

# BUILDING A MORE PERFECT UNION

PART II



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ISBN: 979-8-9880776-0-2

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# WHAT IS NATIONAL HISTORY DAY®?

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National History Day (NHD) is a nonprofit organization that creates opportunities for teachers and students to engage in historical research. NHD is not a predetermined, by-the-book program but rather an innovative curriculum framework. Students learn history by selecting topics of interest and launching into year-long research projects. The mission of NHD is to improve the teaching and learning of history in middle and high school. The most visible vehicle is the NHD Contest.



When studying history through historical research, students and teachers practice critical inquiry, asking questions of significance, time, and place. History students become immersed in a detective story. 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 present their work in original papers, exhibits, performances, websites, or documentaries. These projects are entered into competitions in the spring at local, affiliate, and national levels, where professional historians and educators evaluate them. The program culminates at 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 annual theme frames the research for students and teachers alike. It is intentionally broad enough to allow students to select topics from any place (local, national, or world) and any period in history. Once students choose their topics, they investigate historical context, historical significance, and the topic's relationship to the theme. Research can be conducted at libraries, archives, and museums; through oral history interviews; and by visiting historic sites.

NHD benefits teachers and students. For students, NHD allows self-direction of their learning. Students select topics that match their interests. NHD provides program expectations and guidelines for students, but the research journey is unique to each project. Throughout the year, students develop essential life skills, including fostering intellectual curiosity. Through this process, they gain critical-thinking and problem-solving skills to manage and use information now and in the future.

The classroom teacher is a student's greatest ally. NHD supports teachers by providing instructional materials and hosting workshops at local, affiliate, and national levels. Many teachers find that bringing the NHD model to their classroom encourages students to watch for examples of the theme and to identify connections in their study of history across time. To learn more, visit [nhd.org](http://nhd.org).

# EDITORS' NOTE

The National Endowment for the Humanities (NEH) and National History Day® (NHD) created *Building a More Perfect Union* as part of the NEH's special initiative to advance civic education and the study of U.S. history and culture in preparation for the 250<sup>th</sup> anniversary of the signing of the Declaration of Independence. To learn more about this initiative, go to [neh.gov/250](http://neh.gov/250). This is the second book in the *Building a More Perfect Union* series.

We worked with scholars and teachers across the country to create two essays exploring the founding principles of the U.S. Constitution, examining how these ideas have evolved over time, and 15 lesson plans for middle school and high school social studies classrooms. These materials explore events, legislative accomplishments, and civic actions throughout U.S. history—from immigration policy to voting rights to case studies of citizens who collectively moved us toward a more perfect union. The primary source-rich lessons include compelling and guiding questions, inquiry-based activities, opportunities to consider multiple and competing perspectives, and supplementary materials available at EDSITEMent: the NEH website for K-12 humanities education. Each lesson includes ideas for how to connect themes and concepts across the *Building a More Perfect Union* series, thereby supporting integration across curricula.

All of the supporting materials (graphic organizers, rubrics, etc.) and primary source documents are available as free downloads on National History Day's website ([nhd.org/250](http://nhd.org/250)) and EDSITEMent ([edsitement.neh.gov/teachers-guides/more-perfect-union-0](http://edsitement.neh.gov/teachers-guides/more-perfect-union-0)).



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Highsmith, Carol M., *Aerial view, United States Capitol building, Washington, D.C.* Photograph. April 30, 2007. Library of Congress (2010630477). <https://www.loc.gov/item/2010630477/>.

# PRINCIPLES OF THE CONSTITUTION: INVENTING “WE THE PEOPLE”

**AUTHOR:** Kerry Sautner, Former Chief Learning Officer, The National Constitution Center

The start of our country was not a Big Bang moment of creation but more of a long evolution of testing out the idea that people could rule themselves. This singular aspiration grew into the foundation of the republic we live in today. We should not forget that the United States began as an experiment and continues as one today—it does not exist by a stagnate, stale set of rules but as a dynamic, energetic social laboratory of rights and responsibilities. Democracy, a form of self-government, developed through a series of starts and stops over a long period of time. The Constitution’s framers were highly influenced by the ancient Greek and Roman civilizations, but they were also children of the Enlightenment—a period that challenged (and sometimes upended) traditional power structures of monarchies and aristocracies. Moreover, the experiences and experiments in colonial governments profoundly influenced the Constitution’s drafting—as did the failures of the Articles of Confederation.

In the time between the writing of the Declaration of Independence in 1776 and the drafting of the U.S. Constitution in 1787, the American people were governed at the national level by the Articles of Confederation and at the state level by state constitutions. With the U.S. Constitution, the founding generation established a new national government that was more powerful than the one that existed under the Articles of Confederation, but also one of limited powers, and was founded on key principles that we still struggle to realize today.

The U.S. Constitution is the shortest written constitution in the world. It has been amended only 27 times. However, this concise document also contains profound ideas that guide and bind us as Americans.

## FOUNDING PRINCIPLES

The Constitution was written in a time of great change in America. It was an attempt to bring together the needs and ideals of (very) different groups of people - and outline the fundamental principles which would help shape a young nation. Therefore, a discussion of the U.S. Constitution needs to begin with a few of the Constitution’s core principles: popular sovereignty, natural rights, equality, and liberty.

**Popular sovereignty:** The Constitution establishes a government based on the consent of the governed. The sovereign power is held not by a king or an aristocracy but by the American people. Popular sovereignty is the idea that the people are sovereign, meaning that they possess the ultimate authority. They are the creators of the power of the government and, in turn, vest the government with the authority to act on behalf of the United States.

**Natural rights:** The idea, popularized during the Enlightenment, is that people have the right to life, liberty, and the pursuit of happiness. These rights were considered “natural” and could not be taken away by a government without “due process of law.”

**Equality:** Equality in a constitutional democracy means equal justice under the law. No one is above or beyond the reach of the law, and no one is entitled to unfair advantages or subjected to unequal penalties based on the law.<sup>1</sup>

**Liberty:** The rights of all citizens to be free and act according to one’s own will.<sup>2</sup>

### WHEN EXPLORING THE FOUNDING ERA, CONSIDER THE FOLLOWING ESSENTIAL QUESTIONS:

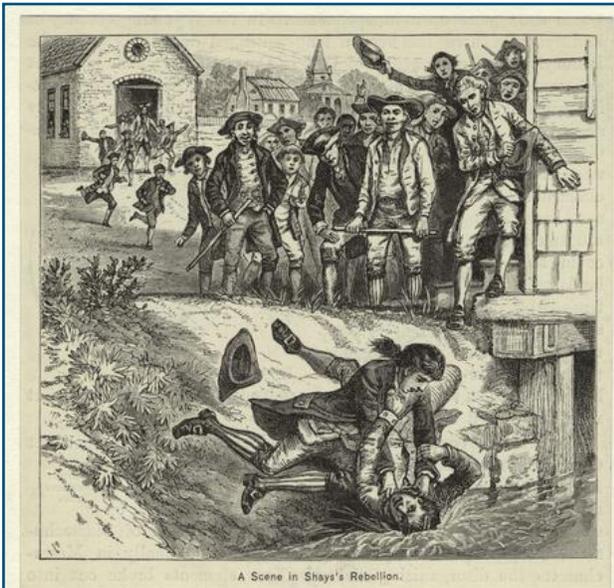
- › Why did the founding generation decide to write a new constitution?
- › What did the founding generation learn from the state constitutions that led to the drafting of the U.S. Constitution?
- › What was Shays’ Rebellion? How did it influence the founding generation?
- › What key principles underlie the U.S. Constitution?
- › What sort of system of government did the founding generation establish?
- › What key principles were missing from the 1787 Constitution?

### LOOKING FOR MORE?

Check out the Road to the Convention curriculum from the National Constitution Center at [constitutioncenter.org/education/constitution-101-curriculum/3-road-to-the-convention](https://www.constitutioncenter.org/education/constitution-101-curriculum/3-road-to-the-convention).

<sup>1</sup>“Equality,” Annenberg Classroom, accessed July 19, 2023. [https://www.annenbergclassroom.org/glossary\\_term/equality/](https://www.annenbergclassroom.org/glossary_term/equality/).

<sup>2</sup>“Liberty,” Cornell Law School, accessed July 28, 2023. <https://www.law.cornell.edu/wex/liberty>.



A scene from Shays' Rebellion, published in 1882. The Miriam and Ira D. Wallach Division of Art, Prints and Photographs: Picture Collection, The New York Public Library (b17613346)

## POPULAR SOVEREIGNTY AND NATURAL RIGHTS

**“[T]he more important aspect of the Preamble is that it focuses on popular sovereignty. It is the people, rather than the government of the states or the nation, that are the actors.”<sup>3</sup>**

—Michael Rappaport, Legal Scholar

At the time of the founding, “We the People” in many ways meant “We, the white male landowners,” but the principle of popular sovereignty tells us that the ultimate power and authority rest not with the government itself but with the people. When we examine the Preamble, we can see the framers did not obscure this core principle. Instead, they led with a profound statement to the world that this government would be based on popular sovereignty, powerfully declaring “We, the People,” agree to this document and consist of whom it will govern. The line that follows—“in order to form a more perfect union”—sets up the idea of natural rights and social contract theory by saying we give these rights over to a government. But in exchange for what? And what are the people expected to get? Not a perfect union but a more perfect one that shows a little humility.

The rest of the Preamble continues to spell out what the Constitution will do through the rule of law. It will “establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity . . .” It ends by reiterating that We, the People, create—“do ordain and establish”—this Constitution.

For the Constitution to go into effect, it needed to be approved by the people through the ratification process. Article VII of the Constitution established the process for ratification by simply stating that the “Ratification of the Conventions of nine States, shall be sufficient for the Establishment of this Constitution between the States so ratifying the Same.” On June 21, 1788, New Hampshire became the ninth state to ratify, and the Confederation Congress established March 4, 1789 as the date to begin operating a new government under the Constitution.

At its core, popular sovereignty is rooted in social contract theory. Based on the work of John Locke and other Enlightenment thinkers, the social contract is an agreement between the people and their governments. Governments have the responsibility to protect individual natural rights in return for the obligations of responsible citizenship. People give the government the power to govern and some rights (not unalienable natural rights) in return for safety and security (rule of law). People give the government the power to rule, but governments need to create a fair, legitimate system that promotes safety and happiness. Ultimately, the government is accountable to the people. If the government does not protect the people’s natural rights or creates an unfair or unjust structure, the people need to demand change.

### ESSENTIAL QUESTIONS TO CONSIDER WHEN TEACHING ABOUT EQUALITY AND THE FOURTEENTH AMENDMENT INCLUDE:

- > What key principles were added or enhanced during Reconstruction?
- > How did the Fourteenth Amendment transform the Constitution?
- > How does the Fourteenth Amendment promote equality and protect freedom?
- > How has the Fourteenth Amendment been applied by the Supreme Court over time?
- > How did American Indians interact with the French and other groups who moved about and forcefully settled the Atlantic World?

### LOOKING FOR MORE?

Check out the Road to the Convention curriculum from the National Constitution Center at [constitutioncenter.org/education/constitution-101-curriculum/3-road-to-the-convention](https://constitutioncenter.org/education/constitution-101-curriculum/3-road-to-the-convention).

<sup>3</sup>Mike Rappaport, “Gouverneur Morris on the Preamble to the Constitution,” Law & Liberty, updated March 13, 2019, accessed July 19, 2023. <https://lawliberty.org/gouverneur-morris-on-the-preamble-to-the-constitution/>.



Photograph of a segregated bus station in Durham, North Carolina, 1940. Library of Congress (2017747598).

## EQUALITY

It is a basic principle of republican governments that they must be fair—that all humans are entitled to be treated with fairness in the form of equal protection under the law. Equality in a constitutional democracy means equal justice under the law. No one is above or beyond the reach of the law, and no one is entitled to unfair advantages or subjected to unequal penalties based on the law.<sup>4</sup>

When the Fourteenth Amendment was added in 1868, the Constitution made significant progress toward the Declaration of Independence’s promise of freedom and equality. Section 1 of that amendment states:

**“ All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.**

## LIBERTY

Liberty is the idea that we are allowed to think, work, live, and learn, free from arbitrary rule and without arbitrary and unreasonable restraint. We see this term “liberty” appear constantly in the pre-Revolutionary colonies, amplified in the Declaration of Independence, and then codified in the Constitution through the opening of “We the People” and the Fourteenth Amendment. We examine liberty as the idea of freedom from a government that is both unfair and unequal in its application of the law. These ideas of liberty and equality are bound together, and when embodied in laws, they can together protect the individual and ensure balance across society.

### ESSENTIAL QUESTIONS TO CONSIDER WHEN TEACHING ABOUT LIBERTY:

- > How does a society maximize individual liberty while still protecting the safety and rights of others?
- > What are the ways that our society protects liberty? What are some ways that our society restricts liberty?
- > How are liberty and equality connected?

### LOOKING FOR MORE?

Check out the Road to the Convention curriculum from the National Constitution Center at [constitutioncenter.org/education/constitution-101-curriculum/3-road-to-the-convention](https://www.constitutioncenter.org/education/constitution-101-curriculum/3-road-to-the-convention).

## CONCLUSION

As we examine these founding principles, we must allow our students to ask and answer for themselves how these principles apply today. In the most turbulent of times in America, we seek to find answers to who we are, state loudly for the world to hear what we believe in, and set a course toward who we want to be. Each generation must ask questions and redefine these values for themselves.

To teach the history of the United States, it is imperative to help students examine how the story of the “We the People” has been written and rewritten over time by those who were left out of the original narrative. They need to consider how those who were left out used the document’s stated principles to find their voice and agency, how many of their fights for freedoms were denied, and how their actions helped build a more perfect union.

<sup>4</sup>“Equality,” Annenberg Classroom, accessed July 19, 2023. [https://www.annenbergclassroom.org/glossary\\_term/equality/](https://www.annenbergclassroom.org/glossary_term/equality/).



Howard Chandler Christy's 1940 painting depicting the signing of the U.S. Constitution in 1787. Architect of the Capitol.

We began with the build-up to a revolution, then an experiment in self-government, and then the transformative period of Reconstruction. But that is not where the story ends. With any agreement, there is always work to be done to keep the system functioning well. As citizens and residents of the United States, our role in this arrangement is to be active, engaged, and knowledgeable of our history and our principles. When you think about social contract theory, the critical insight is that all legitimate forms of government are based on the consent of the people: the people give away certain powers to the government, but the people can always take that power back. So, if the government fails to uphold its end of the contract, the people have the right to alter or abolish it. That's what the American people themselves did in the American Revolution.

A core principle of the U.S. Constitution is a citizenry who knows and acts as the guardian of our democracy. To do that effectively, we must examine our agreements with our government at every level—in our schools, in our communities, and with our representatives both locally and nationally. Therefore, teachers must help their students examine their membership agreements with a lens on the danger of the tyranny of the majority, the meaning of consent, and the issue of how to enforce a social contract with their teachers, their families, or even in their clubs. What are your rights and responsibilities for each community with which you engage, and how are these different, depending on the ruling structure and the purposes of the agreement? Principles guide our beliefs and give us guideposts—or rather, goalposts. It is our job to keep score.

**The strength of the Constitution lies entirely in the determination of each citizen to defend it. Only if every single citizen feels duty bound to do his share in this defense are the constitutional rights secure.**

—Albert Einstein

# AN INCOMPLETE REVOLUTION

**AUTHOR: Prithi Kanakamedala, Ph.D., Associate Professor, History, Bronx Community College & The Graduate Center, City University of New York**

Slavery was the paradox of the American Revolution.<sup>1</sup> Even as white patriots decried their own political enslavement at the hands of the British, they continued to enslave people of African descent. In the post-revolutionary period, freedom, liberty, and popular sovereignty—that the country be governed by the people for the people—remained a reality for only an elite few, while slavery existed in the land of the free. This made the American Revolution’s promise incomplete—Indigenous peoples and people of African descent were afforded little to no rights in the period that followed the patriots’ victory. But both enslaved and free people of African descent continued to find ways to seize their own freedom and ensured that with liberty came true political, social, and legal equality.

The Black protest tradition continued long after slavery ended in the United States, with the passage of the Thirteenth Amendment in 1865. In the century that followed, African Americans led the struggle in areas such as education, employment, housing, jobs, and voting to ensure that this nation lived up to its founding ideals and that the U.S. remained a true democracy for all. This essay explores Black protest and the expansion of freedom through three specific themes and time periods: slavery and freedom during the American Revolution, citizenship and the right to vote during the pre-Civil War era, and the fight led by Black women to vote in the twentieth century.

## SLAVERY IN A LAND OF FREEDOM

Enslaved communities of African descent were well aware of the rhetoric of the American Revolution (1775–1783) and the language of its iconic document, the Declaration of Independence (1776). The Declaration’s appeal that “all men are created equal with certain unalienable Rights—Life, Liberty, and the pursuit of Happiness” became a focal point for enslaved people securing their own rights.<sup>2</sup> Enslaved people used the chaos of war to advocate for their own freedom. They did so by running away, manumissions, emancipation through self-purchase, petitioning, and serving as Black Loyalists to gain their own freedom.

On January 13, 1777, just two years into the Revolution, abolitionist Prince Hall (1735–1807), the founder of Black freemasonry, together with six other African American men in Massachusetts—Lancaster Hill, Peter Bess, Brister Slenfan, Jack Pierpont, Nero Funelo, and Newport Sumner—presented the state legislature with a petition that drew on the rhetoric and ideology of the American Revolution to question the grounds of their own enslavement.

This was not the first time enslaved people of African descent organized themselves to agitate for freedom. Four years earlier, before the Revolution, four enslaved people in Boston—Peter Bestes, Sambo Freeman, Felik Holbrook, and Chester Joie—wrote to Thomas Hutchinson, governor of the Massachusetts Bay Colony, arguing for their freedom as fellow Christians. In the 1777 petition, the writers highlighted the hypocrisy and sin of enslaving a Christian. Furthermore, they drew upon the Declaration’s language by arguing they had “in common with all other men, a natural and inalienable right to that freedom, which the great Parent of the universe hath bestowed equally on all mankind.” They then explicitly underlined the disparity within the context of the Revolution as they “express their astonishment that it has never been considered, that every principle from which America has acted, in the course of her unhappy difficulties with Great Britain, bears stronger than a thousand arguments in favor of your humble petitioners,” and concluded that “freedom . . . is the natural right of all men, and their children (who were born in this land of liberty).”<sup>3</sup>

Black women also radically demanded their own freedom. As early as 1773, Phillis Wheatley’s *Poems on Various Subjects, Religious and Moral*, distinguished her as the first African American to have her work published. Her poem, “On being brought from Africa to America,” in particular, discussed the sin of slavery. In 1780, Elizabeth Freeman sued for her freedom, arguing that if all men were born equal, then the same argument applied to her as well. She would become the first African American to seize her freedom under the Massachusetts Constitution.

<sup>1</sup> Edmund S. Morgan, “Slavery and Freedom: The American Paradox,” *Journal of American History*, 59, no. 1 (June 1972): 5–29. <https://doi.org/10.2307/1888384>.

<sup>2</sup> Declaration of Independence, National Archives and Records Administration, accessed February 27, 2023. <https://www.archives.gov/founding-docs/declaration-transcript>.

<sup>3</sup> “Petition for freedom (manuscript copy) to the Massachusetts Council and the House of Representatives, [13] January 1777,” Massachusetts Historical Society, <https://www.masshist.org/database/557>.



Miniature portrait of Elizabeth Freeman, 1811.  
Massachusetts Historical Society (03.147).

Black women also demanded their legal right to freedom and financial means to support them once it was attained. In 1783, Belinda, an enslaved woman, petitioned the Massachusetts General Court. In the document, she describes her traumatic life as an enslaved person and states her right to a pension as detailed in her slaveholder's will.<sup>4</sup> Massachusetts became the third northern state to gradually abolish slavery (Pennsylvania and New Hampshire preceded it), with New York being the second-to-last northern state to do so.

