

McCormick Foundation Civics Program

Teaching with Controversy

Primary Sources



McCormick Foundation Civics Program

Primary Sources Readings

Danielle Estler
Professional Development Manager





Improving Classroom Instruction: Understanding the Developmental Nature of Analyzing Primary Sources

Why did the authors study middle school students?

What components of analyzing primary sources were studied?

What are some of the “practical suggestions” made by the authors of this study?



Primary Sources in History: Breaking Through the Myths

What is your reaction to the seven myths? Have you encountered any of these?

Why does Barton recommend the term “original historical sources” and what does that encompass?

What does Barton put forward as the best arguments for using original historical sources as an instructional approach?



Fostering Historical Thinking With Digitized Primary Sources

What are the implications of the growth of digital image archives online for teachers and students?

What are the historical thinking behaviors that the authors refer to as expert “habits of the mind?”

What did the students identify as “different” in classes where online primary sources were use?



Primary Sources Readings

What are the benefits of using primary sources?

What are the challenges of using primary sources?

Why use primary sources in teaching with controversy?

McCormick Foundation Civics Program

Primary Sources in Practice

Mary Ellen Daneels

Social Studies Teacher, West Chicago Community High School



F-I-G

Fact, Inference and Generalization

Facts

- Fact: Something that can be proven true
 - John has missed a lot of history classes.
 - Mary has missed a lot of history classes.
 - John failed the history test.
 - Mary missed the history test.
- *You could look at the teachers attendance book and ask students to prove their attendance.*
- *You can look at the test scores to see how they performed on the test.*

Inference

- Inference: A conclusion based on evidence.
 - John and Mary failed the test because they have poor attendance
- *It is logical to assume that John and Mary failed because they have not been in class, but there could be another reason. Maybe they both were sick, and if they had been 100% well, they would have passed. Maybe they both skipped a bubble on their scantron answer sheet and that made them fail. There could be other explanations.*

Generalization

- Generalization: an overall, global statement that is not time, person or place specific.
 - People who do not come to class will likely fail the test.
- *This statement is broad and could apply to anyone, at anytime and any place.*

F-I-G Practice

In your groups, list as many FACTS as you can from the following cartoon. One person will have to stand and share the group's responses with the class.

Election Day by E.W. Gustin



F-I-G Practice

What inferences can you make about this cartoon? What was the message? Who was the audience it was drawn for? When was it drawn? Why was this cartoon drawn? Where was this drawn (country)?

Election Day by E.W. Gustin



Opportunity Cost

- An opportunity cost is the alternative someone gives up when they make a decision.
 - The opportunity cost of eating a fast food hamburger for dinner is the opportunity to eat a taco or hot dog.
 - The opportunity cost of watching a DVD on Saturday night is the opportunity to go out to a movie, go to a concert, or to go bowling.

Opportunity Cost

- Women who chose to participate in the suffrage movement paid a “cost”.
- This cartoon makes some generalizations about the women involved in the suffrage movement.

F-I-G Practice

What generalizations can you make about the “cost” paid by suffragettes?

Election Day by E.W. Gustin



www.loc.gov/teachers

For Teachers (Library of Congress) - Windows Internet Explorer

File Edit View Favorites Tools Help

http://www.loc.gov/teachers/ Live Search

For Teachers (Library of Congress)

LIBRARY OF CONGRESS ASK A LIBRARIAN DIGITAL COLLECTIONS LIBRARY CATALOGS GO Options

The Library of Congress > Teachers

TEACHERS


Search this site GO

- Teachers Home
- Classroom Materials
- Professional Development
- TPS Partners
- Using Primary Sources
- News and Events
- Additional Resources
- FAQ

Teachers
Bringing the power of primary sources into the classroom

The Teachers Page
The new home of teacher resources from the Library of Congress.

Classroom Materials
Ready-to-use materials that bring the Library's primary sources into the classroom.
[Find classroom materials that meet your state standards](#)

Primary Source Sets

[Hispanic Exploration](#)
A selection of Library of Congress primary sources exploring the contributions and interactions of

Professional Development
Build teacher skills with the Library's professional development curriculum.
Build and Deliver
Download and facilitate ready-to-present professional development.
Understanding Primary Sources
☒ Leaving Evidence of Our Lives
Take Online Modules
Earn a certificate of completion with self-paced interactive modules.
Primary Source? >> Identify Primary and Secondary Sources

Waiting for http://www.loc.gov/teachers/...

