidential election. An event which is bound to have a wider and more lasting effect upon the country's future has already happened this year. I refer to the establishment of the new National Child Labor Committee, to do in America the work done many years ago in England by Lord Shaftesbury and other philanthropists whose hearts were stirred by Elizabeth Barrett Browning's wonderful poem, 'The Cry of the Children.'"

The National Child Labor Committee was initiated in New York last April for the rescue and protection of children of tender years who are forced to work. The committee has been woking hard since then to perfect its organization and cover every part of the country. It is now "getting into its stride," and will soon conduct a vigorous campaign for legislation against child labor in various States.

"We shall make a slashing attack on the legislatures of Georgia and Delaware," said a member of the committee, when questioned about the plans in contemplation. "There is no legislation against child labor in those States, but the number of wage-earning children there increases year by year, like a snowball rolling down hill.

"Georgia is the only manufacturing State of the South which has not even the most elementary legislation on the subject, but all the Southern States are away behind England, France, Germany and some of the older industrial commonwealths of the Union in protecting their children from the greed of employers and parents.

"But the South is not the only sinner. Our National Committee is needed all the way from New England to California, from Florida to Oregon. You can go into hundreds of mills throughout Pennsylvania and find girls of thirteen, and even younger, working all night long. Their employers violate no law. Boys of the same age work in the glass works day and night, and no statute is broken. In the glass factories of Indiana and New Jersey boys of fourteen and less regularly work all night. This year the New Jersey Legislature declined to prohibit such night work of children.

"We shall work in these backward States to secure satisfactory legislation. We are not a radical body, and our demands are the minimum required by humanity—no factory labor for children under twelve and no night work for children of tender years. These are the chief planks in our platform.

"But we have important work to do even in those States which have provided good factory legislation for children. Law enforcement is quite as necessary as law enactment, and in many parts of the country the factory laws are practically a dead letter. We shall try to make them a living force."

The need for the committee was well expressed by Dr. Felix Adler, its first chairman.

"There is need of a national body which shall be a great moral force for the protection of children," he said. "It is to combat the danger in which childhood is placed by greed and rapacity.

"The nation has become only part industrial and commercial. There are still States that are chiefly agricultural. Whenever any State which has been agricultural passes over into the commercial or industrial stage, it is subjected to a great temptation to underbid the older industrial States by offering cheap labor for the mills and factories. Cheap labor means child labor; consequently there results a holocaust of the children—a condition which is intolerable.

"What we have witnessed is that one State after another, as it swings into line in the introduction of the factory system, repeats the experience of the older States, allows its children to be sacrificed, and learns only after bitter experience that protective legislation is required. It will be the task of the National Committee to meet this danger at its very inception, so that the continuance of such needless sacrifices may be prevented. The committee thus becomes a great moral force to prevent the relapse of whole communities into the barbarous conditions which we now see in certain States."

The National Committee declares that it has no idea of promoting federal legislation, though it will do its best to see that children of tender years are not employed in any departments of the United States Government, or on any work done by contract for the Government. It aims to create a na-

St. Paul Globe, page 2

tional sentiment against child labor by the medium of a large number of local committees working in every State of the Union. When this sentiment is aroused, it will be directed against the State legislatures until satisfactory laws are passed and rigidly enforced.

"There is great need for a crusade against child labor right here in New York City, although the legislators at Albany have passed better laws on the subject than those in many other States," said a woman who spends her life in charity work in the metropolitan tenements. "While many of the immigrants are very anxious that their children shall enjoy the benefit of an American public school education, others send them to work long before they reach the legal working age, telling lies about the child's age, which are preposterous as soon as you look into the little one's face.

"This is particularly the case with the Italians. Their ambition to make money and 'get on'—commendable enough in itself—leads them to exploit their children without mercy. While better legislation is badly needed down South, there is perhaps no big city in the country where better enforcement of the law is more urgently required than in New York.

"Many of the tenement workshops in which these children toil are terribly cramped and unsanitary. This is one of the principal reasons of the high mortality among Italian children in New York, Philadelphia and other cities. As the result of spending all day, and often a good part of the night as well, in these foul workshops, they are easily affected by tuberculosis, bronchitis, bronchopneumonia and pneumonia. Only those people who work among the tenements can realize the appalling waste of child life that goes on day by day and year by year."