## VOTING AND CITIZENSHIP

In the aftermath of the Revolution, northern states slowly began to dismantle the system of slavery; alongside this, their free Black communities continued to grow. In New York State, slavery took 28 long years to end. During this time, known as the gradual emancipation period, free Black men and women found ways to advocate for their own freedom. Knowing that equality would not accompany emancipation, free Black New Yorkers turned the rhetoric of the American Revolution into action.

<sup>4</sup> Phillis Wheatley, *Poems on Various Subjects, Religious and Moral* (London: A Bell, 1773); Connop Thilwall, *Primitiae or Essays and Poems on Various Subjects Religious Moral and Entertaining* (London: Printed for the author by T. Plummer, 1809); Susan Anne Livingston Ridley Sedgewick, *Elizabeth Freeman*, miniature portrait, 1811, Massachusetts Historical Society, [https://www.masshist.org/database/viewer.php?item\\_id=23&pid=4&ft=%20End%20of%20Slavery](https://www.masshist.org/database/viewer.php?item_id=23&pid=4&ft=%20End%20of%20Slavery); Belinda's Petition to the Massachusetts General Court, February 14, 1783, Royall House & Slave Quarters. <https://royallhouse.org/belinda-suttons-1783-petition-full-text/>.

<sup>5</sup> Before that, the Gradual Emancipation Act of 1799 had done little to actually free enslaved people in New York and strengthened slaveholding interests in the state instead.

<sup>6</sup> At this time, Brooklyn and New York, or Manhattan, were entirely separate cities.

<sup>7</sup> Judith Wellman, *Brooklyn's Promised Land: The Free Black Community of Weeksville, New York* (New York: New York University Press, 2014).

In 1817, New York State announced that slavery would officially end on July 4, 1827.<sup>5</sup> In 1821, knowing absolute emancipation was on the horizon, the state legislature made radical changes to its constitution. Before 1821, all men in New York State, regardless of race, had to own \$100 worth of property to vote. The changes to the state constitution removed the property qualification for white men and introduced a \$250 property requirement for Black men. This was a significant amount for the average working Black man, which equaled about a year's wages.

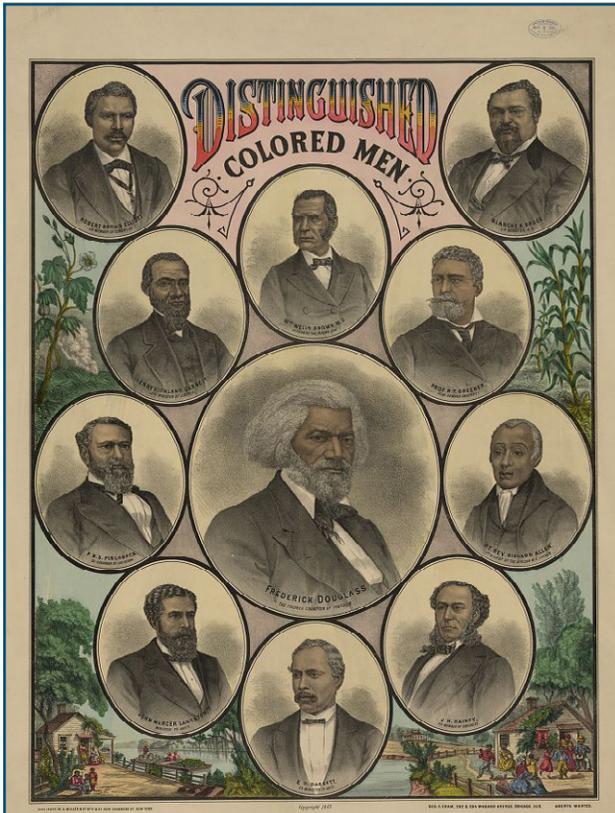
The U.S. Constitution and the Naturalization Act of 1790 had already restricted citizenship to white men. In the time before the introduction and ratification of the Fourteenth and Fifteenth Amendments, Black New Yorkers led the struggle for citizenship and voting rights. Many of these activists had generations of history in New York. Their ancestors built the city that transformed from a small Dutch trading outpost to a major port city. They demanded the right to be seen as citizens, with all the privileges and protections of citizenship, including the right to vote. The nineteenth-century self-determined and intentional community of Weeksville, founded as a political project on the outskirts of the city of Brooklyn, New York, fulfilled some of these ambitions.<sup>6</sup>

Following the Panic of 1837 and the subsequent economic downturn, property prices remained historically low. The frenzied pace of urban development that had gripped Brooklyn came to a sudden halt. Black Brooklynites took this opportunity to buy land at historically low prices. And in being able to do so, they would gain the right to vote—and by possessing that right—who could argue that they were not citizens of the United States?

Weeksville was the second-largest free Black community in the United States before the Civil War and the only one with an urban rather than rural base, boasting high percentages of property ownership.<sup>7</sup> At its peak, Weeksville had about 500 residents, and the community built institutions and organizations intended to provide care for and safety to its residents, including schools, churches, a newspaper, a home for the aged, and an orphanage. But free Black communities across the North knew all too well that their freedom remained extremely fragile as long as slavery existed in the United States.

In 1843, abolitionist and New Yorker Henry Highland Garnet urged revolution by calling for enslaved people in the South to rise. "Let your motto be resistance! resistance! RESISTANCE! No oppressed people have ever secured their liberty without resistance," he told the audience at the Black National

Convention in Buffalo, New York.<sup>8</sup> Centuries of the Black protest tradition and the outcome of the Civil War (1861–1865) laid the foundation for the so-called Reconstruction Amendments. In 1865, the Thirteenth Amendment abolished slavery in the United States. In 1868, the Fourteenth Amendment gave citizenship to anyone born on U.S. soil, and two years later, the Fifteenth Amendment gave citizens the automatic right to vote. It brought to an end decades of Black struggle in the United States. But the right for women to vote, especially Black women, had yet to be addressed.



Print showing prominent African American men, including Henry Highland Garnet (first image on the left in the second row), 1883. Library of Congress (00651115).

## BLACK WOMEN AND POLITICS

We are often taught that the Nineteenth Amendment (1920) secured the right for women to vote in the United States. But as historian Martha S. Jones reminds us, not all women could vote after the amendment’s passage—Black women remained largely excluded from the elective franchise as the government deliberately deployed literacy tests, poll taxes, and racial violence to prevent them from exercising their constitutional right. Still, Black women launched a multi-faceted campaign in the twentieth century to protest their exclusion, building on centuries of prior activism.

<sup>8</sup> Henry Highland Garnet, “An Address to the Slaves of the United States of America,” published in Henry Highland Garnet, *Walker’s Appeal, with a Brief Sketch of His Life* (New York: J. H. Tobitt, 1848). University of Nebraska-Lincoln. <https://digitalcommons.unl.edu/etas/8/>.

<sup>9</sup> Martha S. Jones, *Vanguard: How Black Women Broke Barriers Won the Vote and Insisted on Equality for All* (New York: Basic Books, 2021).

<sup>10</sup> Learn more about the Dorcas Society at [coloredconventions.org/african-free-schools/legacies/dorcas-society/](https://coloredconventions.org/african-free-schools/legacies/dorcas-society/).

The organizers of the Seneca Falls Convention in 1848—often cited as the first women’s convention—did not invite any Black women, and none were in attendance. But Black women engaged in the nineteenth-century abolitionist movement, demanding an immediate end to slavery and political and legal equality for all Americans regardless of race. Prevented from leadership roles in formal organizations such as William Lloyd Garrison’s American Anti-Slavery Society, Black women formed groups such as the African Dorcas Society, founded in Manhattan in 1828, which fundraised to provide clothing and school supplies for African American children, an act which sought to remove barriers to education.

In 1935, educator and civil rights activist Mary McLeod Bethune founded the National Council of Negro Women in New York City (it would later move its headquarters to Washington, D.C.) to build political power. Members built on the work of late nineteenth-century activists such as Ida B. Wells, Mary Church Terrell, and Sarah Smith Tompkins Garnet to extend the franchise. The organization fundraised to be able to pay Black voters’ poll taxes, provide tutoring to pass literacy tests, and organize mass voter drives. Bethune soon became a member of Franklin D. Roosevelt’s “Black Cabinet,” advising him and Eleanor Roosevelt on matters affecting Black voters.



Mary McLeod Bethune, leading a long line of girls standing in front of the Daytona Normal and Industrial School for Negro Girls, which later became Bethune-Cookman College (now Bethune-Cookman University), 1905. Library of Congress (2021669923).

At the height of the Civil Rights Movement, Mississippi-born Fannie Lou Hamer took to public platforms to protest discrimination at the ballot box. Tellingly, Hamer often cited the Fourteenth and Fifteenth Amendments in her speeches about why voting justice was long overdue but rarely referenced the Nineteenth Amendment, which she clearly did not see as including Black women.

In 1964, Hamer's speech at the Democratic National Committee convention in Atlantic City, New Jersey, was broadcast into homes across the country. Like generations before her, she questioned the gap between the United States' founding ideals and its reality. She ended her speech with:

**“ All of this is on account we want to register, to become first-class citizens, and if the freedom Democratic Party is not seated now, I question America, is this America, the land of the free and the home of the brave where we have to sleep with our telephones off of the hooks because our lives be threatened daily because we want to live as decent human beings, in America?”<sup>11</sup>**



**Fannie Lou Hamer testifying before the credentials committee representing the Mississippi Freedom Democratic Party at the Democratic National Convention in Atlantic City, New Jersey, August 22, 1964. Library of Congress (2003688126).**

Centuries of self-determined grassroots struggle finally culminated in the passages of the Civil Rights Act (1964), Voting Rights Act (1965), and Fair Housing Act (1968), and its legacy created a very different-looking political arena. In 1972, Shirley Chisholm, the first Black woman in Congress, ran for president of the United States. “I am not the candidate for Black America,” she said, “although I am Black and proud. I am not the candidate of the women’s movement of this country, although I am a woman and equally proud of that. I am the candidate of the people and my presence before you symbolizes a new era in American political history.”<sup>12</sup>



**Representative Shirley Chisholm, photographed at a Black Caucus State of the Union event, January 31, 1973. Library of Congress (2018650328).**

The U.S. Constitution, and its subsequent amendments, have not always been fairly applied to all Americans. As such, U.S. history has never been one of linear progress. But glimpses from its chapters illuminate how “we the people,” that is, ordinary people doing extraordinary things, have helped shape this nation into “a more perfect union.” In this way, the Revolution has become more complete over time. Black protest and organizing have always been at the center of that struggle demanding the country live up to its own democratic ideals even when it frequently fell short, and for that, all Americans, regardless of race, owe them a huge debt.

<sup>11</sup> Fannie Lou Hamer, Testimony Before the Credentials Committee, Democratic National Convention, August 22, 1964. Archives of Women’s Political Communication, Iowa State University. <https://awpc.cattcenter.iastate.edu/2017/03/09/testimony-before-the-credentials-committee-democratic-national-convention-aug-22-1964/>.

<sup>12</sup> Shirley Chisholm, Presidential Campaign Announcement, January 25, 1972, C-SPAN. <https://www.c-span.org/video/?325324-2/1972-shirley-chisholm-presidential-campaign-announcement>.

# FIGHTING WITH WORDS AND DEEDS: FOUNDING MOTHERS BREAKING STEREOTYPES IN REVOLUTIONARY AMERICA

**AUTHOR:** Regina R. Lee, Vernon Center Middle School, Vernon, Connecticut

## GUIDING QUESTION:

How did the Founding Mothers move beyond traditional gender roles to shape the revolutionary effort and the early republic?

## OVERVIEW

During the American Revolution, a small number of privileged women engaged in the conflict, directly or indirectly. In this lesson, students will explore the words and deeds of some Founding Mothers and evaluate which of these supported the mottos of the revolution and the ideas of freedom and equality. Using primary and secondary sources, students will learn about five influential women who bypassed the stereotypes of their traditional roles and contributed to the Revolutionary War and the shaping of the new nation.

## OBJECTIVES

At the conclusion of this activity, students will be able to:

- > Identify five Founding Mothers;
- > Evaluate the important roles they played in the Revolutionary War effort and their ideas about freedom and/or liberty;
- > Complete a mock social media page about a chosen Founding Mother; and
- > Create posts and a personal definition of freedom that references primary sources.

## STANDARDS CONNECTIONS

### CONNECTIONS TO COMMON CORE

- > CCSS.ELA-Literacy.RH.9-10.1 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.

### CONNECTIONS TO C3 FRAMEWORK

- > D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

## DOCUMENTS USED

### PRIMARY SOURCES

Book, Mercy Otis Warren, *History of the Rise, Progress, and Termination of the American Revolution*, 1805 (excerpt)  
Library of Congress  
<https://www.loc.gov/exhibits/thomas-jeffersons-library/interactives/history-of-the-american-revolution/>

Diary Entry, Abner Weston, January 23, 1782 (transcribed excerpt)  
Museum of the American Revolution  
<https://www.amrevmuseum.org/virtualexhibits/when-women-lost-the-vote-a-revolutionary-story/pages/abner-weston-s-diary>

*Journals of the Continental Congress, 1774–1789, Volume XIV, April 23–September 1, 1779 (excerpt)*  
Daughters of the American Revolution  
[https://www.dar.org/sites/default/files/4\\_JournalsOfContinentalCongress1774-1789\\_VolXIV.pdf](https://www.dar.org/sites/default/files/4_JournalsOfContinentalCongress1774-1789_VolXIV.pdf)

*Journals of the Continental Congress, 1774–1789, Volume XVII, May 8–September 6, 1780 (excerpt)*  
Daughters of the American Revolution  
[https://www.dar.org/sites/default/files/6\\_JournalsOfContinentalCongress1774-1789\\_VolXVII.pdf](https://www.dar.org/sites/default/files/6_JournalsOfContinentalCongress1774-1789_VolXVII.pdf)

Law, 116th U.S. Congress, Public Law 116-331, January 13, 2021 (excerpt)  
<https://www.govinfo.gov/content/pkg/PLAW-116publ331/html/PLAW-116publ331.htm>

Letter, Abigail Adams to John Adams, March 31, 1776 (excerpt)  
National Archives and Records Administration  
<https://founders.archives.gov/documents/Adams/04-01-02-0241>

Letter, Abigail Adams to John Adams, May 7, 1776 (excerpt)  
National Archives and Records Administration  
<https://founders.archives.gov/documents/Adams/04-01-02-0259>

Letter, John Adams to Mercy Otis Warren, April 16, 1776 (excerpt)  
National Archives and Records Administration  
<https://founders.archives.gov/documents/Adams/06-04-02-0044>

Letter, Paul Revere to William Eustis, February 20, 1804 (excerpt)  
Massachusetts Historical Society  
<https://www.masshist.org/database/326>

Letter, Phillis Wheatley to George Washington, October 26, 1775  
National Archives and Records Administration  
<https://founders.archives.gov/documents/Washington/03-02-02-0222-0001>

Letter, Phillis Wheatley, “Letter from Phillis Wheatley to Mary Wooster,” July 15, 1778 (excerpt)  
Hugh Upham Clark Collection, Massachusetts Historical Society  
<https://www.masshist.org/database/772>

Poem, Phillis Wheatley, “His Excellency General Washington” (excerpt)

## SECONDARY SOURCES

Article, Debra Michals, “Margaret Cochran Corbin (1751–1800)”  
National Women’s History Museum  
<https://www.womenshistory.org/education-resources/biographies/margaret-cochran-corbin>

Article, Debra Michals, “Mercy Otis Warren (1728–1814)”  
National Women’s History Museum  
<https://www.womenshistory.org/education-resources/biographies/mercy-otis-warren>

## CONNECTIONS

Women have played key roles in American history. When developing a course of study, consider how women fit into the story in each unit. How did women help to build a more perfect union?

Article, Debra Michals, Ed., “Abigail Smith Adams (1744–1818)”  
National Women’s History Museum  
<https://www.womenshistory.org/education-resources/biographies/abigail-adams>

Article, Debra Michals, Ed., “Deborah Sampson (1760–1827)”  
National Women’s History Museum  
<https://www.womenshistory.org/education-resources/biographies/deborah-sampson>

Article, Debra Michals, Ed., “Phillis Wheatley (ca. 1753–1784)”  
National Women’s History Museum  
<https://www.womenshistory.org/education-resources/biographies/phillis-wheatley>

## TEACHER-CREATED MATERIALS

- > Founding Mothers Source Documents
- > Founding Mothers Organizer
- > Social Media Page Template

## ACTIVITY PREPARATION

- > Make one copy of the Founding Mothers Background Information for each group of two or three students.
- > Make one copy of the Founding Mothers Organizer for each student.
- > Provide copies or models of the Social Media Page Template for student use.
- > Set up an online interactive whiteboard site or a classroom wall and gather sticky notes for student use.
- > Organize students into groups of two or three students each.
- > Arrange the classroom for group work.

## PROCEDURE

### ACTIVITY ONE: INTRODUCTION (40 MINUTES)

- > Using an online interactive whiteboard or a classroom board, ask students to add a sticky note (real or virtual) to a column labeled Founding Fathers, listing information they know about our country's Founding Fathers. Students may list names, events, important facts, or ideas. Allow students time to read through each other's sticky notes.
- > Create a column labeled Founding Mothers and ask students to repeat the activity for the second column.
- > Compare the two columns. For most students (and adults), knowledge about the Founding Mothers is limited. Ask students why this may be, and lead a discussion about what they believe women were doing during the American Revolution. Questions may include:
  - » *Did women participate in the Revolutionary War?*
  - » *Were women politically active before and during the Revolution?*
  - » *How might women have supported the war effort?*
  - » *How might they have been affected by the war?*
- > Distribute one Founding Mothers Background Information handout to each student. Introduce the five featured Founding Mothers. In the next activity, students will use this information to evaluate how each woman contributed to and played a role in the Revolution.

### ACTIVITY TWO: FOUNDING MOTHERS (40 MINUTES)

- > Direct students to work with a partner or small group to read the Founding Mothers Background Information handout, highlight important information, and analyze the biographical information and primary source documents.
- > Allow groups time to collaborate as they complete the Founding Mothers Organizing Worksheet.
- > Review student responses with the class.

- > Ask students to add more sticky notes to the "Founding Mothers" column on the chart and group similar comments or ideas.
- > Revisit the ideas of how the Founding Mothers felt about the fight for freedom or liberty. Ask students how these women were affected by their commitment to the war effort.
  - » Ask what new questions students have or what new ideas students want to investigate further.
  - » Ask students what other voices they have not heard and how they might investigate those perspectives.

### ASSESSMENT OPTIONS

- > Students can complete a Social Media Founding Mothers Template for one of the Founding Mothers. Students may use one of the templates provided or create their own.
- > Students can submit their Founding Mothers Organizing Worksheet as a formative assessment.

## STUDENTS INTERESTED IN THIS TOPIC MIGHT BE INTERESTED IN RESEARCHING THE FOLLOWING FOR AN NHD PROJECT

- > Life in a Revolutionary War Camp
- > Native American Involvement in the Revolutionary War
- > Women and the Abolitionist Movement (1820s–1860s)

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

[NHD.ORG/250](https://nhd.org/250)

## EDSITEment!

### RELATED RESOURCES

Lesson Plan: Native Americans and the American Revolution: Choosing Sides

<https://edsitement.neh.gov/lesson-plans/native-americans-role-american-revolution-choosing-sides>

Lesson Plan: Voices of the American Revolution

<https://edsitement.neh.gov/lesson-plans/voices-american-revolution>

Lesson Plan: Who Were the Foremothers of the Women's Suffrage and Equality Movements?

<https://edsitement.neh.gov/lesson-plans/who-were-foremothers-womens-suffrage-and-equality-movements>

Teacher's Guide: A More Perfect Union

<https://edsitement.neh.gov/teachers-guides/more-perfect-union-0>

# OPPOSITION TO THE ALIEN AND SEDITION ACTS

**AUTHOR:** Rhett D. Carter, Plano East Senior High School, Plano, Texas

## GUIDING QUESTION:

How did opposition to the Alien and Sedition Acts lead to the formation of a more perfect union?