Start Government Microsoft PowerPoint ... For Teachers (Library...

Internet 100% 12:03 PM

McCormick Foundation Civics Program

The National Archives at Chicago

Kristina Maldre, Education Specialist



Introduction to Resources of the National Archives & Records Administration





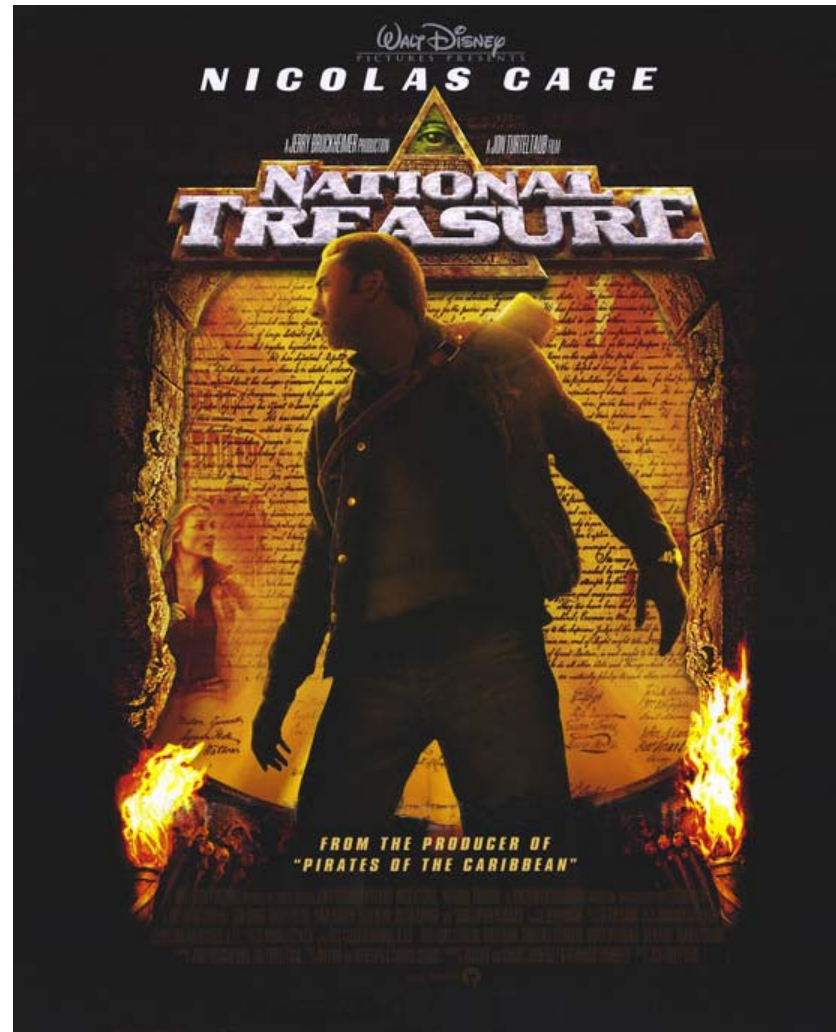
National Archives at Chicago

Agenda for our time together:

- Introduction to the National Archives & Records Administration and the Chicago branch
- Introduction to Docsteach.org
- World War I: Case Files on Detained Enemy Aliens
- World War II: Japanese Internment through Records of the War Relocation Authority



What is the National Archives & Records



National Archives at Chicago – <http://www.archives.gov/great-lakes/>



What is the National Archives & Records



National Archives at Chicago – <http://www.archives.gov/great-lal>



What is the National Archives & Records

Teaching With Documents - Microsoft Internet Explorer

Address: <http://www.archives.gov/education/lessons/>

Google Search

Archives.gov Home Subject Index Contact Us FAQs Español

Educators and Students

Educators and Students Teaching With Documents

LESSONS BY ERA

- 1754-1820s
- 1801-1861
- 1850-1877
- 1870-1900
- 1890-1930
- 1929-1945
- 1945 to 1970s
- 1968 to Present
- Worksheets

Go to the Teaching With Documents Main Page

Print E-mail Bookmark/Share

Teaching With Documents: Lesson Plans

This section contains reproducible copies of primary documents from the holdings of the National Archives of the United States, teaching activities correlated to the [National History Standards](#) and [National Standards for Civics and Government](#), and cross-curricular connections.