The National Child Labor Committee includes within its ranks many men of national eminence. Among them are former President Grover Cleveland, Cardinal Gibbons, Senator Tillman, Bishop David H. Greer, Isaac N. Seligman, Robert W. de Forest and Edgar Gardner Murphy, the secretary of the Southern Education Board.

The Washington Times, page 1

Fair Tonight and Probably Tuesday Morning.

The Washington Times

LAST EDITION

NUMBER 7742. Yesterday's Circulation, 48,366. WASHINGTON, MONDAY EVENING, MARCH 3, 1913. Sixteen Pages. PRICE ONE CENT

TEN THOUSAND WOMEN MARCH DOWN AVENUE IN FIGHT FOR BALLOT

Civilized World Sends Marchers to Brilliant Pageant That All But Overshadows Change of Presidents—Participants Gayly Costumed. Floats Beautiful—Men in Line.

TABLEAUX ON TREASURY STEPS TELL STORY OF GREAT STRUGGLE

Ten thousand women marchers, representing every civilized nation on earth, gave the world today its greatest peaceful demonstration known to the "votes-for-women" cause.

Garbed in costumes of every conceivable color and design, the suffragettes and hundreds of male sympathizers and supporters marched down historic Pennsylvania avenue from the Capitol to the Pan-American Union Building, while a quarter of a million people cheered.

It was the most spectacular parade known to a city renowned for its parades and pageants. Its equal never before has been attempted by women. It was a success, spelled with a big S. It was witnessed and applauded by crowds no less enthusiastic than those that will tomorrow see a President of the United States become a private citizen and a private citizen be elevated to the highest position in the world.

The parade was a visible demonstration of the suffragettes in their fight for votes. It all but overshadowed the ceremonies of tomorrow and attracted thousands to the city.

Harvey W. Wiley, jr., the country's baby votes-for-women crusader, and Miss H. M. Young, the eighty-seven-year-old pioneer in the equal rights movements, were but two of the thousands in line.

It was the result of a fifty-five-year battle for ballots in the United States. Supporting the American woman in her fight, came over sea and land women from those other countries of Europe and Asia to whom the ballot has been granted and those looking forward with that in view.

Tableaux Are Shown.

The parade was but a part of the great demonstration. Historical and allegorical tableaux, participated in by America's loveliest women, was a climax to the entire affair. On the south front of the big Treasury building, where are gathered thousands, the suffragettes gave living pictures of their struggle.

There were three distinct features to the demonstration—the parade, a series of tableaux on the Treasury Department steps, and, tonight, a series of mass meetings.

That today's demonstration was distinctly for and by women was the keynote forced home to all observers. The women evinced that theirs was no part of the inaugural ceremonies. Complete divorce—as a theme and idea—from the inaugural was emphasized.

Women of All Classes.

Flower of American womanhood joined in the celebration. Society leaders in hundreds from all cities trudged sturdily beside humble housewives. Actresses, opera singers and professional women whose names are known in every country joined with enthusiasm. Senators, Congressmen and leaders of

(Continued on Second Page.)

civic and political life of the nation marched with the women.

Pensylvania avenue, from the Capitol to the White House was seething with densely packed humanity. Grandstands erected for the inauguration ceremonies tomorrow were jammed with spectators.

Flags, pennants, buttons, handbills, posters and banners of myriad colors, combined with the costumes of the marchers, gave "The Avenue" a kaleidoscopic appearance. Tons of suffrage literature were distributed. Streets and sidewalks were trampled with printed appeal for the ballot. Lusty-lunged women held impromptu suffrage speakers at street corners.

The city was in gala attire not only for the women, but for the inaugural parade. Buildings were ablaze with color. Intertwined with the guidons and pennants for Wilson and Marshall were those emblazoned "Votes for Women." National and international colors of the suffragists were lavishly used.

Women "hikers" came from New York, Baltimore, Richmond and other

The Washington Times, page 2

nearby cities. The largest was Gen. Rosalie Jones and her footsore feminine "army" which completed its trip from New York, begun February 12.

Starting Signal Relayed.

Homefolks and visitors here abandoned everything to view the pageant today. The only desertion—in numbers or thought—from the women was the citizens' reception at the Union Station to President-elect Wilson and his party. But this crowd, massed at the depot plaza for the arrival of Wilson's special train, swept down into the Avenue in a wild rush for a view of the woman's pageant as soon as the incoming executive had arrived.