## OVERVIEW

In 1798, the Federalist-dominated U.S. Congress passed a series of laws known collectively as the Alien and Sedition Acts. These laws put significant limitations on immigrants' rights and curtailed freedom of speech and the press. In this lesson, students will analyze sources and engage in a class discussion to develop an understanding of the varied perspectives taken by participants in the debate over the Acts.

## OBJECTIVES

At the conclusion of this activity, students will be able to:

- > Analyze primary source documents and discuss the major arguments in support of or opposition to the Alien and Sedition Acts;
- > Argue from the point of view of the authors of primary source documents;
- > Synthesize the ideas expressed for and against the Alien and Sedition Acts with their own views; and
- > Discuss how opposition to the Alien and Sedition Acts led to a more perfect union.

## STANDARDS CONNECTIONS

### CONNECTIONS TO COMMON CORE

- > CCSS.ELA-Reading.RH.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

- > CCSS.ELA-Writing.RH.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- > CCSS.ELA-Speaking and Listening.RH.11-12.4. 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.

## CONNECTIONS TO C3 FRAMEWORK

- > D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

## DOCUMENTS USED

### PRIMARY SOURCES

The Alien and Sedition Acts, 1798  
National Archives and Records Administration  
<https://www.archives.gov/milestone-documents/alien-and-sedition-acts>

James Madison, Virginia Resolutions, December 21, 1798  
National Archives and Records Administration  
<https://founders.archives.gov/documents/Madison/01-17-02-0128>

Letter, John Marshall to George Washington, January 8, 1799  
National Archives and Records Administration  
<https://founders.archives.gov/documents/Washington/06-03-02-0216>

Letter, Virginia Freeholders from Prince Edward County to John Adams, August 20, 1798  
National Archives and Records Administration  
<https://founders.archives.gov/documents/Adams/99-02-02-2859>

Thomas Jefferson, Resolutions Adopted by the Kentucky General Assembly (Kentucky Resolutions), November 10, 1798  
National Archives and Records Administration  
<https://founders.archives.gov/documents/Jefferson/01-30-02-0370-0004>

## TEACHER-CREATED MATERIAL

- > Debate Organizer

## ACTIVITY PREPARATION

- > Make one copy of the Debate Organizer for each group of students.
- > Organize students into five groups of four or five students each.
- > Arrange the classroom for group work.
- > Ensure all students have a device to access the primary sources (or print copies if needed).
- > Ensure students have basic knowledge of the Alien and Sedition Acts and the Quasi-War with France before beginning this lesson.

## CONNECTIONS

Political debate is crucial to democracy. This resource includes lessons that explore historical debates over school integration, civil rights, immigration, and voting rights. These themes demonstrate the evolution of American democracy.

## PROCEDURE

### ACTIVITY ONE: DEBATE PREPARATION (25 MINUTES)

- > Organize students into five groups and distribute the Debate Organizer.
- > Assign group leaders to facilitate each group's discussion and activities.
- > Assign each group of students one of the primary perspectives with the corresponding primary source document.
- > Review the instructions and give students time to prepare for the debate by discussing and taking notes on the questions on the organizer.
- > Circulate and monitor as needed.
- > Ask each group leader to ensure each member is prepared to discuss the group's perspective on the Acts during the debate.
- > Ask each group to prepare an opening statement that summarizes their group's position. The statement should be less than two minutes long when expressed verbally.

### ACTIVITY TWO: DEBATE (25 MINUTES)

- > Facilitate a debate between the various factions. Remind students that in the debate, they are speaking from the point of view of the primary sources and not from their own perspectives.
- > Prompt group leaders to express their groups' respective positions by reading or reciting their opening statements one after the other.
- > Open the debate by allowing one of the factions that opposed the Acts (at any level) to respond to the faction that strongly supports them.
- > Prompt the latter faction to respond to the opposing faction.
- > Choose a different opposing faction to respond to any of the points previously stated.
- > Repeat these steps for the remaining opposition faction.
- > Ask the faction that moderately supports the Acts to respond to both the opposition and the faction that strongly favors the Acts.
- > Allow members of other factions to "chime in" as time permits. Rotate between factions as much as possible to avoid one faction from dominating the discussion.

### ACTIVITY THREE: REFLECTION DISCUSSION (25 MINUTES)

- > Ask students to respond to the following questions based on prior knowledge and information discussed in the debate. Ensure that the discussion is not dominated by a few students. Encourage students to express their own thoughts regardless of what faction they were assigned to in the debate. Questions can include:
  - » *What motivated the Fifth Congress and President John Adams to implement the Acts?*
  - » *What implications did the Acts have for immigration policy and the government's role in protecting civil liberties?*
  - » *What were the major objections that those opposed to the Acts expressed?*
  - » *Why do you think there was a diversity of opinion amongs those who supported the Acts?*
  - » *Why do you think there was a diversity of opinion amongs those who opposed the Acts?*

### ASSESSMENT OPTIONS

- > Ask students to respond to the following prompt in written or spoken format: *To what extent did opposition to the Alien and Sedition Acts contribute to a more perfect union?*
- > Ask students to volunteer to share their responses with a partner or with the class.

### STUDENTS INTERESTED IN THIS TOPIC MIGHT BE INTERESTED IN RESEARCHING THE FOLLOWING FOR AN NHD PROJECT

- > The Formation of the First Party System in the U.S. (c. 1789–1801)
- > The French Revolution (1789–1799)
- > The Election of 1800
- > The Napoleonic Wars (1799–1815)
- > The War of 1812 (1812–1815)

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

**[NHD.ORG/250](https://nhd.org/250)**

## EDSITEment!

### RELATED RESOURCES

Curriculum: The First American Party System: Events, Issues, and Positions

<https://edsitement.neh.gov/curricula/first-american-party-system-events-issues-and-positions>

Lesson Plan: Lesson 1: From the President's Lips: The Concerns that Led to the Sedition (and Alien) Act

<https://edsitement.neh.gov/lesson-plans/lesson-1-presidents-lips-concerns-led-sedition-and-alien-act>

Lesson Plan: Lesson 2: The United States, France, and the Problem of Neutrality, 1796–1801

<https://edsitement.neh.gov/lesson-plans/lesson-2-united-states-france-and-problem-neutrality-1796-1801>

# EXPANDING THE VOTE IN THE JACKSONIAN ERA

**AUTHOR:** Tara Fugate, Richards Middle School, Fraser, Michigan

## GUIDING QUESTION:

How did the expansion of eligible voters and the push to appeal to these voters affect the 1824 and 1828 presidential elections?

## OVERVIEW

The U.S. Constitution allows states to set the requirements to vote. In the early 1800s, many states expanded eligibility to vote by lowering or eliminating requirements that white male voters own property. This expansion did not include women or people of color. In this lesson, students will determine how the expanded electorate helped Andrew Jackson win the presidency by analyzing campaign materials designed to appeal to these new voters.

## OBJECTIVES

At the conclusion of this activity, students will be able to:

- > Explain the various factors that influence and motivate people to vote in elections;
- > Draw conclusions from electoral maps;
- > Explain how Andrew Jackson's presidential campaign appealed to voters across regions of the United States; and
- > Explain the effect new voters had on the outcome of the 1824 and 1828 elections.

## STANDARDS CONNECTIONS

### CONNECTIONS TO COMMON CORE

- > CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- > CCSS.ELA-LITERACY.W.8.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

## CONNECTIONS TO C3 FRAMEWORK

- > D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.
- > D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

## DOCUMENTS USED

### PRIMARY SOURCES

Advertisement, *Jackson ticket. Agriculture, commerce and manufactures*, 1828  
Library of Congress (2008661739)  
<https://www.loc.gov/item/2008661739/>

Advertisement, *Jackson ticket. American system. Speed the plough, the loom & the mattock*, 1828  
Library of Congress (2008661740)  
<https://www.loc.gov/item/2008661740/>

Advertisement, *Jackson ticket. "Firm united let us be, rallying round our Hickory tree,"* 1828  
Library of Congress (2008661741)  
<https://www.loc.gov/item/2008661741/>

Advertisement, *Jackson ticket. Honor and gratitude to the man who has filled the measure of his country's glory--Jefferson*, 1824 and 1828  
Library of Congress (2008661736)  
<https://www.loc.gov/item/2008661736/>

Advertisement, *Jackson ticket. Internal improvement by rail roads, canals, & c.*, 1828  
Library of Congress (2008661738)  
<https://www.loc.gov/item/2008661738/>

Engraving, Joseph Wood, *Genl. Andrew Jackson, Protector & defender of beauty & booty*, 1828  
Library of Congress (2003656574)  
<https://www.loc.gov/item/2003656574>

Political cartoon, *The Pedlar and his pack or the Desperate effort, an overbalance*, 1828  
Library of Congress (2008661735)  
<https://loc.gov/item/2008661735>

Song lyrics, “The Hunters of Kentucky,” 1824  
History Matters, George Mason University  
<https://historymatters.gmu.edu/d/6522/>

## SECONDARY SOURCE

Article, “The Founders and the Vote”  
Library of Congress  
<https://www.loc.gov/classroom-materials/elections/right-to-vote/the-founders-and-the-vote/>

## TEACHER-CREATED MATERIAL

- > Student Note Chart

## ACTIVITY PREPARATION

- > Make one copy of the Student Note Chart for each student.
- > Organize students into groups of three or four students each.
- > Make enough copies of the primary sources so that each group can analyze two or three sources. If preferred, post the sources around the room or provide electronic copies.
- > Arrange the classroom for group work.

## CONNECTIONS

The expansion of voting rights is a key theme in building a more perfect union. Lessons in this resource include themes of voting in the Reconstruction Era and the push in the Civil Rights Movement to enforce voting rights guaranteed by the U.S. Constitution.

## PROCEDURE

### ACTIVITY ONE: INTRODUCTION (20 MINUTES)

- > Discuss the importance of voting. As a whole group, discuss:
  - » *Do you think it is important for people to vote? Explain.*
  - » *How do people decide for whom to vote?*
  - » *What makes someone choose not to vote for a candidate?*
  - » *What are some things a candidate can do to win over voters, especially undecided ones?*
- > Organize students into groups of three or four students each.
- > Distribute the Student Note Chart.
- > Ask students to begin by reading the short article “The Founders and the Vote” and discuss the questions at the bottom in their groups.
  - » **Teacher Tip:** Circulate and help students understand Madison’s argument for limiting the vote. Prompt them to consider what trends in the early 1800s would make this idea (largely accepted a few decades earlier) less popular.

### ACTIVITY TWO: DEBATE (45 MINUTES)

- > Prompt groups to continue to Part Two of the Student Note Chart.
- > Review the electoral process for the selection of the president. Explain what happens if no candidate receives a majority of electoral votes (the top three candidates are voted upon by the U.S. House of Representatives, as decided in the Twelfth Amendment).
- > Give groups time to analyze the Electoral Map (1824) and the map showing the Votes of the House of Representatives (1824 Election) and respond to the questions.
- > Ask students:
  - » *How do you think voters reacted to the election of John Quincy Adams?*
  - » *Were the votes of the House of Representatives reflective of their constituencies? Why or why not?*
- > Explain that four years later, in 1828, Jackson’s supporters actively campaigned throughout the nation.
- > Distribute two or three sources from the primary source packet to each group. Ask students to analyze their sources to determine what values were represented in the source (i.e., desire for infrastructure, support of war heroes). Analyze which voters would be drawn to the candidate based on this campaign source.
- > Share responses with the class. Ask groups to consider how each source would have appealed to new voters in the northern, southern, and western states.
- > Ask students to return to their Student Note Chart and analyze the 1828 Electoral Map.

## ASSESSMENT OPTIONS

- > Students can research and compare campaign materials from 1828 with another election year, comparing and contrasting how candidates appeal to undecided voters.
- > Students can research campaign materials from John Quincy Adams's 1828 campaign to compare how the Federalists appealed to undecided voters.
- > Students can write a reflection answering the guiding question: *How did the expansion of eligible voters and the push to appeal to these voters affect the 1824 and 1828 presidential elections?* This should be a well-formed paragraph of six to eight sentences and include evidence from the notes and primary sources analyzed.

## STUDENTS INTERESTED IN THIS TOPIC MIGHT BE INTERESTED IN RESEARCHING THE FOLLOWING FOR AN NHD PROJECT

- > The Era of Good Feelings (1815-1825)
- > The Corrupt Bargain (1824)
- > The Nullification Crisis (1832)
- > The Nineteenth Amendment (1920)
- > The Voting Rights Act (1965)

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

**[NHD.ORG/250](https://nhd.org/250)**

## EDSITEment!

### RELATED RESOURCES

Closer Readings Commentary: Using Chronicling America to Tell a Fuller Story: How Historical Newspapers Represent Different Perspectives

<https://edsitement.neh.gov/closer-readings/using-chronicling-america-tell-fuller-story-how-historical-newspapers-represent>

Lesson Plan: Women's Suffrage: Why the West First?

<https://edsitement.neh.gov/lesson-plans/womens-suffrage-why-west-first>

Media Resource: Backstory: Give Us the Ballot from "LBJ and the Great Society"

<https://edsitement.neh.gov/media-resources/backstory-give-us-ballot-lbj-and-great-society>

Teacher's Guide: Commemorating Constitution Day

<https://edsitement.neh.gov/teachers-guides/commemorating-constitution-day>

# “A MOST PRACTICAL MOVEMENT”<sup>1</sup>: THE CIVIC ENGAGEMENT OF BLACK AMERICANS DURING RECONSTRUCTION TO GAIN AND EXERCISE EQUAL RIGHTS

AUTHOR: Liz Taylor, J.R. Masterman Laboratory and Demonstration School, Philadelphia, Pennsylvania

## GUIDING QUESTION:

What were some of the ways Black Americans advocated for and exercised equal rights during Reconstruction?

## OVERVIEW

During Reconstruction, formerly enslaved men and women advocated for and exercised many of their rights as U.S. citizens. In this lesson, students will analyze primary sources related to the civic actions that African American citizens took during Reconstruction as they attempted to gain and exercise full citizenship rights. Students will develop a more comprehensive understanding of these actions and their importance.

## OBJECTIVES

At the conclusion of this activity, students will be able to:

- > Examine several instances of civic engagement in the areas of education, family reunification, the Black church, and politics during Reconstruction;
- > Analyze the activism of African American citizens in their attempts to secure and exercise equal rights; and
- > Discuss some of the varied methods of civil rights advocacy during Reconstruction.

## STANDARDS CONNECTIONS

### CONNECTIONS TO COMMON CORE

- > CCSS.ELA-Literacy.RI.9-10.2 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.
- > CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

## CONNECTIONS TO C3 FRAMEWORK

- > D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

## DOCUMENTS USED

### PRIMARY SOURCES

Book, Rev. E. K. Love, *History of the First African Baptist Church, From its Organization, January 20th, 1788, to July 1st, 1888 . . .*, 1888 (excerpt)

Rare Book Collection, University of North Carolina at Chapel Hill (BX6480 .S45 F5 1888)

<https://docsouth.unc.edu/church/love/love.html>

Book, Hampton Institute, *Everyday Life at Hampton Institute*, 1907 (excerpt)

HathiTrust Digital Library

<https://hdl.handle.net/2027/emu.010000154012>

Letter to the Editor,<sup>2</sup> April 5, 1873 (excerpt)

*Northern Ohio Journal* [Painesville, Ohio]

<https://chroniclingamerica.loc.gov/lccn/sn84028194/1873-04-05/ed-1/seq-2/>

Lithograph, A. M. E. Sunday School Union, *The plan for the organization of the Sunday School Union . . .*, 1891

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Library of Congress (98501269)

<https://www.loc.gov/item/98501269/>

<sup>1</sup> Letter from William Still to the Young Men's Christian Association, February 19, 1890, Historical Society of Pennsylvania, accessed December 31, 2022. <https://librarycompany.org/geniusoffreedom/racial-uplift-in-philadelphia/>.

<sup>2</sup> This source has been excerpted because the content following the excerpt contains condescending language. Please preview before deciding to share the complete source with students.

Newspaper article, "Closing Scenes of the Mississippi Legislature," May 1, 1873  
*New National Era* [Washington, D.C.]  
<https://chroniclingamerica.loc.gov/lccn/sn84026753/1873-05-01/ed-1/seq-1/>

Newspaper article, "Colored Convention at Mobile—Political and Social Equality Demanded.," May 4, 1867  
*The New-York Herald* [New York, New York]  
<https://chroniclingamerica.loc.gov/lccn/sn83030313/1867-05-04/ed-1/seq-3/>

Newspaper article, "Sex and Race," September 27, 1874  
*New Orleans Republican* [New Orleans, Louisiana]  
<https://chroniclingamerica.loc.gov/lccn/sn83016555/1874-09-27/ed-1/seq-2/>

Newspaper article, "Unidentified parents reunited with their daughter after 20 years," July 29, 1875  
*Baltimore Sun* [Baltimore, Maryland]  
*Last Seen: Finding Family After Slavery*  
<https://informationwanted.org/items/show/3236>

Newspaper article, "Vina Johnson reunited with her husband George Perry after 43 years," August 14, 1873  
*The Highland Weekly News* [Hillsboro, Ohio]  
*Last Seen: Finding Family After Slavery*  
<https://informationwanted.org/items/show/3565>

Portrait print, *The First Colored Senator and Representatives—in the 41<sup>st</sup> and 42<sup>nd</sup> Congress of the United States*, 1872  
Library of Congress (98501907)  
<https://www.loc.gov/item/98501907/>

Wood engraving, Thomas Nast, *Emancipation*, 1865  
Library of Congress (2004665360)  
<https://www.loc.gov/item/2004665360/>

## SECONDARY SOURCES

Article, "Reconstruction and Its Aftermath," *The African American Odyssey: A Quest for Full Citizenship*  
Library of Congress  
<https://www.loc.gov/exhibits/african-american-odyssey/reconstruction.html>

Primary Source Analysis Tool  
Library of Congress  
[https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Primary\\_Source\\_Analysis\\_Tool\\_LOC.pdf](https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Primary_Source_Analysis_Tool_LOC.pdf)

Teacher's Guide: Analyzing Primary Sources  
Library of Congress  
[https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Analyzing\\_Primary\\_Sources.pdf](https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Analyzing_Primary_Sources.pdf)

## TEACHER-CREATED MATERIALS

- › Day One Student Journal Entry
- › Primary Source Packet
- › Day Two Student Journal Entry
- › Civic Engagement During Reconstruction Chart
- › Fishbowl Activity

## ACTIVITY PREPARATION

### DAY ONE

- › Make one copy of the following for each student:
  - › Day One Student Journal Entry
  - › Article, "Reconstruction and Its Aftermath"
  - › Primary Source Analysis Tool
- › Make one copy of the following for each group of three students:
  - › Teacher's Guide: Analyzing Primary Sources
- › Print enough copies of the Primary Source Packet for each student to have access to their assigned source. Alternatively, sources may be provided electronically.
- › Organize students into groups of three students each for document analysis.
- › Arrange the classroom for group work.
- › Prepare four pieces of chart paper, each with one of the following titles: "Education," "Politics," "The Black Church," and "Family."
- › Gather large sticky notes (one for each group) or markers to write on chart paper.

### DAY TWO

- › Make one copy of the following for each student:
  - › Day Two Student Journal Entry
  - › Civic Engagement During Reconstruction Chart
  - › Fishbowl Activity
- › Gather sticky notes (one for each student).
- › Organize students into groups of three students. Organize groups so students who examined different primary sources on the first day are grouped together.