Teaching with primary documents encourages a varied learning environment for teachers and students alike. Lectures, demonstrations, analysis of documents, independent research, and group work become a gateway for research with historical records in ways that sharpen students' skills and enthusiasm for history, social studies, and the humanities.

Analysis Worksheets

- Written Document
- Artifact
- Cartoon
- Map
- Motion Picture
- Photograph
- Poster
- Sound Recording

- [Revolution and the New Nation \(1754-1820s\)](#)
- [Expansion and Reform \(1801-1868\)](#)
- [Civil War and Reconstruction \(1850-1877\)](#)
- [The Development of the Industrial United States \(1870-1900\)](#)
- [The Emergence of Modern America \(1890-1930\)](#)
- [The Great Depression and World War II \(1929-1945\)](#)
- [Postwar United States \(1945 to early 1970s\)](#)
- [Contemporary United States \(1968 to the present\)](#)

PDF files require the [free Adobe Reader](#).
More information on Adobe Acrobat PDF files is available on our [Accessibility page](#).

Archives.gov Home Contact Us Privacy Policy Accessibility Freedom of Information Act No FEAR Act Top of Page

The U.S. National Archives and Records Administration
8601 Adelphi Road, College Park, MD 20740-6001
Telephone: 1-86-NARA-NARA or 1-866-272-6272

THE NATIONAL ARCHIVES EXPERIENCE ourdocuments REGULATIONS.gov USA.gov

National Archives at Chicago – <http://www.archives.gov/great-lakes/>



What is the National Archives & Records

- As the **nation's record keeper**, NARA collects, protects and makes available records created by the Federal government.
- Actually, only 1-3% of the documents created by the Federal government in the course of business are deemed valuable enough to be saved in perpetuity.
- NARA is truly a national organization with facilities across the country, including presidential libraries.