By noon the vanguard of the women paraders formed near the Peace Monument, at the base of the Capitol—the eastern extremity of Pennsylvania avenue.

Women and girls, in dazzling, white flowing robes, on horse and afoot, marshaled the forces of equal rights. Mounted on an immense white charger, in a long, loose yellow tunic, carrying a gilded trumpet, was Miss Inez Milholland, the celebrated New York suffrage leader. She was the herald.

On the crack cavalry horse of the army, Mrs. R. C. Burleson, wife of Lieutenant Burleson, of the army, acted as grand marshal. A score of famous horsewoman, including huntswomen of Virginia and Maryland, were assistant mounted marshals.

While the parade was forming tableaux at the south front of the Treasury was being enacted. The signal of the start of the parade was relayed block by block up from the Peace Monument by heralds. Their megaphones were gilded in imitation of herald's bugles, and all were dressed in costume.

As the procession slowly swept up Pennsylvania avenue, Miss Milholland frequently sounded the triumphant, militant one of "Progress." A purple and yellow banner was suspended from her trumpet.

Hundreds of the marchers were uniformed, but the greater part donned "citizen's" clothes. The uniforms, of every color, were long "Portia" capes, full ani flowing, with a single button at the breast. "Portia" caps were the uniform headpieces.

Floats of Many Nations.

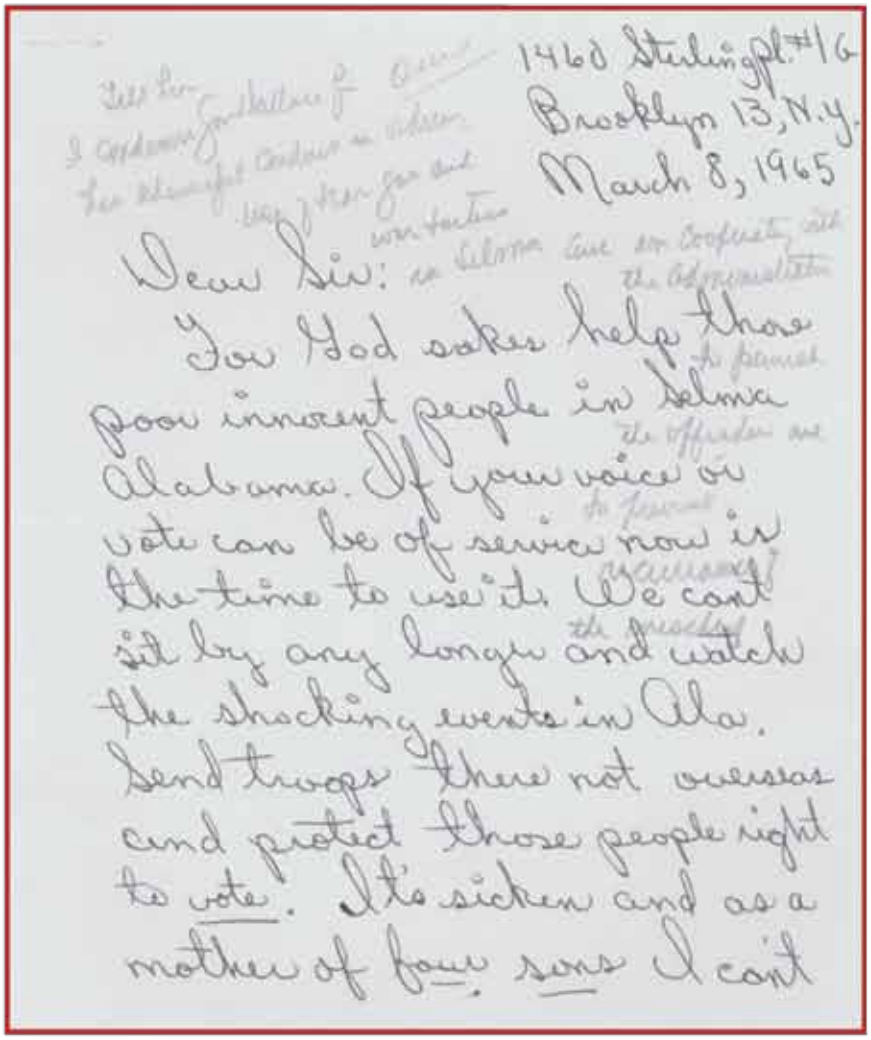
Behind Miss Milholland marched ten ushers, carrying yellow and blue pennants, and wearing light blue and gold caps and gowns.