## PROCEDURE

### DAY ONE:

#### ACTIVITY ONE (15 MINUTES)

- > Distribute the Day One Student Journal Entry to each student.
- > Project the prompt on the screen for students to answer through written responses: *What do you think are the most important fundamental rights you have? Have you ever felt that those rights were taken away from you? If so, how and when?*
- > Ask students to share their responses with a partner.
- > Lead a whole class discussion:
  - » *What are the rights that are most important to you?*
  - » *Have those rights ever been taken from you?*
  - » *How did you react?*

#### ACTIVITY TWO (15 MINUTES)

- > Introduce the concept of civic activism during Reconstruction
  - » During the Civil War, many enslaved people fought in the military, escaped their enslavement, and undermined the Confederacy's efforts. They aimed to abolish slavery and achieve the most fundamental right of all: freedom.
  - » In this lesson, we will explore actions African American citizens took during Reconstruction to ensure that their rights encompassed more than freedom and more than the absence of enslavement to ensure that they had equal rights.
- > Distribute the article "Reconstruction and Its Aftermath."
- > Direct students to read the article and annotate it, underlining what they think are the most important points of the article.
- > Ask students to turn back to their partner and write down what they have jointly concluded are the three most important details from the article.
- > Pose a question to the class: *What benefits came from the advocacy of Black Americans for their full citizenship rights?*
  - » Students may mention literacy, voting rights, land ownership, securing employment of their choice, etc.

### ACTIVITY THREE (25 MINUTES)

- > Move students into groups of three students each. Assign each group one of the primary sources to analyze using the Library of Congress Primary Source Analysis Tool and Teacher's Guide as a reference. Give each student a copy of the source (or electronic access to the source) to use for both days.
- > Post the four pieces of large chart paper labeled "Education," "Politics," "Family," and "The Black Church."
- > Allow groups time to complete the Primary Source Analysis Tool, using the Teacher's Guide as a reference.
- > Ask groups to determine if the source they analyzed was an example of civic action in the field of education, politics, family, or the Black church. Ask each group to write a summary of the source they analyzed on the corresponding chart paper (distribute large sticky notes or markers).
- > Hang the pieces of chart paper on the wall when students finish writing their summaries.

### DAY TWO:

#### ACTIVITY ONE (10 MINUTES)

- > Distribute the Day Two Student Journal Entry. Direct students to write about what civic action their source from the previous day highlighted and how that action showed advocacy during Reconstruction.

#### ACTIVITY TWO (15 MINUTES)

- > Put students into new groups of three students each. Organize groups so students who examined different primary sources on the first day are grouped together.
- > Distribute copies of the Civic Engagement During Reconstruction Chart and ask students to pull out their primary source and Primary Source Analysis Tool from the previous day. Ask students to share their primary source with their new group members and complete the chart.

## CONNECTIONS

A key theme of many of the lessons in this collection is the idea of taking civic action, where people in history advocated and exercised their rights as citizens to improve their lives and those of their children and to create a more perfect union.

When discussing the history of African American people, students will encounter language that was common to the past, but might be offensive, problematic, or out-of-date. Remind students that in all discussions and written commentary, they should use modern-day terminology when speaking about people in the past.

### ACTIVITY THREE (25 MINUTES)

- > Ask students to place their desks or chairs in two concentric circles. The inner circle should have five seats positioned to face the outer circle.
- > Assign five students to sit in the inner circle.
- > Distribute and review the directions and note-taking sheet for the Fishbowl Activity so all students understand how to navigate the fishbowl and have a place to take notes or answer questions.
- > Before beginning the discussion, give all students a few minutes to review the questions and write notes for potential answers or additional questions.
- > Facilitate students' discussion of the actions they saw in the primary sources.
- > Summarize some of the points and questions students brought up at the end of the class.

### ACTIVITY FOUR (5 MINUTES)

- > Ask students to write down one way they see people advocating for equal rights today on a sticky note and put the sticky note on one of the pieces of chart paper on their way out the door.

### ASSESSMENT OPTIONS

- > Students can end the lesson with a written or oral reflection.
- > Students can create a short graphic novel describing how African Americans advocated for equal rights during Reconstruction.
- > Students can write a script for a social media video about one or more of the types of activism explored in the lesson.

## STUDENTS INTERESTED IN THIS TOPIC MIGHT BE INTERESTED IN RESEARCHING THE FOLLOWING FOR AN NHD PROJECT

- > Howard University (1867)
- > Hampton University (1868)
- > Charlotte Forten (1837–1914)
- > John Roy Lynch (1847–1939)
- > Booker T. Washington (1856–1915)

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

**NHD.ORG/250**

## EDSITEment!

### RELATED RESOURCES

Lesson Plan: Afro Atlantic: Exploring Emancipation

<https://edsitement.neh.gov/lesson-plans/afro-atlantic-exploring-emancipation>

Media Resource: Free and Equal: The Promise of Reconstruction in America

<https://edsitement.neh.gov/media-resources/free-and-equal-promise-reconstruction-america>

Media Resource: The Long Road to Freedom: Biddy Mason's Remarkable Journey

<https://edsitement.neh.gov/media-resources/long-road-freedom-biddy-masons-remarkable-journey>

Media Resource: Why Here?: Eatonville, Florida and Zora Neale Hurston

<https://edsitement.neh.gov/media-resources/why-here-eatonville-florida-and-zora-neale-hurston>

Teacher's Guide: Rethinking Reconstruction: Black Community and Political Organizing

<https://edsitement.neh.gov/teachers-guides/rethinking-reconstruction-black-community-and-political-organizing>

# BUFFALO SOLDIERS: PROTECTING THE AMERICAN WEST

Author: Dawn M. Crone, Brownsburg High School, Brownsburg, Indiana

## GUIDING QUESTION:

Who were Buffalo Soldiers, and how did they shape the U.S. Army's role in the American West and the Spanish-American War?

## OVERVIEW

African American men and women have served in every conflict in U.S. history. After the Civil War, the Buffalo Soldiers shaped the history of the U.S. Army. After analyzing primary and secondary sources, students will complete a tic-tac-toe activity to learn more about the Buffalo Soldiers. Students will synthesize this information to complete a graphic organizer and discuss new questions and ideas raised by the lesson.

## OBJECTIVES

At the conclusion of this activity, students will be able to:

- > Identify secondary and primary sources;
- > Evaluate various representations of the Buffalo Soldiers;
- > Explain who Buffalo Soldiers were and why they were called Buffalo Soldiers; and
- > Recognize the Buffalo Soldiers' legacy.

## STANDARDS CONNECTIONS

### CONNECTIONS TO COMMON CORE

- > CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- > CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

## CONNECTIONS TO C3 FRAMEWORK

- > D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.
- > D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

## DOCUMENTS USED

### PRIMARY SOURCES

Document, War Department General Order 143 Ordering the Creation of the U.S. Colored Troops, May 22, 1863  
National Archives and Records Administration (NAID 4662603)  
<https://catalog.archives.gov/id/4662603>

Frederic Remington, *Marching in the Desert with the Buffalo Soldiers*, "A Scout with the Buffalo Soldiers," *The Century*, April 1889

Frederic Remington Art Museum  
<https://fredericremington.org/photos/custom/Documents/Scout%20w%20the%20Buffalo%20Sold.pdf>

Frederic Remington, *Soldiering in the Southwest—the Rescue of Corporal Scott*, *Harper's Weekly*, August 21, 1886  
Library of Congress (89714479)  
<https://www.loc.gov/item/89714479/>

Law, Thirty-Ninth Congress of the United States, An Act to increase and fix the Military Peace Establishment of the United States, July 28, 1866

Photograph, *The 25<sup>th</sup> Infantry Regiment baseball team*, c. 1913-1917  
U.S. Army Museum of Hawaii  
<https://www.nps.gov/havo/learn/historyculture/buffalo-soldiers.htm>

Photograph, *American bison hide coat, mid-nineteenth to early twentieth century*  
Gift of Avis, Eugene, and Lowell Robinson, National Museum of African American History and Culture (2014.179.2)  
<https://nmaahc.si.edu/explore/stories/buffalo-soldiers>

Photograph, *Cabinet card of Buffalo soldier wearing buffalo coat*, c.1886  
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National Park Service (YOSE 77999)  
<https://npgallery.nps.gov/YOSE/AssetDetail/69aee9e4ba9145b6ae8af093e273ec72?#>

Photograph, Chr. Barthelmess, *[Buffalo soldiers of the 25<sup>th</sup> Infantry, some wearing buffalo robes, Ft. Keogh, Montana]*, 1890  
Library of Congress (98501226)  
<https://www.loc.gov/item/98501226/>

Photograph, *A detachment of Black Seminole Indian Scouts*, c. 1885  
National Park Service  
<https://www.nps.gov/articles/000/black-seminole-indian-scouts.htm>

Photograph, *Geronimo, full-length portrait, facing front, posed on one knee, holding rifle*, c. 1886  
Library of Congress (2004672097)  
<https://www.loc.gov/item/2004672097/>

Photograph, *John C. H. Grabill, Cabinet card of a Buffalo wearing a buffalo coat*, c. 1886  
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Photograph, *Photograph of a Buffalo Solider with hat, trumpet, mandolin, and cartridge belt*, late nineteenth century  
National Museum of African American History and Culture (2016.5.2.24)  
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Photograph, *Photograph of K Troop, 9<sup>th</sup> Cavalry Regiment, United States Army. Two Medal of Honor recipients are visible; George Jordan is seated at lower left and Henry Johnson is standing at upper right*, c. 1890  
U.S. Army  
[https://en.wikipedia.org/wiki/Troop#/media/File:K\\_Troop\\_9th\\_Cavalry\\_detail.jpg](https://en.wikipedia.org/wiki/Troop#/media/File:K_Troop_9th_Cavalry_detail.jpg)

Photograph, *Photograph of Lt. Henry O. Flipper*, c. 1877  
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<https://catalog.archives.gov/id/2668824>

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National Archives and Records Administration  
[https://commons.wikimedia.org/wiki/File:Moses\\_Williams.jpg](https://commons.wikimedia.org/wiki/File:Moses_Williams.jpg)

Photograph, *[Sgt. John Denny, full-length portrait, standing, facing front]*, c. 1900  
Library of Congress (97506061)  
<https://www.loc.gov/item/97506061/>

Photograph, *Six African American Soldiers with three halibut*, 1896–1913  
Alaska State Library (ASL-P226-867)  
<https://vilda.alaska.edu/digital/collection/cdmg21/id/14974/rec/15>

Photograph, *Troop A, Ninth U.S. Cavalry—Famous Indian Fighters*, 1898  
National Museum of African American History and Culture (2011.155.175)  
[https://nmaahc.si.edu/object/nmaahc\\_2011.155.175](https://nmaahc.si.edu/object/nmaahc_2011.155.175)

Photograph, *Typical stage of the Concord type used by express companies on the overland trails. [Buffalo] Soldiers guard from atop*, c. 1869  
National Archives and Records Administration (111-SC-87712)  
<https://catalog.archives.gov/id/530910>

Photographs, *John Pellino, USMA PAO and Jorge Garcia/PV, Buffalo Soldier Monument at the United States Military Academy at West Point*, September 16, 2021  
U.S. Army  
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## SECONDARY SOURCES

Article, “10<sup>th</sup> Cavalry Regiment “Buffalo Soldiers””  
Oklahoma History Center  
<https://www.okhistory.org/historycenter/militaryhof/inductee.php?id=117>

Article, “Buffalo Soldiers and the Spanish-American War,”  
February 9, 2022 (excerpt)  
National Park Service  
<https://www.nps.gov/prsf/learn/historyculture/buffalo-soldiers-and-the-spanish-american-war.htm>

Map, *Significant Historic Sites Associated with the Buffalo Soldier Regiments*  
National Park Service  
[https://www.nps.gov/history/hdp/exhibits/african/images/buff\\_sold1big.jpg](https://www.nps.gov/history/hdp/exhibits/african/images/buff_sold1big.jpg)

Map, *The Trans-Mississippi West: Some Posts, Tribes, and Battles of the Indian Wars 1860–1890*  
U.S. Army Center of Military History  
<https://www.history.army.mil/books/amh-v1/Map35.jpg>

Video, *Buffalo Soldiers—Service on the Frontier* [4:19]  
National Park Service  
<https://www.youtube.com/watch?v=y13RwS95PIM>

## TEACHER-CREATED MATERIALS

- › Tic-Tac-Toe Board (Boards A, B, and C)
- › Buffalo Soldiers Graphic Organizer
- › Buffalo Soldiers Source Set
- › Tic-Tac-Toe Board Answer Key

## ACTIVITY PREPARATION

- › Print a classroom set of the Buffalo Soldiers Source Set for use in the Tic-Tac-Toe activity (25 sources in the set).
- › Make copies of handouts with one version of the Tic-Tac-Toe Board (there are three variations) on the front and one Buffalo Soldiers Graphic Organizer on the back for each student.
- › Print one copy of the Tic-Tac-Toe Board Answer Key for teacher use.
- › Prepare to project the video *Buffalo Soldiers—Service on the Frontier* to the class.

## CONNECTIONS

In many ways the U.S. armed forces have served as a way to build a more perfect union while expanding social and economic opportunities for African American men, women, and members of the LGBTQ+ community over its history.

## PROCEDURE

### ACTIVITY ONE (25 MINUTES)

- > Distribute one source from the Buffalo Soldiers Source Set to each student or pair of students. If the class is larger than the class set, duplicate sources as needed. If the class is smaller, select the appropriate number of sources for the class.
- > Ask students to analyze their source independently before the activity begins.
- > Distribute the Buffalo Soldiers Tic-Tac-Toe Board/Graphic Organizer handout to each student. Explain that the sources scattered around the class will provide answers to questions.
- > Tell students what to do once they have achieved Tic-Tac-Toe (e.g., return to their seat, check in with an adult, or try to answer all questions on the card).
- > Allow students to move around the classroom with their cards and sources to complete their Tic-Tac-Toe Board. Circulate and assist as needed.

### ACTIVITY TWO (25 MINUTES)

- > Organize students into groups of three to five students each to complete Part A of the Buffalo Soldiers Graphic Organizer.
  - » **Teacher Tip:** If there are duplicate sources in the class, organize the groups so that no two students in a group have the same source.
- > Lead a class discussion about the different documents and images.
  - » *What are some examples of primary sources? What are some examples of secondary sources? Did any of the sources contain both a primary and a secondary source? How do you know?*
  - » *What did you learn from the images and photographs?*
  - » *How did the textual sources influence your understanding of the topic?*
  - » *What insights did you gain from the maps?*
  - » *What theme did your group create? Why did you choose this theme?*
- > Project the video clip, *Buffalo Soldiers—Service on the Frontier* [4:19]. Explain to students that they are to use the video to complete Part B of the graphic organizer. Review answers after the video has concluded.

- > Give students time to complete the synthesis question after discussing it with their groups.
- > What questions did the lesson generate? What more do they want to learn? How might they research their answers?

### ASSESSMENT OPTIONS

- > Students can submit a completed Tic-Tac-Toe Board or graphic organizer as a formative assessment.
- > Students can research and discuss the perspective of Indigenous people and Native Nations toward Buffalo Soldiers.
- > Students can research the legacy of the Buffalo Soldiers through the segregated units that served in World War I and World War II.
- > Students can research the integration of the U.S. armed forces following World War II.

## STUDENTS INTERESTED IN THIS TOPIC MIGHT BE INTERESTED IN RESEARCHING THE FOLLOWING FOR AN NHD PROJECT:

- > Manifest Destiny (1845–1900)
- > Emancipation Proclamation (1863)
- > Plains Indians War (1850s–1870s)
- > Transcontinental Railroad (1863–1869)
- > Spanish-American War (1898)

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

[NHD.ORG/250](https://edsitement.neh.gov/250)

## EDSITEment!

### RELATED RESOURCES

Lesson Plan: African-American Soldiers in World War I: The 92<sup>nd</sup> and 93<sup>rd</sup> Divisions  
<https://edsitement.neh.gov/lesson-plans/african-american-soldiers-world-war-i-92nd-and-93rd-divisions>

Lesson Plan: The Impact of the Transcontinental Railroad  
<https://edsitement.neh.gov/lesson-plans/150th-anniversary-impact-transcontinental-railroad>

Media Resource: Latino Americans: War and Peace  
<https://edsitement.neh.gov/media-resources/latino-americans-war-and-peace>

Teacher's Guide: American Indian History and Heritage  
<https://edsitement.neh.gov/teachers-guides/american-indian-history-and-heritage>

# THE LANGUAGE OF RESISTANCE: NATIVE AMERICAN BOARDING SCHOOLS

Author: Erin Sullivan, Cab Calloway School of the Arts, Wilmington, Delaware

## GUIDING QUESTION:

How did students at Native American boarding schools use language to resist assimilation both during their time as students and after?

## OVERVIEW

American Indian boarding schools, or residential schools, were created to “civilize” American Indians by assimilating students into American culture. One of the unexpected outcomes of these schools was the development of a pan-Indian identity, as students from various tribes were able to meet each other and develop a shared identity. In this lesson, students will explore the role of language in these schools and how it was used to oppress and, later, empower Native American students.

## OBJECTIVES

At the conclusion of this activity, students will be able to:

- > Explain how students at Native American boarding schools used language to resist the dehumanizing effects of the schools and to advocate for their communities; and
- > Analyze primary sources to determine the ways in which language was essential to boarding school students.

## STANDARDS CONNECTIONS

### CONNECTIONS TO COMMON CORE

- > CCSS.ELA-Literacy.RH.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- > CCSS.ELA-Literacy.RH.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

### CONNECTIONS TO C3 FRAMEWORK

- > D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

- > D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

## DOCUMENTS USED

### PRIMARY SOURCES

Newspaper article, Stephen K. White Bear, “Speak Only English,” January 1882

*The School News* [Carlisle Indian School, Carlisle, Pennsylvania], January 1882

[https://carlisleindian.dickinson.edu/sites/default/files/docs-publications/SchoolNews\\_v02n08\\_0.pdf](https://carlisleindian.dickinson.edu/sites/default/files/docs-publications/SchoolNews_v02n08_0.pdf)

Oral History Collection, Carlisle Indian School History Cumberland Valley Historical Society

<https://carlisleindian.historicalsociety.com/resources/oral-histories/>

Photograph, John N. Choate, *Slate showing student work with names R. B. Hayes and John Williams* [version 1], 1880

National Anthropological Archives, Carlisle Indian School Digital Resource Center (NAA\_73365)

<https://carlisleindian.dickinson.edu/images/slate-showing-student-work-names-r-b-hayes-and-john-williams-version-1-1880>

### SECONDARY SOURCES

Article, Sarah Klotz, “How Native Students Fought Back Against Abuse and Assimilation at US Boarding Schools,” August 12, 2021

*The Conversation*

<https://theconversation.com/how-native-students-fought-back-against-abuse-and-assimilation-at-us-boarding-schools-165222>

Online exhibition, “Struggling with Cultural Repression: The Boarding School Tragedy,” 2020

Native Nation 360, National Museum of the American Indian <https://americanindian.si.edu/nk360/code-talkers/boarding-schools/>

## TEACHER-CREATED MATERIAL

- › Speak Only English Debriefing Questions

## ACTIVITY PREPARATION

- › Prepare to share the link to the online exhibition, “Struggling with Cultural Repression: The Boarding School Tragedy,” with all students.
- › Prepare to project the photograph of the slate.
- › Read the article “How Native Students Fought Back Against Abuse and Assimilation at US Boarding Schools” for background information.
- › Arrange the classroom for group work.
- › Organize students into groups of two or three students each.

## PROCEDURE

### ACTIVITY ONE: HISTORICAL CONTEXT (60 MINUTES)

- › Explain to students the history behind the development of Indian Boarding Schools. Using the online exhibition for context, help students understand the goals of the schools, their mission, and the ways in which these goals often harmed the students enrolled there.
- › Ask students to read the text, “Struggling with Cultural Repression: The Boarding School Tragedy,” from the National Museum of the American Indian.
  - › **Teacher Tip:** This website includes several photographs and also has a feature to have the text read to students.
- › Lead a class discussion:
  - › *How did the boarding schools attempt to “civilize” their American Indian students?* Responses should include restrictions on Indian culture, religion, and language. As language is this lesson’s focus, make sure to address language restrictions if students do not generate that as part of the discussion.
  - › *Why do you think language was such a critical focus for these schools?* Responses should include that learning English would allow American Indian students to assimilate and that restricting speaking or fluency in their native language would separate them from their original culture.
  - › *Can you predict any potential benefits of learning English for American Indian students?* Responses might include ideas related to being able to communicate more effectively with white society and government officials.