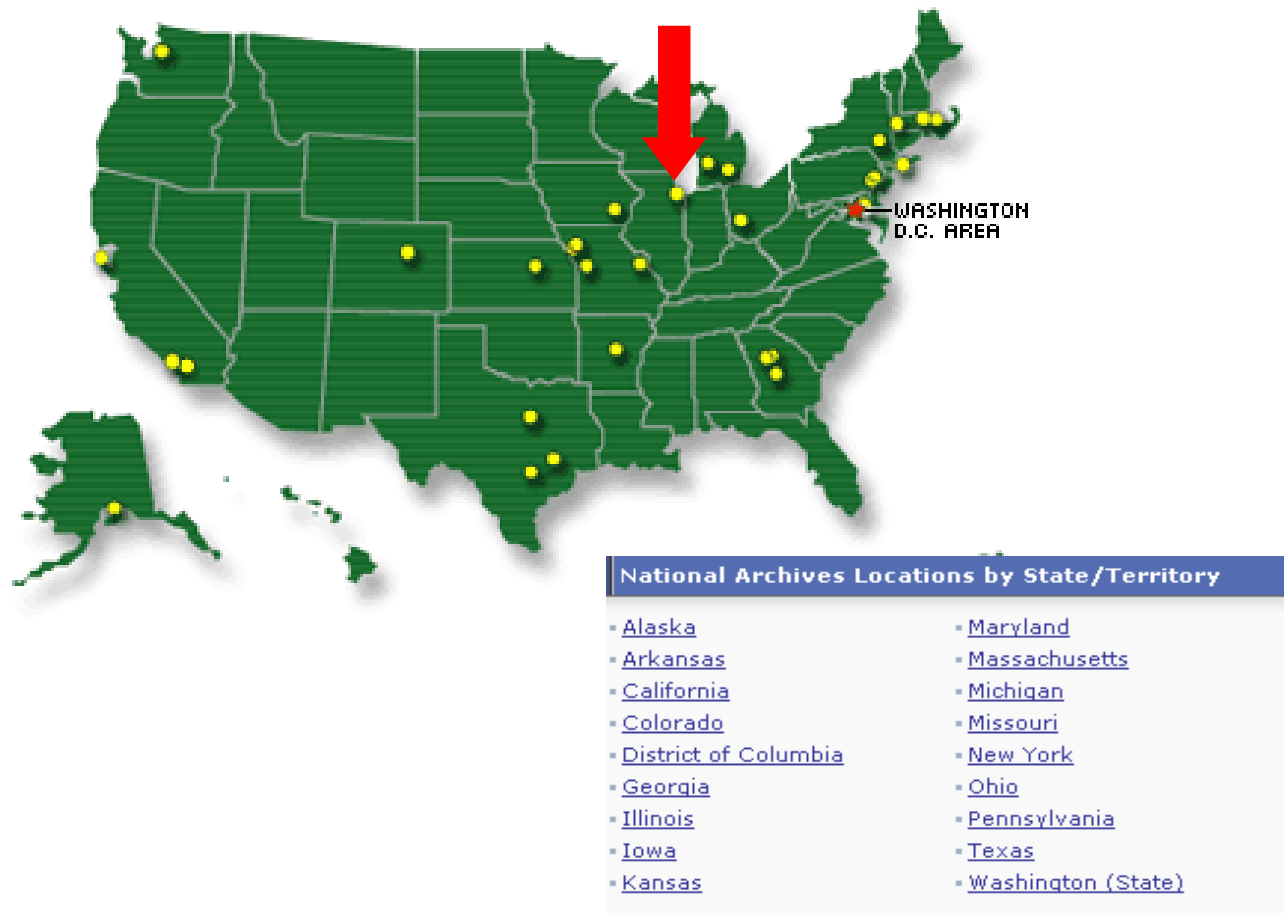


National Public Radio (NPR) host Liane Hansen visits the National Archives in Washington, D.C., and talks with David Ferriero, the new Archivist of the United States. Story aired on January 10, 2010. Complete version available at <http://www.npr.org/templates/story/story.php?storyId=122416367>

“Some 10 billion things are housed in the National Archives, from the monumental to the miniscule. And David Ferriero is in charge of them all.”



How does the National Archives at Chicago fit



National Archives at Chicago – <http://www.archives.gov/great-lakes/>



How does the National Archives at Chicago fit

As a regional archives branch, The National Archives at Chicago collects, protects, and makes available permanently valuable federal records created in the six Great Lakes states of **Illinois, Indiana, Michigan, Minnesota, Ohio, and **Wisconsin.****





The National Archives at Chicago

What do these federal records from the Great Lakes look like?



The National Archives at Chicago

22852

IN THE DISTRICT COURT OF THE UNITED STATES
IN AND FOR THE NORTHERN DISTRICT OF ILLINOIS,
EASTERN DIVISION.

UNITED STATES OF AMERICA,
Plaintiff,

vs.

ALPHONSE CAPONE, alias
ALPHONSE BROWN, alias
AL CAPONE, alias
AL BROWN, alias
"SCARFACE" BROWN, alias
"SCARFACE" CAPONE, alias
A. COSTE

Defendant.

Of the March Term
In the Year 1931.
Held at Chicago, Illinois.

NORTHERN DISTRICT OF ILLINOIS,
EASTERN DIVISION.

ss.

The Grand Jurors of the United States of America duly empaneled
and sworn in the District Court of the United States for the Eastern
Division of the Northern District of Illinois, at the March term of
said Court in the year 1931 and inquiring for said Division and Dis



The National Archives at Chicago





The National Archives at Chicago

MASS DEMONSTRATION AT FORD EMPLOYMENT OFFICE

Thursday, August 20, 1942 — 1 P. M. to 5 P. M.

GATE No. 2 — MILLER ROAD

Why? Because we want to share fully in the Defense Program, to do our part to win the war. We can no longer tolerate the Ford Motor Company's policy of discrimination against the Negro women. We resent Harry Bennett's assertion that the Ford Motor Company is the only company giving the Negro a chance. Studebaker Co., Murray Corp., Buick and Allen Industries, all have hired Negro women in the past and still are hiring them.

Willis Ward, "the Yes and No Man" of the Ford Motor Company relative to the Negro question, is a traitor to the cause of Better Labor and Race relations among the Ford Workers. The segregated employment office set-up (all Negroes channeled through Ward's office and all white workers sent elsewhere) is a great demoralizing factor. This demonstration is an irresistible, spontaneous mass movement on the part of all Ford workers and many civic organizations who desire full participation of *All The People* in carrying out the war against Hitler. We want the whole world to know that the Ford Motor Company is flagrantly violating the executive order of President Roosevelt, No. 8802, which declares that "there shall be no discrimination against Race, Creed, or Color in hiring in Defense Industries." We feel that this is every man's war regardless of race. We are fighting for Democracy abroad. We want Democracy at home as well. Mr. Ford, Negro women and men will and must play their rightful part in helping win this war.