A woman's band of fifty pieces followed. They received a tremendous ovation at every step. Behind marched fifty more uniformed women ushers. Then came Capital women marchers—over 500—clad in golden tan caps.

The first mounted brigade, headed by Mrs. Burleson, the grand marshal, were next.

Then came floats denoting the countries in which women have whole or partial suffrage. Before them was carried a banner labeled "Women of the World Unite." The first float represented Norway. Mrs. Knute Nelson, wife of the Minnesota Senator, was the central figure on this float, seated amidst a minature forest of waving Norwegian pine trees. Other countries represented by floats, all drawn by caparisoned horses, were Finland, New Zealand, and Australia. Each bore in large figures the date upon which women were given suffrage in these countries. On them were seated women and girls in respective national costumes.

A standard bearing the words: "Countries Where Women Have Partial Suffrage," was followed by allegorical floats representing Sweden, Denmark, Iceland, Great Britain, Austria-Hungary, and Belgium. National flags of the respective countries draped women and girls seated on thrones. Ten girls in Swedish colors were on the "Sweden" float. A large Union Jack draped a young woman on the Great Britain float. Three girls in Welsh costumes represented Wales; five in kilties represented Scotland; seven wearing the Irish green and carrying harps, represented Ireland; seven Canada, and three society belles of Washington, attired in Hindu turbans and robes, represented India.



1460 Sterling pl. #16
Brooklyn 13, N.Y.
March 8, 1965

Dear Sir:

For God sakes help those poor innocent people in Selma Alabama. If your voice or vote can be of service now is the time to use it. We can't sit by any longer and watch the shocking events in Ala. Send troops there not overseas and protect those people right to vote. It's sicken and as a mother of four sons I can't

Letter from Mrs. E. Jackson on voting rights, National Archives

Rights and Responsibilities: *Digital Resources from HISTORY*

The dual concepts of rights and responsibilities help to frame many important questions about government, citizenship, and civil rights. What rights can and do governments grant citizens, and what responsibilities do citizens have to the government, to themselves and to one another?

RIGHTS AND RESPONSIBILITIES: DIGITAL RESOURCES FROM HISTORY

By Kim Gilmore, HISTORY

This year's National History Day theme offers a rich lode for students to mine as they consider potential topics for their projects. The dual concepts of rights and responsibilities help to frame many important questions about government, citizenship and civil rights. What rights can and do governments grant citizens, and what responsibilities do citizens have to the government, to themselves and to one another? This is just one of the questions that can emerge from such a vibrant theme, and HISTORY® has many resources to help students and teachers as they choose their National History Day topics.

When choosing a topic, it can be very helpful to start by thinking broadly about a set of ideas, and then looking for a specific angle to explore. Whether you are most interested in political, social or cultural history, it is useful to consider many perspectives on a topic, and then try to look at it from yet another distinct view, or to find a niche that you connect with. Each year, students find such creative and compelling History Day topics, and *Rights and Responsibilities in History* provides another broad canvas for students to work with.

HISTORY has many resources that touch upon this theme, which can connect with many aspects of both U.S. and global history. Indeed, the concepts of rights and responsibilities also allow us to think about the ways ideas travel, and how these categories are often changing in response to events or ideas in other sections of the globe. As just one example, historians have connected the circulation of ideas about rights from the American Revolution to the French Revolution to the Haitian Revolution. The ways these ideas were argued and implemented differed vastly, but primary sources help us dig in to see how and why they were applied in specific areas.

When considering the 2014 theme, several HISTORY resources come to mind. I encourage teachers and students to take advantage of the vast world of digital sources on HISTORY.com and beyond. Also, don't be afraid to go the library or a historical society and dig into the archives. Sometimes the most surprising sources are at the bottom of a box or file.

Suggested History Resources:
Citizenship Quiz and *The Naturalized*

This fun and engaging game is based on the test people take when they go through the process of becoming a U.S. citizen. The USCIS administers this official test and process. Exploring the citizenship process is a great way to review the rights and responsibilities of United States citizens. It is also important for us all to remember the low points in our nation's journey to establishing rights for newcomers and potential immigrants to the U.S. The Chinese Exclusion Act of 1882 is just one example of an immigration restriction that was later overturned. *The Naturalized* is a HISTORY documentary that follows the experiences of several contemporary people on the journey of becoming U.S. citizens.