## CONNECTIONS

This book includes several lessons that stress the ways in which people have advocated for the social, political, cultural, and economic rights in a quest to make the United States a more perfect union. Ask students to make comparisons between these groups of people, their tactics, and their successes.

- › Distribute the link to the oral history collection from the Cumberland Valley Historical Society (or assign oral histories to students if preferred).
- › Tell students that we are going to focus on one boarding school in Carlisle, Pennsylvania. This collection of oral histories can give us interesting perspectives about the students who attended the school.
- › Allow students time to explore the collection and read at least one oral history.
- › Ask students:
  - › *To what extent did the students have power or agency?*
  - › *In what ways was that agency limited or curtailed?*
- › Explain that this lesson will focus on how Native American students used their native languages and English to advocate for themselves both at the boarding schools and throughout the rest of their lives.
- › Organize students into groups of two or three students each.
- › Project the photograph of the slate used by students at the Carlisle Indian School. Explain that this is a slate, or small chalkboard, used by students during the 1880s at the Carlisle Indian School.
  - › **Teacher Tip:** Project the photograph or give students access so they can zoom in to see the slate in more detail.
- › Ask students to list their observations of the primary source.
- › Ask students to generate a list of questions they have about the primary source.
- › Share and discuss this quotation by Dr. Sarah Klotz: “I argue that these pictographic records show how some students understood their time at school in the context of their developing warrior identities, underscoring their desire to act bravely and return home to recount their stories for their nations’ collective memory.”
- › Ask students, *How does the slate provide evidence that American Indian students could use both Indigenous culture and language and English to advocate for themselves and their communities?*

## ACTIVITY TWO: LANGUAGE AS A FORM OF RESISTANCE (20 MINUTES)

- > Tell students that a common punishment for students who were observed speaking their native language was to write a composition about their infraction. Stephen K. White Bear wrote “Speak Only English” as his punishment, which was published in the school’s newspaper in January 1882.
- > Distribute a copy of the article to each student. Direct them to read it independently and complete the debriefing questions in their groups.
- > Lead a class discussion:
  - » *This article shows us that students at the Carlisle School regularly resisted speaking English. What were some of the reasons explicitly stated by the article? Are there other possible reasons for this?*
  - » *White Bear mentions that everyone wanted to learn Sioux. We know that this was also true at other boarding schools. Why would Native students want to learn languages other than their own? What are the advantages of learning a common language?*
  - » *White Bear said that he wanted to learn English. Do you believe him? How could learning English be a form of resistance? How might it benefit students beyond their time at the boarding school?*

## ASSESSMENT OPTIONS

- > Students can research the Society of American Indians, an organization formed in 1911, to understand their legal and political advocacy for Native Americans.
- > Students can explore the effects of the Indian Citizenship Act of 1924 or the 1968 Indian Civil Rights Act.
- > Students can research how states are attempting to recognize the impact of these boarding schools, specifically on language revitalization.

## STUDENTS INTERESTED IN THIS TOPIC MIGHT BE INTERESTED IN RESEARCHING THE FOLLOWING FOR AN NHD PROJECT

- > Indian Citizenship Act of 1924
- > World War II Code Talkers (1942–1945)
- > Indian Civil Rights Act of 1968
- > Black Student Union & Third World Liberation Front Strike at San Francisco State College (1968–1969)
- > Occupation of Alcatraz (1969–1971)
- > Occupation of Wounded Knee (1973)

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

**[NHD.ORG/250](https://nhd.org/250)**

## EDSITEment!

RELATED RESOURCES

Lesson Plan, Not “Indians,” Many Tribes: Native American Diversity

<https://edsitement.neh.gov/lesson-plans/not-indians-many-tribes-native-american-diversity>

Lesson Plan, Who Belongs on the Frontier: Cherokee Removal

<https://edsitement.neh.gov/lesson-plans/who-belongs-frontier-choerokee-removal>

Media Resource, Reimagining Sitting Bull, Tatanka Iyotake

<https://edsitement.neh.gov/media-resources/reimagining-sitting-bull-tatanka-iyotake>

Student Activity, U.S. Civil Rights Movements of the 20th Century

<https://edsitement.neh.gov/student-activities/civil-rights-movements-late-20th-century>

# THE GREAT MIGRATION: PUTTING IT ALL TOGETHER

**AUTHOR:** Chuck Taft, University School of Milwaukee, Milwaukee, Wisconsin

## GUIDING QUESTION:

What were the causes and effects of the Great Migration?

## OVERVIEW

The Great Migration is a story of people taking agency to try to find a better life for their children and grandchildren. In this lesson, students will examine primary source sets to extract essential information about the causes and effects of the Great Migration and examine participants' experiences. They will collaborate with classmates considering different sources to develop a visualization of the Great Migration.

## OBJECTIVES

At the conclusion of this activity, students will be able to:

- > Identify and describe the interrelated causes and effects of the Great Migration;
- > Discuss the experiences of African Americans during the Great Migration; and
- > Collaborate to represent the story of the Great Migration visually.

## STANDARDS CONNECTIONS

### CONNECTIONS TO COMMON CORE

- > CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### CONNECTIONS TO C3 FRAMEWORK

- > D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
- > D2.Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
- > D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

- > D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

## DOCUMENTS USED

### PRIMARY SOURCES

Book, Emmett J. Scott, *Negro migration during the war*, 1920 (excerpts)  
Library of Congress (20009134)  
<https://www.loc.gov/item/20009134/>

Newspaper article, "Chicago a Mecca for Negroes from South" (excerpt)  
*The Birmingham Age-Herald* [Birmingham, Alabama], May 11, 1917  
<https://chroniclingamerica.loc.gov/lccn/sn85038485/1917-05-11/ed-1/seq-5/>

Newspaper article, "Churches Find Race Problem National in Scope"  
*The Citizen* [Berea, Kentucky], December 18, 1919  
<https://chroniclingamerica.loc.gov/lccn/sn85052076/1919-12-18/ed-1/seq-5/>

Newspaper article, "Discussion on Race Migration" (excerpt)  
*The Twin City Star* [Minneapolis, Minnesota], July 28, 1917  
<https://chroniclingamerica.loc.gov/lccn/sn90060427/1917-07-28/ed-1/seq-1/>

Newspaper article, "Great Trek of Negroes North Puzzles Race Leaders" (excerpt)  
*The Sun* [New York, New York], July 8, 1917  
<https://chroniclingamerica.loc.gov/lccn/sn83030431/1917-07-08/ed-1/seq-43/>

Newspaper article, Louis Zoobock, "Negro Migration and Its Causes" (excerpt)  
*The Daily Worker* [Chicago, Illinois], August 9, 1924  
<https://chroniclingamerica.loc.gov/lccn/sn84020097/1924-08-09/ed-1/seq-6/>

Newspaper article, "The Negro Exodus to the North" (excerpt)  
*The Denver Star* [Denver, Colorado], January 20, 1917  
<https://chroniclingamerica.loc.gov/lccn/sn84025887/1917-01-20/ed-1/seq-1/>

Newspaper article, “Negro Exodus Without Parallel in U.S. History” (excerpt)  
*Evening Star* [Washington, D.C.], July 22, 1923  
<https://chroniclingamerica.loc.gov/lccn/sn83045462/1923-07-22/ed-1/seq-35/>

Newspaper article, “Negro Farmers Moving North” (excerpt)  
*The Colorado Statesman* [Denver, Colorado], April 28, 1923  
<https://chroniclingamerica.loc.gov/lccn/sn83025514/1923-04-28/ed-1/seq-1/>

Newspaper article, “Negro Migration to North Totals 350,000 in 1916 and 1917” (excerpt)  
*The Dallas Express* [Dallas, Texas], March 15, 1919  
<https://chroniclingamerica.loc.gov/lccn/sn83025779/1919-03-15/ed-1/seq-1/>

Newspaper article, “The Negro Moves North”  
*The Indianapolis Times* [Indianapolis, Indiana], June 28, 1923  
<https://chroniclingamerica.loc.gov/lccn/sn82015313/1923-06-28/ed-1/seq-4/>

Newspaper article, “The Negro Moving North” (excerpt)  
*The Wisconsin Weekly Blade* [Madison, Wisconsin], October 12, 1916  
<https://chroniclingamerica.loc.gov/lccn/sn84025842/1916-10-12/ed-1/seq-2/>

Newspaper article, “Negros Are Flocking Out of the Southland”  
*The Seattle Star* [Seattle, Washington], June 22, 1923  
<https://chroniclingamerica.loc.gov/lccn/sn87093407/1923-06-22/ed-1/seq-2/>

Newspaper article, “Northern Cities Having Trouble Handling Negroes from the South” (excerpt)  
*The Birmingham Age-Herald* [Birmingham, Alabama], May 11, 1917  
<https://chroniclingamerica.loc.gov/lccn/sn85038485/1917-05-11/ed-1/seq-5/>

Newspaper article, “Officers Break Negro Loitering About Stations” (excerpt)  
*The Hattiesburg News* [Hattiesburg, Mississippi], October 30, 1916  
<https://chroniclingamerica.loc.gov/lccn/sn87065167/1916-10-30/ed-1/seq-1/>

Newspaper article, “Sees Colored Migration to North as Menace” (excerpt)  
*The Washington Times* [Washington, D.C.], August 13, 1923  
<https://chroniclingamerica.loc.gov/lccn/sn84026749/1923-08-13/ed-1/seq-6/>

Newspaper article, “South Unable to Put Stop to Negro Exodus” (excerpt)  
*The Washington Times* [Washington, D.C.], October 23, 1916  
Library of Congress (sn84026749)  
<https://www.loc.gov/resource/sn84026749/1916-10-23/ed-1/?sp=1>

## SECONDARY SOURCE

Article, “The Great Migration”  
Smithsonian American Art Museum  
<https://americanexperience.si.edu/wp-content/uploads/2014/07/The-Great-Migration.pdf>

## TEACHER-CREATED MATERIALS

- › Headlines from the Great Migration
- › Primary Source Sets A through E
- › Guiding Topics Hexagons
- › Blank Hexagons
- › Sample Hexagonal Visualization
- › Great Migration Graphic Organizer

## ACTIVITY PREPARATION

- › Copy blank hexagons and cut in advance. Each student will need between 10 and 20 hexagons.
- › Copy Guiding Topics hexagons on colored paper and cut in advance. Each class will need five sets of colored hexagons.
- › Make one copy of the Great Migration Graphic Organizer for each student.
- › Make enough copies of the Primary Source Sets so that each student has one individual set.
- › Prepare to project the page, Headlines from the Great Migration.
- › Gather poster board or large-format paper and glue sticks.
- › Arrange the classroom for group work (provide table space for five groups).
- › Use the article “The Great Migration” to provide historical context for teacher use.

## PROCEDURE

### ACTIVITY ONE: PRIMARY SOURCE ANALYSIS (40 MINUTES)

- › Explain that the late 1800s and early 1900s brought a significant migration of African Americans from the South to communities in the North and West. Let students know that this lesson will use newspaper articles to explore the causes and effects of this Great Migration. Remind students that while newspapers use language that was common when they were written, in this lesson all group discussion and written commentary should use modern-day terminology (Black laborers, African American farmers, etc.)

## CONNECTIONS

When people move from one area to another they bring their ideas and cultural traditions with them. The Great Migration, driven by a quest to improve economic and social opportunities, had a profound impact on American history and culture.

- > Project the Headlines from the Great Migration page and allow students three to five minutes to examine the headlines and jot down observations and questions. Ask students:
  - » *What observations can you make?*
  - » *What questions did this raise?*
  - » *What factors pushed many African Americans to leave the South?*
  - » *What factors encouraged them to move North or West?*
  - » *How did the public react to these changes?*
- > Distribute one Primary Source Set to each student and form groups based on the letter of each set (A, B, C, D, or E).
- > Give each group of students a set of hexagons (enough for 10-20 hexagons for each group member).
- > Direct each group of students to read their assigned portion of primary sources in order to pull out essential information and insightful quotations to write on their hexagons. While students can share findings, each student is responsible for creating their own set of hexagons.
- > Allow students time to analyze the sources. Circulate and assist as needed.

#### ASSESSMENT OPTIONS

- > Post the group visualizations in the classroom and have students complete a gallery walk. Direct them to look for common content and connections, powerful primary quotations, insightful observations, and interesting annotations.
- > Students or groups can complete the Great Migration Graphic Organizer to synthesize their learning.

### STUDENTS INTERESTED IN THIS TOPIC MIGHT BE INTERESTED IN RESEARCHING THE FOLLOWING FOR AN NHD PROJECT

- > *The Chicago Defender's* advertisements encouraging African American migration (1915–1940)
- > Labor agents during the first Great Migration (1915–1940)
- > Red Summer (1919)
- > Redlining During the First Great Migration (1930s)

#### ACTIVITY TWO: HEXAGONAL VISUALIZATION (60 MINUTES)

- > Re-group students into new groups with at least one representative of each primary source set.
- > Lead students in hexagonal visualizations of the Great Migration.
  - » Distribute a sheet of poster board or large-format paper and glue sticks to each group.
  - » Direct each group to link their hexagons and create a visual summary of the Great Migration. Anytime hexagons touch, there should be a link or connection.
  - » Provide a set of colored Guiding Topics Hexagons to each group and offer additional blank hexagons to facilitate additional connections.

**To access a PDF containing all of the sources and materials to complete this lesson plan, go to:**

**[NHD.ORG/250](https://edsitement.neh.gov/250)**

## EDSITEment!

RELATED RESOURCES

Lesson Plan: African-American Soldiers After World War I: Had Race Relations Changed?  
<https://edsitement.neh.gov/lesson-plans/african-american-soldiers-after-world-war-i-had-race-relations-changed>

Lesson Plan: Afro Atlantic: Paths from Enslavement  
<https://edsitement.neh.gov/lesson-plans/afro-atlantic-paths-enslavement>

Lesson Plan: Birth of a Nation, the NAACP, and Civil Rights  
<https://edsitement.neh.gov/lesson-plans/birth-nation-naacp-and-balancing-rights>

Lesson Plan: Jacob Lawrence's Migration Series: Removing the Mask  
<https://edsitement.neh.gov/lesson-plans/jacob-lawrences-migration-series-removing-mask>

# NATIONAL PARKS: PERSPECTIVES ON PRESERVATION AND DEVELOPMENT

**AUTHOR:** Christina Cote, Gardiner Public School, Gardiner, Montana

## GUIDING QUESTION:

When considering debates over the use of National Parks, whose perspectives should be heard?

## OVERVIEW

National Parks have a controversial history. In this lesson, students will explore the long-running debates regarding the use of National Park lands. They will use primary and secondary sources to analyze different perspectives on this debate and explore perspectives that are often not discussed.

## OBJECTIVES

At the conclusion of this activity, students will be able to:

- > Explain the difference between development and preservation in the use of National Parks;
- > Identify multiple perspectives within the debate; and
- > Describe Native American perspectives on the creation and use of National Parks.

## STANDARDS CONNECTIONS

### CONNECTIONS TO COMMON CORE

- > CCSS.ELA.Literacy.RH.9-10.6. 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.
- > CCSS.ELA.Literacy.RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.
- > CCSS.ELA.Literacy.RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

## CONNECTIONS TO C3 FRAMEWORK

- > D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

## DOCUMENTS USED

### PRIMARY SOURCES

Newspaper article, "Greater Yellowstone National Park" *The Challis Messenger* [Challis, Idaho], June 25, 1919  
<https://chroniclingamerica.loc.gov/lccn/sn88056159/1919-06-25/ed-1/seq-6/>

Newspaper article, "Yellowstone: First National Park" *Essex County Herald* [Guildhall, Vermont], September 2, 1920  
<https://chroniclingamerica.loc.gov/lccn/sn84023416/1920-09-02/ed-1/seq-2/>

### SECONDARY SOURCES

Article, Allie Patterson, "Indian Removal from Yellowstone National Park"  
ICT News, September 13, 2018  
<https://www.intermountainhistories.org/items/show/344>

Article, Alysa Landry, "Native History: Yellowstone National Park Created on Sacred Land"  
Intermountain Histories  
<https://ictnews.org/archive/native-history-yellowstone-national-park-created-on-sacred-land>

Article, "Land of the Burning Ground: The History and Traditions of Indigenous People in Yellowstone"  
U. S. Geological Survey, Department of the Interior, July 25, 2021  
<https://www.usgs.gov/observatories/yvo/news/land-burning-ground-history-and-traditions-indigenous-people-yellowstone>

Article, Richard Grant, "The Lost History of Yellowstone" Smithsonian Magazine, January 2021  
<https://www.smithsonianmag.com/history/lost-history-yellowstone-180976518/>

Video Clip, Ken Burns, "The Ongoing Debate: Develop or Preserve?" [8:16]  
The National Parks: America's Best Idea, PBS Learning Media  
<https://mpt.pbslearningmedia.org/resource/the-ongoing-debate-develop-or-preserve-video/ken-burns-the-national-parks/>

## TEACHER-CREATED MATERIALS

- > Primary Source Packet
- > Development versus Preservation Graphic Organizer
- > Secondary Source Links
- > Development versus Preservation Graphic Organizer Answer Key

## ACTIVITY PREPARATION

- > Organize the class into groups of three to five students each.
- > Make copies of the two primary source newspaper articles so that half the class can reach each one.
- > Plan to distribute the secondary source links for Activity Two.
- > Arrange the classroom for group work.
- > Print one copy of the Development versus Preservation Graphic Organizer Answer Key for teacher use.

## PROCEDURE

### ACTIVITY ONE: SETTING THE SCENE (30 MINUTES)

- > Introduce the idea that National Parks were controversial when they were created. Some government officials wanted to preserve the space and allow visitors to experience these unique landscapes, while others believed it was not the place of the federal government to control and manage vast tracts of land and incur the expense to do so. Once the parks were created, debates began about how to use or develop this land versus how to preserve or conserve the environment.

## CONNECTIONS

Several lessons in this collection explore the intersections of history and geography and the impact of the people who lived there. Explore how Americans strove to create a more perfect union as they moved, migrated, and explored new parts of an expanding nation.

- > Show students the video clip "The Ongoing Debate: Develop or Preserve?" [8:16].
- > Project the Development versus Preservation Graphic Organizer on the board and give each student a copy.
- > Ask students, *Where do you see examples of development in the National Parks? Where do you see examples of preservation?* Share answers with the class, and add ideas to the graphic organizer projected on the board. Encourage students to add new ideas to their organizers.
- > Distribute copies of the two newspaper articles so that each group has access to both articles.
  - >> **Teacher Tip:** It will be helpful to give students access to the articles via the Chronicling America website so they can expand and zoom in on the article to make it easier to read. If that is not an option, consider printing large format copies of the articles for each group.
- > Ask students to read the newspaper articles and add ideas to their graphic organizers. Circulate throughout the classroom to provide support and offer suggestions as they analyze the sources.
- > Ask members of the groups to share their answers and add them to the class organizer on the board.

### ACTIVITY TWO: MISSING NARRATIVES (30 MINUTES)

- > Stop the class and explain that while so far they have discussed two perspectives regarding the use of Yellowstone National Park, they need to consider missing narratives. Ask students, *Whose perspectives have we not considered?*
- > Solicit answers from the class. If students do not add the perspective of Indigenous peoples to the list, bring that into the conversation. Let students know that Native Americans have lived on the land that became Yellowstone National Park for thousands of years. Ask students, *Were Indigenous perspectives included in the sources you have considered so far? Why or why not?* Tell students that we cannot fully understand this debate until we consider these important perspectives.
  - >> **Teacher Tip:** Remind students that there is no single Indigenous perspective. Like any group of people, there will be different perspectives and ideas, and they should look for these ideas in the sources they will read. Remind them that missing narratives often complicate the historical narrative.
- > Distribute links to the secondary source material to student groups. Ask students to read and add additional ideas, details, or questions to their organizers as they read. If students encounter questions, encourage them to add them to the box at the bottom of the organizer.
- > Give students time to read and share their new ideas within their groups.