We Meet at the Employment Office Gate No. 2, Thursday, Aug. 20 — 1:00 P. M.

Upwards of 3,000 new women hired at the Bomber Plant — Not one Negro woman

THIS IS NOT A STRIKE

74





The National Archives at Chicago

425

SUBJECT: **INDEXED.** **COPIED.**

CHICAGO AND CALUMET HARBORS
ILLINOIS AND CALUMET RIVERS
ILLINOIS AND MISSISSIPPI CANALS

United States Engineer Office,
1637 Indiana Avenue, P. O. Drawer 132.
CHICAGO, ILL., August 22, 1899.

Hon. L. F. McGinn,
Commissioner of Public Works
Chicago, Ill.

Sir:

I have the honor to acknowledge the receipt of your communication of ~~Aug 26~~ 26, 1899, ending with the remark, "Any plan that you have to offer consistent with the health and best interests of the City will receive the careful consideration of the City Government &c., &c."

Surely the Commissioner of Public Works will see that I can not again ~~propose~~ ^{propose} anything looking to an agreement with the City Officials when agreements with the War Department have nearly uniformly been held as nothing by them.

I have only to say, without in any sense desiring to be ^{(200) 100-100} offensive by the statement of plain facts:

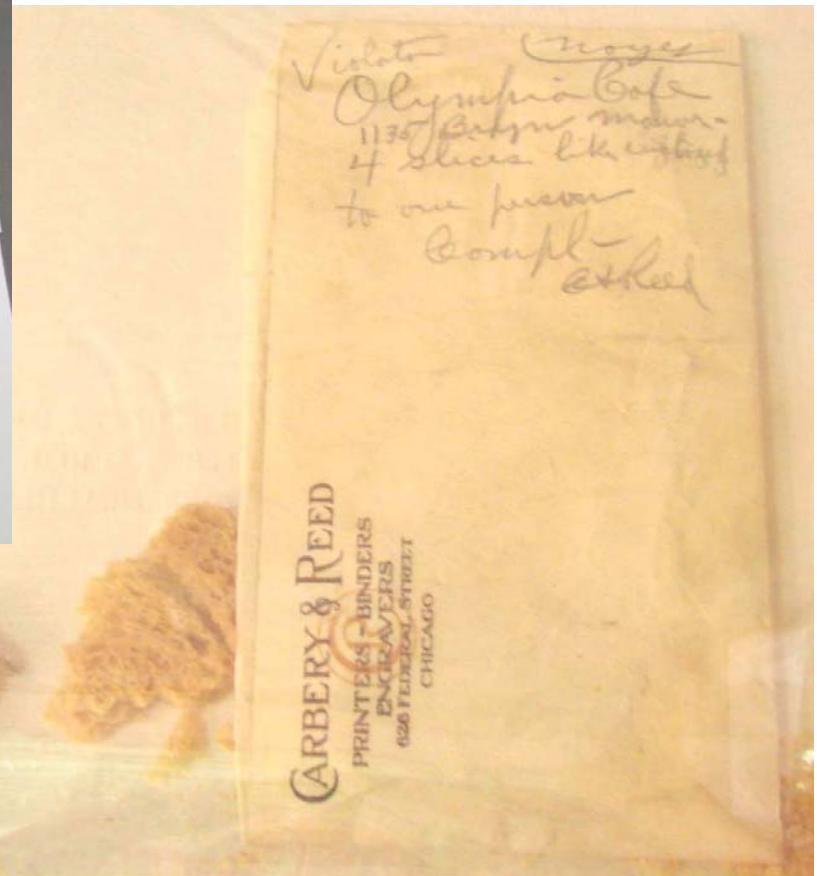
1st. The matter of dumping grounds, and dumping in navigable waters, is placed by Congress entirely in the hands of the Secretary of War, and

2nd. That these dumping grounds have been allowed to be selected by the City Authorities, and afterwards established and legalized by the Secretary of War by a formal proclamation and publication. They should not be changed without authority of the Secretary of War, nor without proper representations to the controlling authority.

3rd. That the City without any reference to the controlling auth-



The National Archives at Chicago





The National Archives at Chicago

Where do you start?

Scenario 1: Time is on your side, eager to visit the archives and work with original documents.

- Holdings Guide available at <http://www.archives.gov/great-lakes/holdings/>
 - Subject Index
 - ASK our **terrific** archivists = e-mail: chicago.archives@nara.gov

Scenario 2: I'll wait until the summer to visit. Right now on-line and accessible is preferred.