Citizenship Quiz: http://www.history.com/shows/classroom/interactives/citizenship-quiz

Learn more about the Chinese Exclusion Act: http://www.ourdocuments.gov/doc.php?doc=47

Double Victory

Double Victory is a documentary that spotlights the historic role of the Tuskegee Airmen during World War II, revealing the ways these African Americans bravely fought a war on two fronts: They helped the world triumph against fascism abroad and they fought valiantly for racial justice and

equality at home. Featuring many Tuskegee pilots who tell powerful stories of their experiences during the war, *Double Victory* shows how these airmen helped defeat fascism in Europe and helped inspire the Civil Rights Movement upon their return. This program is an excellent resource for thinking about how and why rights and responsibilities evolve based on broader world events, and how everyday citizens can fight for change.

Double Victory Classroom Guide: http://www.history.com/images/media/pdf/Double_Victory_FIN.pdf

Learn more about the Tuskegee Airmen: http://www.history.com/topics/tuskegee-airmen

Miracle Rising: South Africa

The struggle to overturn apartheid in South Africa took place over decades, and finally came to a head in the 1990s. *Miracle Rising* chronicles the anti-apartheid movement from the perspective of those who lived through it. Recounted through personal accounts of key figures, both local and international, the documentary examines how a momentous social movement in South Africa helped bring about enormous change. This is a compelling example of the ways a social movement changed the definition of the rights of an entire group of people, forcing the government to recognize the humanity and citizenship of black South Africans. While in some cases rights are spelled out by governments, in others people use their organizing power to reframe the political and social sphere. *Miracle Rising* is an excellent example of this kind of change and the complexities involved.

Learn more about the Anti-Apartheid movement: http://www.history.com/topics/apartheid

How the Earth Was Made/The Universe

Each year on Earth Day, people everywhere are reminded of the importance of safeguarding our world's natural resources for future generations. *How the Earth Was Made* is a natural history series that travels around the globe to look at our planet's key geological features, from the Grand Canyon to the Atacama Desert and beyond. The series helps us reflect on the rights and responsibilities we have to our planet. This series, as well as HISTORY's series *The Universe,* teaches us about ways that human action shapes the environment—issues that continue to be pressing throughout the world. These are just a few examples of programs that can provide ideas for thinking about how and why our responsibility to the natural world changes over time.

Relevant websites: http://www.history.com/shows/how-the-earth-was-made; http://www.history.com/shows/the-universe

Engineering an Empire

Throughout world history, there have been pivotal moments at which the concepts of rights and responsibilities have been upended and transformed. While many of these came during times of revolution or upheaval, others have developed slowly over the course of decades or generations. The *Engineering an Empire* series is a visually dynamic world history series that focuses on architecture and innovation in countries including China, Russia, France, Greece and Mexico. Looking at these societies through the lens of the built environment allows us to consider the ways public culture was defined, and to think about who had rights to visit and use these spaces. The series offers a great overview of many of these world societies.

Additional Resources

Visit History.com and History Classroom for short videos, original articles, maps and other resources: www.history.com; www.history.com/classroom

Mankind: The Story of All of Us: World History Resources drawn from the HISTORY series:
http://www.history.com/mankind

Find great digital history resources through HISTORY's partnership with HMH:
http://www.hmheducation.com/history/index.php

The National Archives' Our Documents site is an outstanding primary source destination:
www.ourdocuments.gov

The World Digital Library from the Library of Congress is a great site for world history sources:
http://www.wdl.org/en/

Center for History and New Media at George Mason University
http://chnm.gmu.edu/

National History Education Clearinghouse
http://teachinghistory.org/

Weider History Group Magazines, which includes links to articles from 11 history publications
HISTORYnet.com

History ROCKS!

Covering all facets of American and world history and how our past shapes our present, **Weider History** has a magazine for history lovers of every age.