- > Bring the class together for discussion:
  - >> *How were Indigenous peoples affected by the development of Yellowstone National Park? What was their history with this land?*
  - >> *In what ways did they develop the land? In what ways did they preserve the land?*
  - >> *How do we reconcile their experiences with the discussion of the debate over land use?*
  - >> *What new ideas did this generate? What questions did these sources generate?*

### ASSESSMENT OPTIONS

- > Students can write a paragraph in which they argue whether Yellowstone National Park should focus its efforts on development or conservation.
- > Students can research multiple perspectives on other current debates about the use of National Parks in reference to wildlife conservation (wolves, bison).
- > Students can research multiple perspectives on other current debates about the use of National Parks in reference to recreational activities such as snowmobiling and other winter activities.
- > Students can research a compromise made by competing groups concerning nationally protected lands.

### STUDENTS INTERESTED IN THIS TOPIC MIGHT BE INTERESTED IN RESEARCHING THE FOLLOWING FOR AN NHD PROJECT

- > Washburn Expedition to Yellowstone National Park (1870)
- > Creation of Yellowstone National Park (1872)
- > Antiquities Act of 1906
- > Flooding of Hetch Hetchy Valley (1913)
- > Designation of Bears Ears National Monument (2016)

**To access a PDF containing all of the sources and materials to complete this lesson plan, go to:**

**[NHD.ORG/250](https://nhd.org/250)**

## EDSITEment!

### RELATED RESOURCES

Closer Readings Commentary: The National Parks and History  
<https://edsitement.neh.gov/closer-readings/national-parks-and-history>

Lesson Plan: Not "Indians," Many Tribes: Native American Diversity  
<https://edsitement.neh.gov/lesson-plans/not-indians-many-tribes-native-american-diversity>

Media Resource: BackStory: Darkness over the Plain: The Bison in American History  
<https://edsitement.neh.gov/media-resources/backstory-darkness-over-plain-bison-american-history>

Teacher's Guide: Environmental Humanities: History, Justice, and Education  
<https://edsitement.neh.gov/teachers-guides/environmental-humanities-history-justice-and-education>

# “SEPARATE BUT UNEQUAL” CITIZENSHIP: PUERTO RICO SINCE THE JONES- SHAFROTH ACT OF 1917

AUTHOR: Tim Proskauer, Ramey School, Aguadilla, Puerto Rico

## GUIDING QUESTION:

How has the relationship between the United States and Puerto Rico affected the development of democracy and self-determination for Puerto Ricans?

## OVERVIEW

In this lesson, students will explore Puerto Rico’s history as a Spanish colony through the U.S. occupation and the Commonwealth period. They will analyze primary and secondary sources to gain perspective on how the U.S. presence has both fostered and limited democracy for Puerto Ricans.

## OBJECTIVES

At the conclusion of this activity, students will be able to:

- > Explain how the Spanish-American War transformed the United States into an overseas power, which included the annexation and control of Puerto Rico from Spain;
- > Analyze American attitudes toward colonized people through political cartoons;
- > Evaluate the degree to which the Jones-Shafroth Act (1917) and the Puerto Rican Constitution (1952) offered citizenship and sovereignty to Puerto Ricans; and
- > Evaluate the impact that partial sovereignty has on contemporary Puerto Rico.

## STANDARDS CONNECTIONS

### CONNECTIONS TO COMMON CORE

- > CCSS.ELA-Literacy.RH.11-12.1 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.
- > CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

## CONNECTIONS TO C3 FRAMEWORK

- > D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present.
- > D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

## DOCUMENTS USED

### PRIMARY SOURCES

Jones-Shafroth Act, 1917 (excerpt)  
Puerto Rico Citizenship Archives Project, University of Connecticut  
<https://scholarscollaborative.org/PuertoRico/items/show/4>

Political cartoon, Charles Lewis Bartholomew, *Will Wear the Stars and Stripes*, May 7, 1898  
Library of Congress (2016678205)  
<https://www.loc.gov/item/2016678205/>

Political cartoon, Louis Dalrymple, *School Begins*, January 25, 1899  
Library of Congress (2012647459)  
<https://www.loc.gov/item/2012647459/>

Preamble, Constitution of the Commonwealth of Puerto Rico, 1952  
Justia US Law  
<https://law.justia.com/constitution/puerto-rico/constitution-of-the-commonwealth-of-puerto-rico-1952/>

Speech, Pedro Albizu Campos, September 23, 1950 (excerpt, translation)  
Belmont Media Center  
<https://www.belmontmedia.org/watch/part-2-nelson-denis-us-persecution-puerto-rican-independence-leader-pedro-albizu-campos>

The political cartoons used in this lesson use the terminology and imagery common when they were created. Remind students that in all discussions and written commentary, they should use modern-day terminology (Puerto Rican children, Puerto Rican women, etc.)

## SECONDARY SOURCE

“Fighting For Paradise: Puerto Rico’s Future,” June 24, 2021  
[5:45–27:20]  
CBS News  
<https://youtu.be/pfO5RwyEWfg?t=354>

## TEACHER-CREATED MATERIALS

- > Background Information
- > U.S. Imperialism Political Cartoon Analysis Activity
- > Source Analysis Packet

## ACTIVITY PREPARATION

- > Make one copy of the Background Information, U.S. Imperialism Political Cartoon Analysis Activity, and Source Analysis Packet for each student.
- > Arrange the classroom for group work.
- > Organize students into groups of three or four students each.
- > Preview visual materials to determine appropriateness for students.

## PROCEDURE

### ACTIVITY ONE: INTRODUCTION (20 MINUTES)

- > Distribute and review the Background Information with students. Be sure students can locate Puerto Rico on a map.
- > Project the political cartoon *Will Wear the Stars and Stripes* to the class.
- > Ask students to begin by making direct observations about the cartoon. Prompts may include:
  - » *Describe the two figures.*
  - » *What expressions do you see on their faces?*
  - » *What is the taller man holding?*
  - » *How is the shorter man dressed?*
- > Ask students to reflect on the cartoon. Prompts can include:
  - » *Who does the taller man represent?*
  - » *What is the artist’s purpose in drawing the shorter man with limited clothing?*
  - » *What is the cartoon’s message?*
  - » *How does the cartoon relate to the time period?*

### ACTIVITY TWO: PRIMARY SOURCE ANALYSIS (60 MINUTES)

- > Organize students into groups of three or four students each.
- > Explain to students that they will analyze a political cartoon from 1899. Remind them that in all discussions and written commentary, they should use modern-day terminology in their analysis.
- > Distribute the U.S. Imperialism Political Cartoon Analysis Activity. Consider sharing this digitally so students can zoom in as needed to see the details in the cartoon.
- > Allow groups to analyze the cartoon and its various segments. Circulate among students to provide support and offer suggestions. Emphasize that their summary should incorporate evidence from the cartoon and the Background Information.
- > Explain that debates over democracy and sovereignty did not end in 1899.
- > Distribute copies of the Source Analysis Packet and give students time to analyze the sources and answer the questions.

## CONNECTIONS

As the United States expanded, it struggled to determine how best to engage the people who lived in the places where it took control. This resource provides lessons that help students see how individuals and groups acted as agents, resisting harmful policies in Native American boarding schools while moving to new locations to find a better life in the Great Migration.

### ACTIVITY THREE: SYNTHESIS (15 MINUTES)

- > Lead a class discussion:
  - » *The cartoons at the beginning suggested that the United States would teach Puerto Rico how to govern itself. To what extent is that true?*
  - » *The United Nations declared in 1953 that Puerto Rico was no longer a colony and was self-governing. Others argue that Puerto Rico is, in fact, still a colony. Based on what you have learned, what do you think?*

### ASSESSMENT OPTIONS

- > Teachers can collect student analysis of the political cartoon *School Begins*.
- > Students can respond to the guiding question in written or oral form.
- > Students can watch the video, *Fighting for Paradise: Puerto Rico's Future* [5:45–end] and discuss:
  - » *What are the effects of self-government on Puerto Rico today?*
  - » *How has Puerto Rico succeeded?*
  - » *How has Puerto Rico struggled?*

### STUDENTS INTERESTED IN THIS TOPIC MIGHT BE INTERESTED IN RESEARCHING THE FOLLOWING FOR AN NHD PROJECT

- > The Philippine-American War (1899–1902)
- > The Puerto Rican Nationalist Uprisings (1950–1953)
- > Sports Nationalism—The Puerto Rico Olympic Movement (1948–present)
- > “Fuera La Marina de Vieques”—Puerto Rico Protests against the U.S. Navy (2000–2001)

**To access a PDF containing all of the sources and materials to complete this lesson plan, go to:**

**[NHD.ORG/250](https://edsitement.neh.gov/250)**

## EDSITEment!

### RELATED RESOURCES

BackStory: After Hurricane Maria—The History of Puerto Rico and the United States

<https://edsitement.neh.gov/media-resources/backstory-after-hurricane-maria-history-puerto-rico-and-united-states>

Lesson Plan: Hawaii's Annexation and Statehood: How the Island Nation Became an American Frontier

<https://edsitement.neh.gov/lesson-plans/hawaiis-annexation-and-statehood-how-island-nation-became-american-frontier>

Lesson Plan: Lesson 1: The Question of an American Empire

<https://edsitement.neh.gov/lesson-plans/lesson-1-question-american-empire>

Lesson Plan: Lesson 2: “To Elect Good Men”: Woodrow Wilson and Latin America

<https://edsitement.neh.gov/lesson-plans/lesson-2-elect-good-men-woodrow-wilson-and-latin-america>

# DOING HER CIVIC DUTY: ANNA COLEMAN LADD AND THE AMERICAN RED CROSS

AUTHOR: Bradley Liebrecht, West Valley Innovation Center, Yakima, Washington

## GUIDING QUESTION:

What obligations do citizens have to their nation and fellow citizens?

## OVERVIEW

In this lesson, students will learn about United States citizens' rights and responsibilities. Using Anna Coleman Ladd and her experiences in World War I as a case study, students will analyze primary and secondary sources to create a historical narrative explaining the importance of civic engagement in society and what responsibilities Americans have to their country.

## OBJECTIVES

At the conclusion of this activity, students will be able to:

- > Explain U.S. citizens' rights and responsibilities;
- > Analyze sources of information and explain the significance of Anna Coleman Ladd's work;
- > Create a poster or other academic product that demonstrates student research and conclusions.

## STANDARDS CONNECTIONS

### CONNECTIONS TO COMMON CORE

- > CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

### CONNECTIONS TO C3 FRAMEWORK

- > D2.Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).

## DOCUMENTS USED

### PRIMARY SOURCES

Document, "Important Information for New Citizens," August 2019  
U.S. Citizenship and Immigration Services  
<https://www.uscis.gov/sites/default/files/document/flyers/M-767.pdf>

Photograph, *[Masks by Anna Coleman Ladd]*, 1917–1919  
Library of Congress (2017672982)  
<https://www.loc.gov/item/2017672982/>

Photograph, *Miss Maynard (Anna Coleman) Ladd*, April 1, 1919  
Library of Congress (2017669385)  
<https://www.loc.gov/item/2017669385/>

Photograph, *Mutiles wearing a mask made by Mrs. Anna Coleman Ladd*, December 19, 1918  
Library of Congress (2017683388)  
<https://www.loc.gov/item/2017683388/>

Photograph, *French soldier whose face has been mutilated, fitted with a mask by Mrs. Anna Coleman Ladd*, 1918  
Library of Congress (2007676087)  
<https://www.loc.gov/item/2007676087/>

Photograph, *Mrs. Anna Coleman Ladd and Mr Caudron. Mrs. A. Coleman Ladd working on portrait mask*, 1918  
Library of Congress (2017672656)  
<https://www.loc.gov/item/2017672656/>

Photograph, *Mrs. Anna Coleman Ladd (seated in the foreground) surrounded by her patients at her studio, Christmas Day 1918 . . .*, 1918  
Library of Congress (2007676091)  
<https://www.loc.gov/item/2007676091/>

Newspaper article, "Rebuilding Human Wreckage of War" *The Nonpartisan Leader*, November 11, 1918  
<https://chroniclingamerica.loc.gov/lccn/sn89074443/1918-11-11/ed-1/seq-5/>

Photograph, *Personnel—P1200 through P1299 [165-WW-429P-1224]*, International Film Service  
National Archives and Records Administration (NAID 45532721)  
<https://catalog.archives.gov/id/45532721>

Photograph, *Medical Department—Restoration Work—Reconstruction—Facial reconstruction. Forehead and chin are his own but the rest of his face is the creation of Mrs. Ladd*, October 28, 1918  
National Archives and Records Administration (NAID 45498727)  
<https://catalog.archives.gov/id/45498727>

## SECONDARY SOURCES

Article, Caroline Alexander, “Faces of War,” February 2007  
*Smithsonian Magazine*  
<https://www.smithsonianmag.com/arts-culture/faces-of-war-145799854/>

Article, “Women in World War I: Anna Coleman Ladd,” 2022  
Smithsonian Institution  
<https://www.si.edu/spotlight/women-in-wwi/anna-coleman-ladd>

Blog, Hparkins, “Anna Coleman Ladd: An Artist Who Created Hope for Wounded Soldiers,” March 11, 2020  
National Archives and Records Administration  
<https://prologue.blogs.archives.gov/2020/03/11/anna-coleman-ladd-an-artist-who-created-hope-for-wounded-soldiers/>

## TEACHER-CREATED MATERIALS

- > Primary Source Packet
- > Secondary Source Links

## ACTIVITY PREPARATION

- > Make one copy of the “Important Information for New Citizens” for each student.
- > Organize students into groups of three or four students each.
- > Make one copy of the Primary Source Packet for each group of three to four students.
- > Preview the secondary source articles and select which one(s) would be most appropriate for your students. Prepare to share the link to that article.
  - » **Teacher Tip:** These articles can be assigned to different students or groups to differentiate the lesson for students of varying reading levels.
- > Create a digital folder of the Primary Source Packet and then electronically share it with students.
- > Arrange the classroom for group work.

## CONNECTIONS

Several lessons in this collection feature the story of individuals who have made the United States a more perfect union. Highlighting the stories of Deborah Sampson, Phillis Wheatley, Anna Coleman Ladd, Bayard Rustin, and James Toy helps create a more inclusive picture of American history.

- > Gather poster supplies or coordinate laptops for students to create digital posters.

## PROCEDURE

### ACTIVITY ONE: CIVIC CONCEPTS (30 MINUTES)

- > Ask students: *What are the rights and responsibilities of U.S. citizens?*
- > Distribute one copy of the “Important Information for New Citizens” document to each student. Review the document with students, and ask them to rank the responsibilities of citizens from most important to least important in their groups.
- > Ask groups to share the top two or three responsibilities they feel are most important and the two or three that they think are the least important.
- > Lead a discussion about civic responsibility. Discussion questions:
  - » *Why is civic participation in society and government important?*
  - » *What is the most important thing a citizen could do for their country?*
  - » *What responsibilities do Americans have toward each other?*

When discussing the history of people with disabilities, students may encounter language that was common to the past, but might be offensive, problematic, or out-of-date. In this lesson, they will see the term *mutilé*, which is French for a person with a disability. Remind students that in all discussions and written commentary, they should use modern-day terminology when speaking about people in the past.

## ACTIVITY TWO: SOURCE ANALYSIS (30 MINUTES)

- > Share the secondary source links (which contain background information readings) with students. Teachers may provide all three links, one link, or assign different readings to different students or groups.
- > Distribute one copy of the Primary Source Packet to each student group.
- > Explain to students that they will examine primary and secondary sources relating to Anna Coleman Ladd's life and her work with World War I soldiers and veterans.
- > Select one of the primary sources and analyze it with the students.
- > Ask each group to divide the remaining sources amongst themselves and analyze them to determine the role and significance of Anna Coleman Ladd and her work in helping to build a more perfect union.
  - » **Teacher Tip:** Teachers can assign sources to meet students' needs or allow them to select sources.
- > Circulate among students to provide support and offer suggestions.
- > Ask students, *How did Anna Coleman Ladd fulfill her responsibilities as a citizen?*

## ACTIVITY THREE: CREATE THE GROUP POSTER (45 MINUTES)

- > Explain to students that they will create a poster based on their source analysis to answer the guiding question, *What obligations do citizens have to their nation and fellow citizens?*, using Anna Coleman Ladd as a case study.
- > Circulate among students to provide support and offer suggestions on their posters to answer questions.

## ASSESSMENT OPTIONS

- > Students can complete their posters individually or in groups.
- > Students can write an individual response to the guiding question that incorporates key elements from the lesson. In their response, students should reference citizens' responsibilities and Anna Coleman Ladd's work.
- > Student groups can present their posters to the class and highlight the sources they think are most important to answering the guiding question.

## STUDENTS INTERESTED IN THIS TOPIC MIGHT BE INTERESTED IN RESEARCHING THE FOLLOWING FOR AN NHD PROJECT:

- > Clara Barton and the American Red Cross (1881)
- > Shell Shock and the Great War (1914–1918)
- > The International Red Cross and the Great War (1914–1918)
- > Military prosthetics in modern warfare (2001–present)

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

**[NHD.ORG/250](https://nhd.org/250)**

## EDSITEment!

RELATED RESOURCES

Lesson Plan: Voting Rights for Women: Pro- and Anti-Suffrage  
<https://edsitement.neh.gov/lesson-plans/voting-rights-women-pro-and-anti-suffrage>

Media Resource: 2018 Jefferson Lecture: Dr. Rita Charon  
<https://edsitement.neh.gov/media-resources/2018-jefferson-lecture-dr-rita-charon>

Media Resource: In the Field: War Ink  
<https://edsitement.neh.gov/media-resources/field-war-ink>

Teacher's Guide: Women's History in the United States  
<https://edsitement.neh.gov/teachers-guides/womens-history-united-states>

# THEN AND TODAY: MENDEZ V. WESTMINSTER

**AUTHOR:** Amy Trenkle, Alice Deal Middle School, Washington, D.C.

## GUIDING QUESTION:

How did the Supreme Court decision in *Mendez v. Westminster* create a more perfect union then and today?

## OVERVIEW

The quest for school desegregation was a lengthy and complicated process fought through the courts. In this lesson, students will examine primary and secondary sources written from multiple perspectives to better understand how the Supreme Court decision *Mendez v. Westminster* (1946) created a more perfect union.

## OBJECTIVES

At the conclusion of this activity, students will be able to:

- > Read and analyze secondary and primary sources about *Mendez v. Westminster*;
- > Complete a small group seminar to answer the guiding question; and
- > Articulate in writing how *Mendez v. Westminster* led to a more perfect union, using evidence from the documents and seminar.

## STANDARDS CONNECTIONS

### CONNECTIONS TO COMMON CORE

- > CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- > CCSS.ELA-Literacy.RH.6-8.2 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.
- > CCSS.ELA-Literacy.RH.6-8.6 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).

- > CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.