Research at the National Archives at Chicago

Where do you start?

Scenario 2: On-line & Accessible

☐ *Docs Teach* web site at <http://docsteach.org/>

- Latest web site from the National Archives
- National Archives' primary sources from across the country
- Online tool to access primary sources and create online learning activities for your students.



National Archives - DocsTeach – <http://docsteach.org>

THE
NATIONAL
ARCHIVES
EXPERIENCE

DOCS
TEACH

[» Register](#) | [Log in](#)

ACTIVITIES | DOCUMENTS

Bring history to life for your students

Create your own fun and
engaging activities.

[Get Started](#)

Ready-to-use tools for teaching with
documents in the classroom.

[Find Activities](#)

More than 2,500 primary sources
selected from the National Archives.

[Find Documents](#)

Join the Community

Access and contribute to our
growing collection of activities.

Build a Portfolio

Bookmark documents now,
create activities later.

Share Activities and Classrooms

Make custom activity sets for
various student groups.

[Register](#) >



“Ready-to-roll” Activities:

Example:
Focusing on the
Details: Black
out/White Out

Watching What?

I'm Done



Closely examine this person's face and body language. Who is this person? What do you think he is doing?



National Archives - *DocsTeach* – <http://docsteach.org>

“Ready-to-roll” Activities:

Example:

Weighing the Evidence
How Effective Were the Efforts of the Freedom’s Bureau?
<http://docsteach.org/activities/28>



National Archives - *DocsTeach* – <http://docsteach.org>

How Effective were the Efforts of the Freedmen's Bureau? | DocsTeach: Activities - Windows Internet Explorer

<http://docsteach.org/activities/28>

File Edit View Favorites Tools Help


Google Search Share Sidewiki Check Translate AutoFill Sign In

Favorites Suggested Sites

Activities | DocsTeach

How Effective were the Efforts of the Freedmen's Bureau?

? Introduction **I'm Done**



Interpretation One
The Freedmen's Bureau was effective in providing for the wants and needs of formerly enslaved persons.

Interpretation Two
The Freedmen's Bureau was ineffective in providing for the wants and needs of formerly enslaved persons.

THE NATIONAL ARCHIVES EXPERIENCE DOCSTEACH

Educators and Students | Visit Us | Foundation for the National Archives | Archives.gov | © Foundation for the National Archives | Privacy Policy | Credits

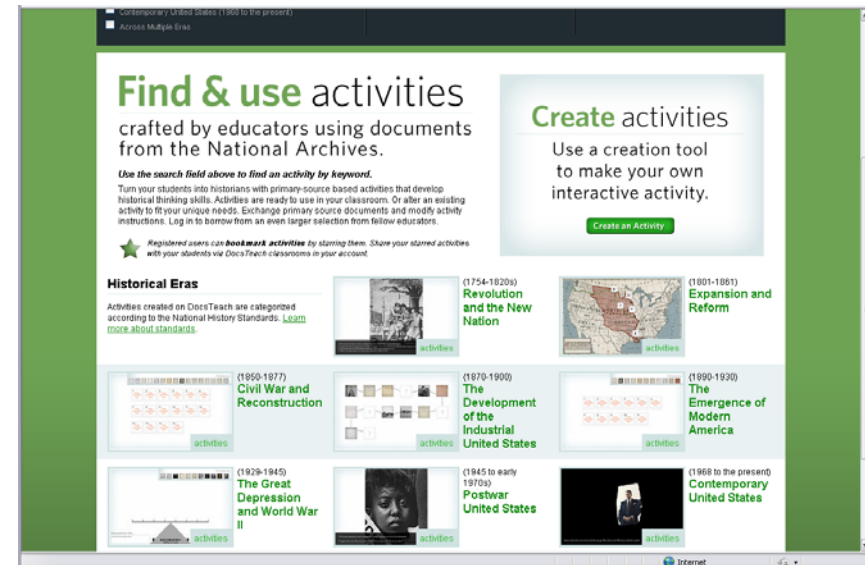
Internet



National Archives - DocsTeach – <http://docsteach.org>

With Docs Teach you can:

- 1) Browse or search from “ready-to-roll” activities
- 2) Customize any of these activities
- 3) Create a brand new interactive activity with historical thinking-based tools and classroom-ready, online primary sources
- 4) Save and organize activities in your own account