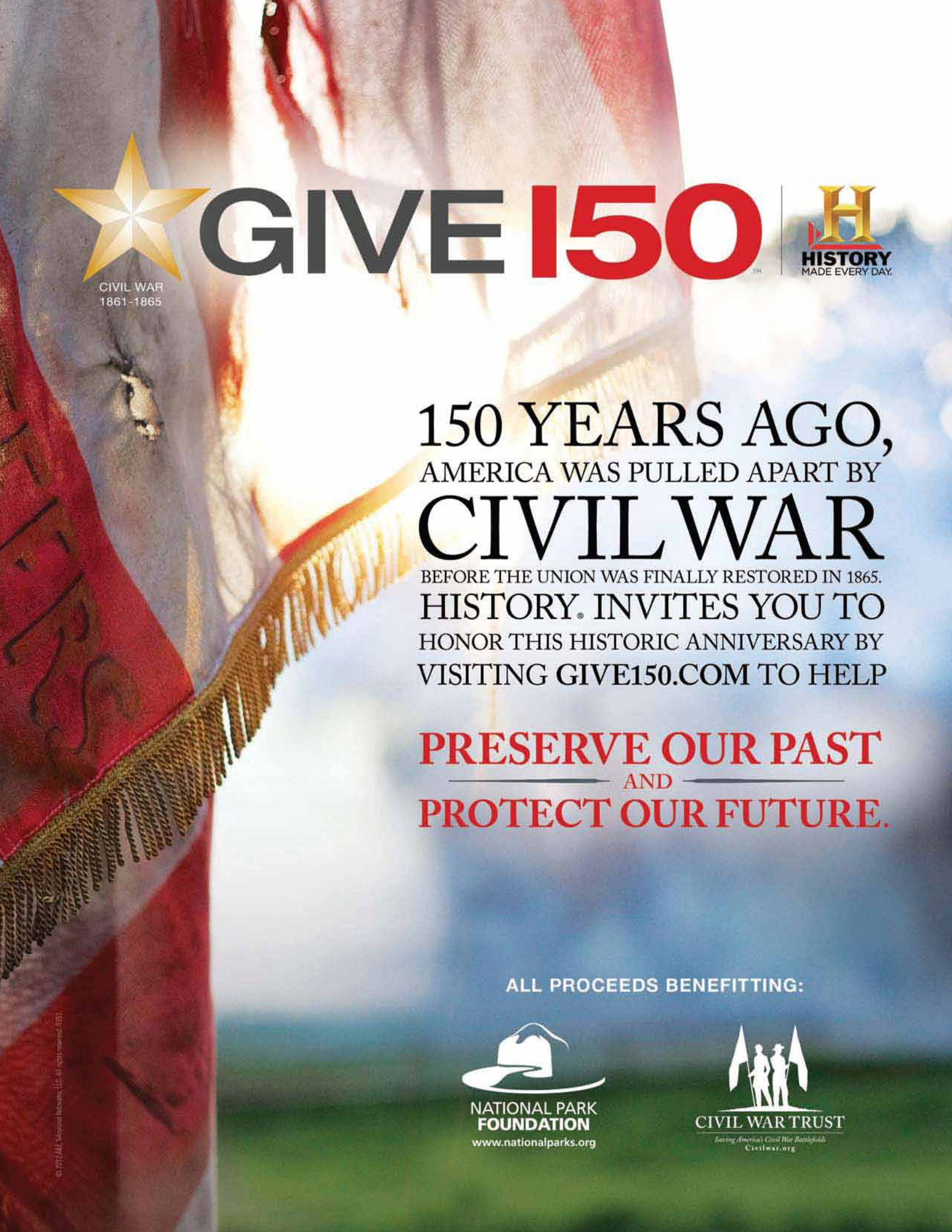
Explore your choice today!

For Only $24.95
That's 38% OFF
the regular $39.95 one year rate!

With your 1-yr print subscription, you'll receive a
Digital Edition FREE!
A $29.99 value.

Order your subscription today!
Call 1-800-435-0715 (Mention code S3FNHD)

This offer is valid for new subscribers only. Outside the U.S. and Canada, add $12/year. Please allow 4-6 weeks for delivery of first issue.


CIVIL WAR
1861-1865
GIVE150™
HISTORY
MADE EVERY DAY.
150 YEARS AGO,
AMERICA WAS PULLED APART BY
CIVIL WAR
BEFORE THE UNION WAS FINALLY RESTORED IN 1865.
HISTORY® INVITES YOU TO
HONOR THIS HISTORIC ANNIVERSARY BY
VISITING GIVE150.COM TO HELP
PRESERVE OUR PAST
AND
PROTECT OUR FUTURE.
ALL PROCEEDS BENEFITTING:
NATIONAL PARK
FOUNDATION
www.nationalparks.org
CIVIL WAR TRUST
Saving America's Civil War Battlefields
Civilwar.org