### CONNECTIONS TO C3 FRAMEWORK

- > D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
- > D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
- > D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.
- > D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

## DOCUMENTS USED

### PRIMARY SOURCES

Amici Curiae Brief of the National Lawyers Guild and ACLU in *Mendez v. Westminster*  
National Archives and Records Administration (NAID: 294943)  
<https://www.docsteach.org/documents/document/brief-nlg-aclu>

Judgment and Injunction in *Mendez v. Westminster*  
National Archives and Records Administration (NAID: 294946)  
<https://www.docsteach.org/documents/document/judgement-and-injunction>

Petition in *Mendez v. Westminster* School District, March 2, 1945  
National Archives and Records Administration (NAID: 294940)  
<https://www.docsteach.org/documents/document/petition-mendez>

Testimony of Superintendent Richard Harris in *Mendez v. Westminster*  
National Archives and Records Administration (NAID: 6277737)  
<https://www.docsteach.org/documents/document/2-trial-transcript>

## SECONDARY SOURCES

Background Essay, "Mendez v. Westminster: Desegregating California's Schools"  
PBS Learning Media  
<https://www.pbslearningmedia.org/resource/osi04.soc.ush.civil.mendez/mendez-v-westminster-desegregating-californias-schools/>

Research Guide, 1946: Mendez v. Westminster  
Library of Congress  
<https://guides.loc.gov/latinx-civil-rights/mendez-v-westminster>

Video, Mendez v. Westminster: Desegregating California's Schools  
PBS Learning Media  
<https://www.pbslearningmedia.org/resource/osi04.soc.ush.civil.mendez/mendez-v-westminster-desegregating-californias-schools/>

## TEACHER-CREATED MATERIALS

- > Pre-Seminar Worksheet
- > Primary Source Packet
- > *Mendez v. Westminster* Seminar Worksheet

## CONNECTIONS

Federal and state courts help to ensure that the laws created by the legislative bodies at the state and federal levels are constitutional and applied correctly. In this way, there are many court cases at both levels that have helped to make America a more perfect union.

## ACTIVITY PREPARATION

### ACTIVITY ONE

- > Decide how you want your students to access the primary and secondary materials (online or on paper).
- > Make one copy of the Pre-Seminar Worksheet for each student.
- > Organize students into groups of three to four students each.
- > Arrange the classroom for group work.

### ACTIVITY TWO

- > Make one copy of the *Mendez v. Westminster* Seminar Worksheet for each student.
- > Make (or project) a poster-sized Seminar Tracker with each student's name around the perimeter of the circle.
- > Arrange the classroom for a seminar, with students facing each other.

## PROCEDURE

### ACTIVITY ONE: PRE-SEMINAR WORK (50 MINUTES)

- > Organize students into groups of three to four students each. Distribute one Pre-Seminar Worksheet to each student.
  - » **Teacher Tip:** Consider breaking up this task over two days to give students time to read and process in advance of the seminar.
- > Ask students to engage with the secondary sources and then write their summary of the sources. When the written summaries are complete, ask three students to share them.
- > Distribute the primary sources (through a Primary Source Packet or links).
- > Ask students to work with their groups to read each document and complete their analysis.
- > Circulate to assist students and provide vocabulary support as needed.
- > Have students complete the 3-2-1 Lesson Reflection.

### ACTIVITY TWO: SEMINAR (50 MINUTES)

- > Distribute one Seminar Worksheet to each student and ask students to take out their Pre-Seminar Worksheet from the previous class.
- > Help students define the terms listed in Part A of their Seminar Worksheet.
- > Explain to students that they will participate in a seminar about what they read and learned yesterday. Give students ten minutes to complete Part B on their own paper. Do not review student answers.

When discussing the topic of school desegregation, students will encounter language that was common to the past, but might be offensive, problematic, or out-of-date. Remind students that in all discussions and written commentary, they should use modern-day terminology when speaking about people in the past.

- > Ask students to select their own goal for the seminar and complete Part C on their paper.
- > Explain to students how to use the tracker and its purpose.
- > Facilitate the seminar using the questions provided on the Seminar Worksheet.
  - » *How did the Supreme Court decision in Mendez v. Westminster create a more perfect union then and today?*
  - » *What were the conflicting perspectives in this case?*
  - » *How were rights going unrecognized? What were the specific rights? What were the barriers to fully enjoying these rights?*
  - » *Why types of educational inequalities existed before the passage of Mendez v. Westminster? Where has there been a development toward fairness in education today? What inequalities continue to exist today?*
  - » *What does a perfect union for education look like? To you personally? Locally? Nationally? Globally?*
- > Ask students to reflect on what they learned during the seminar and their progress toward their self-selected goal. Ask students to complete and submit their Seminar Worksheet.

#### ASSESSMENT OPTIONS

- > Students can submit the Pre-Seminar and Seminar Worksheets to demonstrate their understanding of the topic.
- > Teachers can choose to grade the Seminar based on student goals and participation.

#### STUDENTS INTERESTED IN THIS TOPIC MIGHT BE INTERESTED IN RESEARCHING THE FOLLOWING FOR AN NHD PROJECT:

- > *Bolling v. Sharpe* (1954)
- > *Guey Heung Lee v. Johnson and Johnson v. San Francisco Unified School District* (1971)
- > *Aspira v. New York* (1975)
- > Education of Handicapped Children Act (1975)
- > Individuals with Disabilities Education Act (IDEA) (1990)

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

**[NHD.ORG/250](https://edsitement.neh.gov/250)**

## EDSITEment!

### RELATED RESOURCES

Media Resource: BackStory: Legislation Impossible—The Civil Rights Act of 1964  
<https://edsitement.neh.gov/media-resources/backstory-legislation-impossible-civil-rights-act-1964>

Media Resource: Hispanic American Keywords for Chronicling America  
<https://edsitement.neh.gov/media-resources/hispanic-american-keywords-chronicling-america>

Media Resource: Thurgood Marshall Before the Court  
<https://edsitement.neh.gov/general-resources/thurgood-marshall-court-0>

Teacher's Guide: Hispanic and Latino Heritage and History in the United States  
<https://edsitement.neh.gov/teachers-guides/hispanic-heritage-and-history-united-states>

# THEN AND TODAY: MENDEZ V. WESTMINSTER

**AUTHOR:** Amy Trenkle, Alice Deal Middle School, Washington, D.C.

## GUIDING QUESTION:

How did the Supreme Court decision in *Mendez v. Westminster* create a more perfect union then and today?

## OVERVIEW

The quest for school desegregation was a lengthy and complicated process fought through the courts. In this lesson, students will examine primary and secondary sources written from multiple perspectives to better understand how the Supreme Court decision *Mendez v. Westminster* (1946) created a more perfect union.

## OBJECTIVES

At the conclusion of this activity, students will be able to:

- > Read and analyze secondary and primary sources about *Mendez v. Westminster*;
- > Complete a small group seminar to answer the guiding question; and
- > Articulate in writing how *Mendez v. Westminster* led to a more perfect union, using evidence from the documents and seminar.

## STANDARDS CONNECTIONS

### CONNECTIONS TO COMMON CORE

- > CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- > CCSS.ELA-Literacy.RH.6-8.2 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.
- > CCSS.ELA-Literacy.RH.6-8.6 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).

- > CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.

### CONNECTIONS TO C3 FRAMEWORK

- > D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
- > D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
- > D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.
- > D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

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<https://www.docsteach.org/documents/document/judgement-and-injunction>

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National Archives and Records Administration (NAID: 294940)  
<https://www.docsteach.org/documents/document/petition-mendez>

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<https://www.docsteach.org/documents/document/2-trial-transcript>

## SECONDARY SOURCES

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PBS Learning Media  
<https://www.pbslearningmedia.org/resource/osi04.soc.ush.civil.mendez/mendez-v-westminster-desegregating-californias-schools/>

Research Guide, 1946: *Mendez v. Westminster*  
Library of Congress  
<https://guides.loc.gov/latinx-civil-rights/mendez-v-westminster>

Video, *Mendez v. Westminster*: Desegregating California’s Schools  
PBS Learning Media  
<https://www.pbslearningmedia.org/resource/osi04.soc.ush.civil.mendez/mendez-v-westminster-desegregating-californias-schools/>

## TEACHER-CREATED MATERIALS

- > Pre-Seminar Worksheet
- > Primary Source Packet
- > *Mendez v. Westminster* Seminar Worksheet

## CONNECTIONS

Federal and state courts help to ensure that the laws created by the legislative bodies at the state and federal levels are constitutional and applied correctly. In this way, there are many court cases at both levels that have helped to make America a more perfect union.

## ACTIVITY PREPARATION

### ACTIVITY ONE

- > Decide how you want your students to access the primary and secondary materials (online or on paper).
- > Make one copy of the Pre-Seminar Worksheet for each student.
- > Organize students into groups of three to four students each.
- > Arrange the classroom for group work.

### ACTIVITY TWO

- > Make one copy of the *Mendez v. Westminster* Seminar Worksheet for each student.
- > Make (or project) a poster-sized Seminar Tracker with each student’s name around the perimeter of the circle.
- > Arrange the classroom for a seminar, with students facing each other.

## PROCEDURE

### ACTIVITY ONE: PRE-SEMINAR WORK (50 MINUTES)

- > Organize students into groups of three to four students each. Distribute one Pre-Seminar Worksheet to each student.
  - » **Teacher Tip:** Consider breaking up this task over two days to give students time to read and process in advance of the seminar.
- > Ask students to engage with the secondary sources and then write their summary of the sources. When the written summaries are complete, ask three students to share them.
- > Distribute the primary sources (through a Primary Source Packet or links).
- > Ask students to work with their groups to read each document and complete their analysis.
- > Circulate to assist students and provide vocabulary support as needed.
- > Have students complete the 3-2-1 Lesson Reflection.

### ACTIVITY TWO: SEMINAR (50 MINUTES)

- > Distribute one Seminar Worksheet to each student and ask students to take out their Pre-Seminar Worksheet from the previous class.
- > Help students define the terms listed in Part A of their Seminar Worksheet.
- > Explain to students that they will participate in a seminar about what they read and learned yesterday. Give students ten minutes to complete Part B on their own paper. Do not review student answers.

When discussing the topic of school desegregation, students will encounter language that was common to the past, but might be offensive, problematic, or out-of-date. Remind students that in all discussions and written commentary, they should use modern-day terminology when speaking about people in the past.

- > Ask students to select their own goal for the seminar and complete Part C on their paper.
- > Explain to students how to use the tracker and its purpose.
- > Facilitate the seminar using the questions provided on the Seminar Worksheet.
  - » *How did the Supreme Court decision in Mendez v. Westminster create a more perfect union then and today?*
  - » *What were the conflicting perspectives in this case?*
  - » *How were rights going unrecognized? What were the specific rights? What were the barriers to fully enjoying these rights?*
  - » *Why types of educational inequalities existed before the passage of Mendez v. Westminster? Where has there been a development toward fairness in education today? What inequalities continue to exist today?*
  - » *What does a perfect union for education look like? To you personally? Locally? Nationally? Globally?*
- > Ask students to reflect on what they learned during the seminar and their progress toward their self-selected goal. Ask students to complete and submit their Seminar Worksheet.

#### ASSESSMENT OPTIONS

- > Students can submit the Pre-Seminar and Seminar Worksheets to demonstrate their understanding of the topic.
- > Teachers can choose to grade the Seminar based on student goals and participation.

#### STUDENTS INTERESTED IN THIS TOPIC MIGHT BE INTERESTED IN RESEARCHING THE FOLLOWING FOR AN NHD PROJECT:

- > *Bolling v. Sharpe* (1954)
- > *Guey Heung Lee v. Johnson and Johnson v. San Francisco Unified School District* (1971)
- > *Aspira v. New York* (1975)
- > Education of Handicapped Children Act (1975)
- > Individuals with Disabilities Education Act (IDEA) (1990)

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

**[NHD.ORG/250](https://edsitement.neh.gov/250)**

## EDSITEment!

### RELATED RESOURCES

Media Resource: BackStory: Legislation Impossible—The Civil Rights Act of 1964  
<https://edsitement.neh.gov/media-resources/backstory-legislation-impossible-civil-rights-act-1964>

Media Resource: Hispanic American Keywords for Chronicling America  
<https://edsitement.neh.gov/media-resources/hispanic-american-keywords-chronicling-america>

Media Resource: Thurgood Marshall Before the Court  
<https://edsitement.neh.gov/general-resources/thurgood-marshall-court-0>

Teacher's Guide: Hispanic and Latino Heritage and History in the United States  
<https://edsitement.neh.gov/teachers-guides/hispanic-heritage-and-history-united-states>

# EXPLORING THE IMPACT OF U.S. IMMIGRATION POLICY IN THE TWENTIETH CENTURY

**AUTHOR:** Greg Maigur, Holicong Middle School, Doylestown, Pennsylvania

## GUIDING QUESTION:

How did political and social attitudes toward immigration change between the 1920s and the 1960s?

## OVERVIEW

In this lesson, students will use primary sources to examine how the Immigration and Naturalization Act of 1965 illustrated a shift in American attitudes toward immigration. Students will determine to what extent the Immigration Act of 1965 influenced ethnic and racial demographic changes in their community.

## OBJECTIVES

At the conclusion of this activity, students will be able to:

- > Analyze the different perspectives that influenced immigration law in American history;
- > Examine primary sources related to the Immigration Act of 1924 to determine how the act restricted immigration to the United States;
- > Examine primary sources related to the Immigration Act of 1965 to determine how the act achieved the goals of the Civil Rights Movement of the 1960s by promoting more diverse and inclusive immigration from previously restricted parts of the world; and
- > Evaluate the effect of the Immigration Act of 1965 on demographic changes in modern-day America.

## STANDARDS CONNECTIONS

### CONNECTIONS TO COMMON CORE

- > CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information
- > CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- > CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

### CONNECTIONS TO C3 FRAMEWORK

- > D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- > D2.His.2.9-12. Analyze change and continuity in historical eras.

## DOCUMENTS USED

### PRIMARY SOURCES

Chart, *No. 104.—Immigration Quotas Alloted and Quota Aliens Admitted, by Country of Birth, Years Ended June 30, 1925 to 1938, 1940* (page 103)  
U.S. Census Bureau  
<https://www2.census.gov/library/publications/1940/compendia/statab/61ed/1939-02.pdf>

Letter, President John F. Kennedy, Letter to the President of the Senate and Speaker of the House of Representatives on the Revision of Immigration Laws, July 23, 1963 (excerpt)  
The American Presidency Project, University of California at Santa Barbara  
<https://www.presidency.ucsb.edu/documents/letter-the-president-the-senate-and-the-speaker-the-house-revision-the-immigration-laws>

Political cartoon, Gregg, *Whose U.S. is this anyway?*  
*The Fiery Cross* [Indianapolis, Indiana], May 9, 1924  
Hoosier State Chronicles: Indiana's Digital Historic Newspaper Program  
<https://newspapers.library.in.gov/?a=d&d=FC19240509&e=---en-20--1--txt-txIN----->

Speech, Ellison DuRant Smith, "Shut the Door": A Senator Speaks for Immigration Restriction, April 9, 1924 (excerpt)  
History Matters, George Mason University  
<https://historymatters.gmu.edu/d/5080>

Speech, President Lyndon Johnson, Remarks on Immigration Policy to a Group Interested in the Verrazano-Narrows Bridge Commemorative Stamp, September 18, 1964 (excerpt)  
The American Presidency Project, University of California at Santa Barbara  
<https://www.presidency.ucsb.edu/node/241471>

## SECONDARY SOURCES

U.S. Census Bureau  
<https://www.census.gov/data.html>

## TEACHER-CREATED MATERIALS

- > Primary Source Packet
- > Immigration Analysis Sheet
- > Immigration Analysis Sheet Answer Key

## ACTIVITY PREPARATION

- > Organize students into groups of three or four students each.
- > Write the following terms on the board: restrictive, nativism, inclusive, and civil rights.
- > Make one copy of the Primary Source Packet for each group.
- > Make one copy of the Immigration Analysis Sheet for each student.
- > Print one copy of the Immigration Analysis Sheet Answer Key for teacher use.

## CONNECTIONS

This resource features several lessons that highlight how changing American attitudes have led to changes in the legal, political, and social fabric of the nation to create a more perfect union.

## PROCEDURE

### ACTIVITY ONE (15 MINUTES)

- > Ask students to define the following terms in their own words: restrictive, nativism, inclusive, and civil rights. Assist with vocabulary strategies or provide additional support as needed.
- > Ask students to explain the difference between restriction and inclusivity as it applies to immigration. What factors might influence the government to restrict immigration? What factors might influence the government to expand immigration?

### ACTIVITY TWO (20 MINUTES)

- > Distribute one Primary Source Packet to each group.
- > Ask group members to choose either source A or B to complete the analysis questions.
- > Ask students to share their responses within their groups.
- > Distribute one Immigration Analysis Sheet to each student.
- > Ask students to work as a class to list the reasons why Americans in the 1920s wanted to restrict immigration. Ask students to draw from Sources A and B as well as their knowledge of the 1910s and early 1920s.
- > Explain to students the actions taken by the U.S. government in the Emergency Quota Act of 1921 and the Immigration Act of 1924. Have students summarize these laws on their Immigration Analysis Sheet.
- > Project the Chart, *No. 104* . . . to the class (students have a copy in their Immigration Analysis Sheet for annotation). Annotate the chart as students make observations. Help students analyze the chart. Ask students:
  - >> *What trends do you observe when you analyze this chart?*
  - >> *What do you notice when comparing the levels of immigrants coming from different regions of the world? Which parts of the world had the least number of immigrants? The most?*
  - >> *How does the chart show the effects of the Immigration Act of 1924 on immigration levels from southern Europe, Asia, and Africa?*
  - >> *Did all nations use their full quotas?*
  - >> *What does this information tell us about the effects of these two laws?*

- > Explain to the class that they are going to “fast forward” to the 1960s. Ask group members to read and analyze sources C (from President John F. Kennedy) and D (from President Lyndon Johnson). Ask students to complete the analysis questions and share their responses with their group members.
- > Explain the changes brought about by the Immigration and Nationality Act of 1965.

### ASSESSMENT OPTIONS

- > Direct students to research their community’s demographics using U.S. census data. Ask students to analyze the impact of these immigration policies on their communities. Students may present their findings in writing, as a short presentation, or in the format of a news broadcast.

## STUDENTS INTERESTED IN THIS TOPIC MIGHT BE INTERESTED IN RESEARCHING THE FOLLOWING FOR AN NHD PROJECT

- > Know Nothing Party (1850s)
- > New York City Draft Riots (1863)
- > Chinese Exclusion Act (1882)
- > Tydings-McDuffie Act (1946)

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

**NHD.ORG/250**

## EDSITEment!

### RELATED RESOURCES

Closer Readings Commentary: Everything Your Students Need to Know About Immigration History  
<https://edsitement.neh.gov/closer-readings/everything-your-students-need-know-about-immigration-history>

Lesson Plan: The Statue of Liberty: Bringing “The New Colossus” to America  
<https://edsitement.neh.gov/lesson-plans/statue-liberty-bringing-new-colossus-america>

Media Resource: BackStory: The Melting Pot: Americans & Assimilation  
<https://edsitement.neh.gov/media-resources/backstory-melting-pot-americans-assimilation>

Media Resource: To Be a Citizen? The History of Becoming American  
<https://edsitement.neh.gov/media-resources/backstory-be-citizen-history-becoming-american>

# THE LONG PATH TOWARD LGBTQ+ RIGHTS

**AUTHOR:** Craig A. Windt, Central High School, Bay City, Michigan

## GUIDING QUESTION:

How did local actions affect societal attitudes toward the LGBTQ+ community and its advocacy for equal rights?

## OVERVIEW

When most people think of the struggle for LGBTQ+ (lesbian, gay, bisexual, transgender, and queer and/or questioning, plus other sexual and gender minorities) rights in the United States, they tend to think of national touchstone events such as the Stonewall Riots, *Windsor v. United States* (2013), or *Obergefell v. Hodges* (2015). However, LGBTQ+ rights were often advanced due to the tireless work of individuals and organizations at state and local levels who were pushing for change. In this lesson, students will explore the LGBTQ+ movement using primary sources from the archives at the University of Michigan.

## OBJECTIVES

At the conclusion of this activity, students will be able to:

- > Explain the process by which the LGBTQ+ community pushed for greater rights;
- > Analyze primary sources from lesser-known individuals and groups associated with the LGBTQ+ rights movement; and
- > Compare the LGBTQ+ rights movement over several decades.

## STANDARDS CONNECTIONS

### CONNECTIONS TO COMMON CORE

- > CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- > CCSS.ELA-Literacy.RH.9-10.4 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 science.

- > CCSS.ELA-Literacy.RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.

### CONNECTIONS TO C3 FRAMEWORK

- > D2.His.12.9-12. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- > D3.1.9-12. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

## DOCUMENTS USED

### PRIMARY SOURCES

AIDS Rally Chants, October 19, 1985  
James W. Toy Papers, Bentley Historical Library, University of Michigan (Box 9)

Flyer, Demand More Money for A.I.D.S. Research!, October 19, 1985  
James W. Toy Papers, Bentley Historical Library, University of Michigan (Box 9)

Flyer, "Don't Ask, Don't Tell" Don't Work!!, July 15, 1993  
Triangle Foundation Records, Bentley Historical Library, University of Michigan (Box 4)

Flyer, Gay/Straight Student Alliances  
Affirmations Lesbian/Gay Community Center Records,  
Bentley Historical Library, University of Michigan (Box 4)

"Grand Rapids Resident Drafting Petition for Statewide Ban of Gay Rights," *Capitol Capsule*, January 5, 1993  
Triangle Foundation Records, Bentley Historical Library, University of Michigan (Box 3)

Human Rights Party Candidate Biographies, 1974  
Human Rights Party (Ann Arbor, Michigan) Records, Bentley  
Historical Library, University of Michigan (Box 2)

Jewish Community Council of Metropolitan Detroit, Testimony  
on Dressel Legislation, October 28, 1983  
James W. Toy Papers, Bentley Historical Library, University of  
Michigan (Box 12)

Kathy Kozachenko Campaign Card, 1974  
Human Rights Party (Ann Arbor, Michigan) Records, Bentley  
Historical Library, University of Michigan (Box 2)

Letter, Bishop Raymond A. Heine to Richard Anthony,  
September 16, 1983  
James W. Toy Papers, Bentley Historical Library, University of  
Michigan (Box 12)

Letter, Dr. Bruce Voeller et al to Mr. Leonard F. Chapman, Jr.,  
July 23, 1974  
James W. Toy Papers, Bentley Historical Library, University of  
Michigan (Box 9)

Letter, Jim Toy to the American Civil Liberties Union, April 15, 1986  
James W. Toy Papers, Bentley Historical Library, University of  
Michigan (Box 9)

Letter, John P. Spiegel, M.D. to Leonard D. Chapman, Jr., July  
17, 1974  
James W. Toy Papers, Bentley Historical Library, University of  
Michigan (Box 9)

Letter, Kathy Kozachenko to the Ann Arbor City Council,  
February 3, 1976  
Human Rights Party (Ann Arbor, Michigan) Records, Bentley  
Historical Library, University of Michigan (Box 3)

Letter, Rosemary Jozziak to School Counselors, September  
26, 1995  
Affirmations Lesbian/Gay Community Center Records, Bentley  
Historical Library, University of Michigan (Box 5)

Letter, Sam Bernsen to Dr. Bruce Voeller, August 8, 1974  
James W. Toy Papers, Bentley Historical Library, University of  
Michigan (Box 9)

Memorandum to the Michigan Legislature from Bishop  
Reginald H. Holle, August 25, 1983  
James W. Toy Papers, Bentley Historical Library, University of  
Michigan (Box 12)

Michigan Senate, Senate Bill No. 709, November 30, 1989  
Organization for Human Rights Records, Bentley Historical  
Library, University of Michigan (Box 4)

Press Release, AA Gay Liberation Front, June 1972  
James W. Toy Papers, Bentley Historical Library, University of  
Michigan (Box 15)

Resolution, Ann Arbor City Council, Resolution on Gay Pride  
Week, June 12, 1972  
James W. Toy Papers, Bentley Historical Library, University of  
Michigan (Box 15)

Statement, Triangle Foundation, Statement by Jeffrey  
Montgomery . . . On the Status of the Ban on Military Service  
by Gays and Lesbians, July 15, 1993

Special thanks to the team at the Bentley  
Historical Library at the University of Michigan for  
sharing these digitized sources for publication.

Triangle Foundation Records, Bentley Historical Library,  
University of Michigan (Box 4)

## SECONDARY SOURCES

"History & Culture"  
Stonewall National Monument, National Park Service  
<https://www.nps.gov/ston/learn/historyculture.htm>

"Who Was Ryan White?"  
Health Resources & Services Administration  
<https://ryanwhite.hrsa.gov/about/ryan-white>

## TEACHER-CREATED MATERIALS

- > Document Sets A through G

## ACTIVITY PREPARATION

- > Organize students into groups of three or four students each.
- > Arrange the classroom for group work.
- > Preview all materials to ensure appropriateness for students.
- > Make copies of the document sets so that each group has one set.

## PROCEDURE

### ACTIVITY ONE (45 MINUTES)

- > Distribute one document set to each group of three or four students.
- > Explain to the students that they are to read through their documents, highlighting and annotating as needed to improve understanding.
- > Instruct students to discuss the documents in their groups, using the discussion questions as a guide.

## CONNECTIONS

Encourage students to look in their  
communities to learn how individuals have  
worked to make a more perfect union through  
involvement in civic organizations and local  
and state governments.

When discussing the history of LGBTQ+ people, students will encounter language that was common to the past, but might be offensive, problematic, or out-of-date. Remind students that in all discussions and written commentary, they should use modern-day terminology when speaking about people in the past.

- > Ask student groups to generate three questions that arose from their discussions.
- > Direct each student group to give a two- to three-minute summary of their documents and their discussions, including sharing the questions that were posed.
- > Lead a class discussion synthesizing the presentations of the various groups. Potential discussion questions include:
  - » *What type of people and organizations were involved in the fight for LGBTQ+ rights?*
  - » *What trends can be seen in the fight for LGBTQ+ rights over time?*
  - » *Of the actions studied, which were most significant? Why?*
  - » *Which actions seemed to be least important or have the smallest effect? Why?*
  - » *Historically speaking, why were LGBTQ+ rights so controversial?*

#### ASSESSMENT OPTIONS

- > Ask students to compare and contrast the LGBTQ+ rights movement with other rights movements either in the past or in the present.
- > Research one of the individuals or organizations presented in the document sets.
- > Research a LGBTQ+ activist from your local community, state, or territory.

#### STUDENTS INTERESTED IN THIS TOPIC MIGHT BE INTERESTED IN RESEARCHING THE FOLLOWING FOR AN NHD PROJECT

- > James W. Toy (1930–2022)
- > Kathy Kozachenko (1953–)
- > Pride Festivals
- > Gay/Straight Student Alliances

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

**[NHD.ORG/250](https://edsitement.neh.gov/250)**

## EDSITEment!

### RELATED RESOURCES

Media Resource: The LGBTQ Community in American History

<https://edsitement.neh.gov/media-resources/lgbtq-community-american-history>

Teacher's Guide: Investigating Local History

<https://edsitement.neh.gov/teachers-guides/investigating-local-history>

Student Activity: U.S. Civil Rights Movements of the 20th Century

<https://edsitement.neh.gov/student-activities/civil-rights-movements-late-20th-century>

# BUILDING A MORE INCLUSIVE ELECTORATE: THE VOTER EDUCATION PROJECT 1966–1977

Author: Courtney Major, Edina High School, Edina, Minnesota

## GUIDING QUESTION:

To what extent did the activities and strategies of the Voter Education Project (VEP) build a more inclusive electorate between 1966 and 1977?

## OVERVIEW

In this lesson, students will analyze primary sources to explore the work of the Voter Education Project to organize, register, and engage African American voters following the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

## OBJECTIVES

At the conclusion of this activity, students will be able to:

- › Identify and explain the grassroots activities and strategies that the VEP employed to register Black voters after the 1965 Voting Rights Act passed;
- › Analyze the VEP's effectiveness in building a more inclusive electorate;
- › Generate questions comparing voter registration and participation between 1966 and 1977; and
- › Synthesize knowledge gathered from primary sources to participate in a class discussion.

## STANDARDS CONNECTIONS

### CONNECTIONS TO COMMON CORE

- › CCSS.ELA-Literacy.RH.9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- › CCSS.ELA-Writing.WHST.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### CONNECTIONS TO C3 FRAMEWORK

- › D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- › D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

## DOCUMENTS USED

### PRIMARY SOURCES

Letter, Vernon Jordan to Mrs. Wallace Alston, Jr., July 12, 1966  
Voter Education Project, Robert W. Woodruff Library,  
Atlanta University  
<https://radar.auctr.edu/islandora/object/auc.076%3A0083>

Letter, John Lewis to Beatrice Clay, September 1, 1976  
Voter Education Project, Robert W. Woodruff Library,  
Atlanta University  
<https://radar.auctr.edu/islandora/object/auc.076%3A0241>

Newsletter, Inner City Citizenship Education Project  
Newsletter, August–September 1969 (excerpt)  
Voter Education Project, Robert W. Woodruff Library,  
Atlanta University  
<https://radar.auctr.edu/islandora/object/auc.076%3A1488>

Newsletter, VEP News, August 1967 (excerpt)  
Voter Education Project, Robert W. Woodruff Library,  
Atlanta University  
<https://radar.auctr.edu/islandora/object/auc.133%3A0004>

Newsletter, VEP News, October 1971 (excerpt)  
Voter Education Project, Robert W. Woodruff Library,  
Atlanta University  
<https://radar.auctr.edu/islandora/object/auc.133%3A0012>

Pamphlet, North Carolina Voter Education Project, Know  
Your Voting Rights, c. 1966  
Voter Education Project, Robert W. Woodruff Library,  
Atlanta University  
<https://radar.auctr.edu/islandora/object/auc.133%3A0003>

Pamphlet, Patricia Collins and the Voter Education Project  
Southern Regional Council, Inc., How to Conduct a  
Registration Campaign, 1968  
Voter Education Project, Robert W. Woodruff Library,  
Atlanta University  
<https://radar.auctr.edu/islandora/object/auc.133%3A0005>

Photograph, *John Lewis and Julian Bond Speaking*, August 3,  
1971  
Voter Education Project, Robert W. Woodruff Library,  
Atlanta University  
<https://radar.auctr.edu/islandora/object/auc.076%3A0002>

Photograph, *Voting Advocacy*, c. 1966  
Voter Education Project, Robert W. Woodruff Library, Atlanta University  
<https://radar.auctr.edu/islandora/object/auc.076%3A0192>

Report, Registration Report to the Voter Education Project, June 3, 1968 to June 17, 1968  
Voter Education Project, Robert W. Woodruff Library, Atlanta University  
<https://radar.auctr.edu/islandora/object/auc.076%3A0272>

Report, Registration Report to the Voter Education Project, July 9, 1968 to July 15, 1968  
Voter Education Project, Robert W. Woodruff Library, Atlanta University  
<https://radar.auctr.edu/islandora/object/auc.076%3A0278>

Report, Registration Report to the Voter Education Project, July 16, 1968 to July 20, 1968  
Voter Education Project, Robert W. Woodruff Library, Atlanta University  
<https://radar.auctr.edu/islandora/object/auc.076%3A0277>

Report, Auburn Women's League Voters Education Project Report, Lee County Alabama, 1966  
Voter Education Project, Robert W. Woodruff Library, Atlanta University  
<https://radar.auctr.edu/islandora/object/auc.076%3A0084>

## SECONDARY SOURCE

Documentary, *The Time Has Come*, 1977 [8:10–9:55]  
National Archives and Records Administration (NAID 53804)  
<https://youtu.be/4qT0e9j826g?si=3SWgu2di9a4O2YaB&t=490>

## TEACHER-CREATED MATERIALS

- > VEP Historical Context
- > Primary Source Packets One to Four
- > VEP Analysis and Impact Sources and Chart
- > VEP Analysis and Impact Activity

## ACTIVITY PREPARATION

- > Prepare to project the VEP Historical Context.
- > Make one copy of the following for each student:
  - » VEP Activities and Strategies Chart
  - » VEP Analysis and Impact Activity
- > Organize the class into groups of three to four students each.
- > Make copies of the Primary Source Packets One to Four so each group has one set (repeat as needed).
- > Locate *The Time Has Come* [8:10–9:55] on the VEP Analysis and Impact Activity and prepare to project the segment of the documentary.

Special thanks to the team at the Robert W. Woodruff Library at Atlanta University for sharing these digitized sources for publication.

## PROCEDURE

### ACTIVITY ONE (15 MINUTES)

- > Project the VEP Historical Context page to the class.
- > Review with the class the key ideas and primary sources included on the sheet.

### ACTIVITY TWO (30 MINUTES)

- > Organize the class into groups of three to four students each.
- > Distribute one copy of the VEP Activities and Strategies Chart to each student.
- > Distribute one of the four Primary Source Packets to each group.
- > Explain that the goal of each group is to use primary source(s) to identify the grassroots activities and strategies employed by the VEP in the 1960s and 1970s.
- > Allow students time to analyze their primary source(s) and complete their VEP Activities and Strategies Chart. Circulate among students to provide support and offer suggestions.
- > Report findings with the class. Ask groups to share quotations and summarize their assigned primary source set for their classmates.
- > Lead a brief discussion. Questions may include:
  - » *What VEP activities or strategies did your sources highlight?*
  - » *In what ways did this activity or strategy help to build a more inclusive electorate?*
  - » *Share one to two quotes or data points from your primary source set that exemplify the activities of the VEP. Why did your group choose these to highlight?*
  - » *Do you think this/these activities and strategies will prove effective? Why or why not?*

### ACTIVITY THREE (25 MINUTES)

- > Distribute one copy of the VEP Analysis and Impact Activity to each student.
- > Explain that this set of sources includes data about the VEP's impact on voter registration rates in southern states. Remind students of the guiding question: *To what extent did the activities and strategies of the VEP build a more inclusive electorate between 1966 and 1977?*

## CONNECTIONS

Many students focus on researching national topics, but local libraries, university archives, and historical societies can provide valuable insights into the same topics -- but from a local lens. This approach help shows how national efforts to build a more perfect union

- › For the first source, project the documentary, *The Time Has Come*, and play from 8:10 to 9:55.
- › Circulate among students as they complete the Analysis Activity and provide instructional support as needed.
- › Lead a class discussion with the following questions:
  - › *How did the actions of the VEP increase Black voter participation in the South in the years immediately following the Civil Rights Act of 1965?*
  - › *How did the increase in Black voters impact local elections in the late 1960s and early 1970s? State elections? National elections?*
  - › *How does having a more inclusive electorate impact formerly disenfranchised people's lives?*
  - › *Examine the roles and activities of the directors and leaders of the VEP (Vernon Jordan and John Lewis) and compare them to the roles and activities of the local leaders (League of Women Voters, registration workers). How did they work together to increase Black voter participation? Why were both functions necessary?*
  - › *Consider the VEP's myriad of actions and publications in the years immediately following the Voting Rights Act. Which actions do you think modern voting rights groups should adopt in your area to increase voter registration and participation? Explain your answer.*

#### ASSESSMENT OPTIONS

- › End the lesson with a written or oral reflection by students.
- › Construct a short graphic novel depicting two or three grassroots activities Voter Education Project organizers used to increase voter registration in the years following the Voting Rights Act of 1965.
- › Create a script for a social media video about one or more of the types of activism explored in the lesson.

### STUDENTS INTERESTED IN THIS TOPIC MIGHT BE INTERESTED IN RESEARCHING THE FOLLOWING FOR AN NHD PROJECT:

- › The Niagara Movement (1906–1911)
- › Student Nonviolent Coordinating Committee (SNCC) (1960)
- › Freedom Riders (1961)
- › Mississippi Freedom Summer (1964)
- › Women's voices in the Civil Rights Movement: Ella Baker (1903–1986), Daisy Bates (1914–1999), Fannie Lou Hamer (1917–1977), Constance Baker Motley (1921–2005), Shirley Chisholm (1924–2005), Barbara Jordan (1936–1996), Diane Nash (1938–)
- › Fair Housing Act of 1968

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

**NHD.ORG/250**

## EDSITEment!

### RELATED RESOURCES

Lesson Plan: The Freedom Riders and the Popular Music of the Civil Rights Movement  
<https://edsitement.neh.gov/lesson-plans/freedom-riders-and-popular-music-civil-rights-movement>

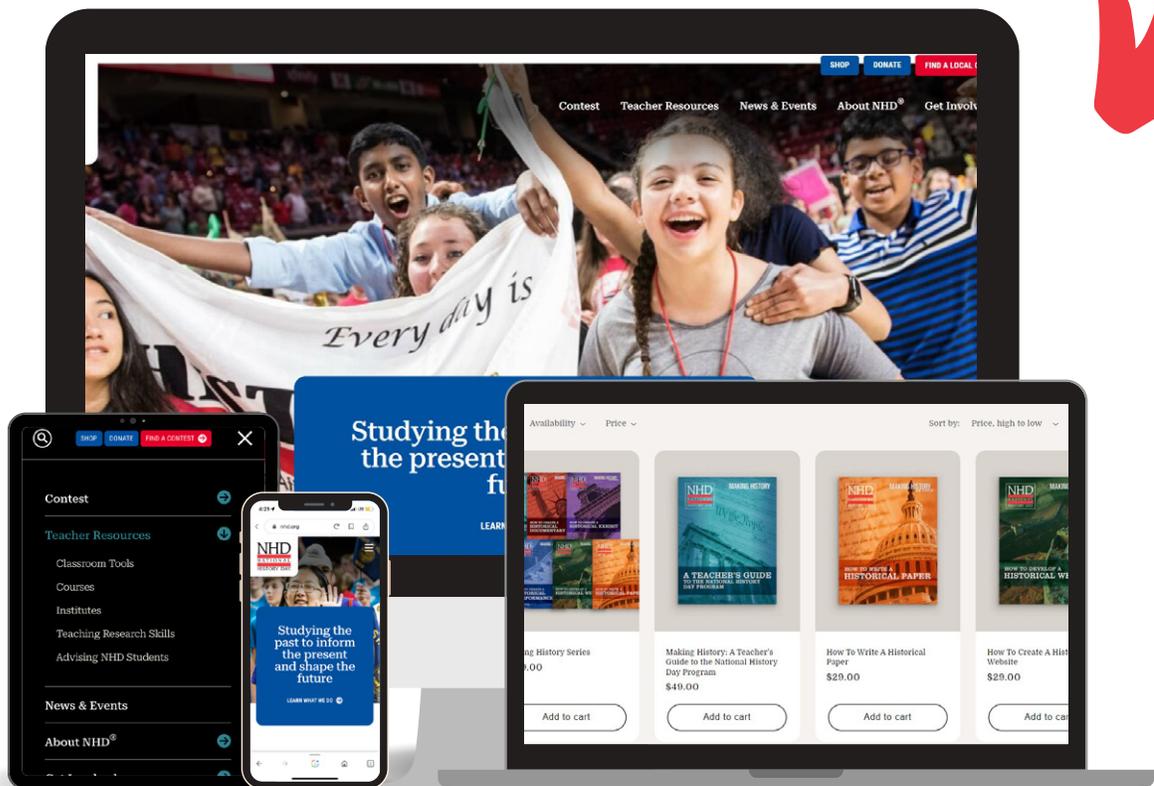
Lesson Plan: Picturing Freedom: Selma-to-Montgomery in March, 1965  
<https://edsitement.neh.gov/lesson-plans/picturing-freedom-selma-montgomery-march-1965>

Lesson Plan: Places and People of the Civil Rights Movement  
<https://edsitement.neh.gov/lesson-plans/ordinary-people-ordinary-places-civil-rights-movement>

Media Resource: Backstory: Give Us the Ballot from “LBJ and the Great Society”  
<https://edsitement.neh.gov/media-resources/backstory-give-us-ballot-lbj-and-great-society>

Media Resource: Backstory: Legislation Impossible—The Civil Rights Act of 1964  
<https://edsitement.neh.gov/media-resources/backstory-legislation-impossible-civil-rights-act-1964>

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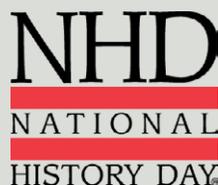
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