National Archives - *DocsTeach* – <http://docsteach.org>

Ready-to-roll activities are based on **1 of **7** tools.**

****each designed to teach one or more historical thinking skills****

Finding a Sequence

Present primary sources and challenge students to sequence them based on document analysis

Focusing on Details

Showcase an intriguing document or pair of documents to prompt students to think critically about primary source documents

Interpreting Data

Pose questions for students to solve through analyzing historical data

Making Connections

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

Mapping History

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

Seeing the Big Picture

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

Weighing the Evidence

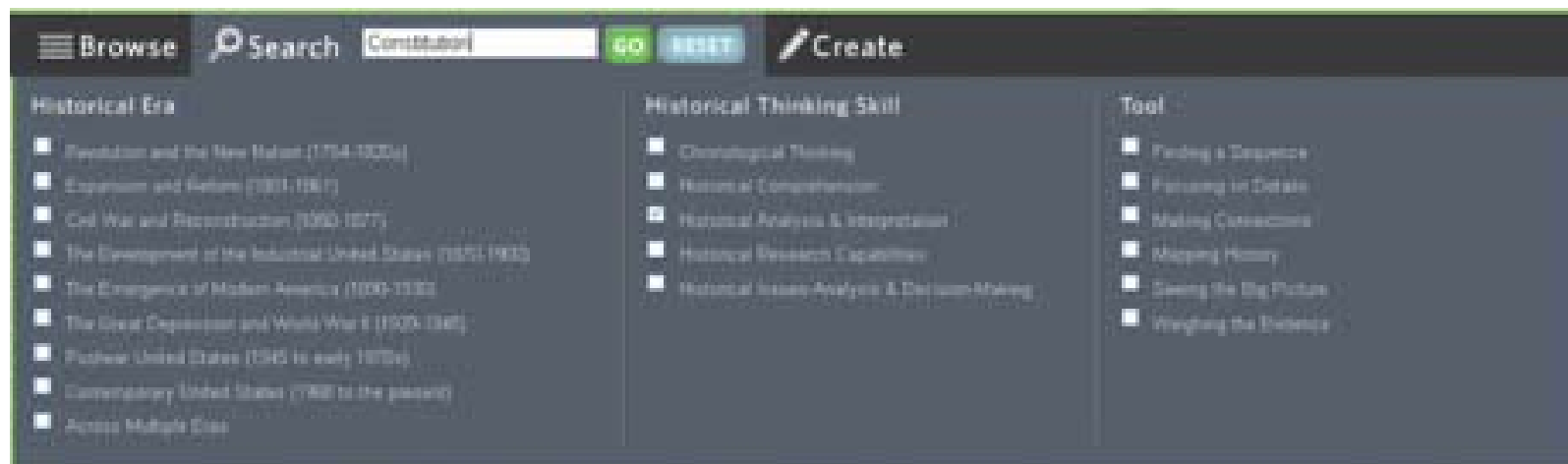
Turn primary sources into historical evidence that students sort through and evaluate to draw historical conclusions.



1) Browse or search from “ready-to-roll” activities

BY:

- Era
- Historical Thinking Skill
- *DocsTeach.org* Tool
- Keyword
- Activity Author





National Archives - DocsTeach – <http://docsteach.org>

- 2) Customize any of these activities
- 3) Create a brand new interactive activity with historical thinking-based tools and classroom-ready, online primary sources

THE NATIONAL ARCHIVES EXPERIENCE DOCS TEACH

ACTIVITIES DOCUMENTS

Browse Search **Create**

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

Create your own interactive learning activity

Each activity-creation tool helps students develop historical thinking skills and gets them thinking like historians. Choose one of the tools below to begin. Then find and insert primary sources and customize the activity to fit your unique students.

Finding a Sequence

Present primary sources and challenge students to sequence them based on careful document analysis...[more](#)

Create an Activity +

Focusing on Details

Showcase an intriguing document or a pair of documents with tools to guide student thinking and spark classroom conversations....[more](#)

Create an Activity +

Making Connections

Present primary sources as a string of documents and help students make connections among those documents and the historical events they illustrate....[more](#)

Create an Activity +

Historical Thinking Skills

DocsTeach activity-creation tools were designed to teach historical thinking skills.

Show the best tools for...



To create an activity in DocsTeach, you need to be logged in. Please log in below, or [click here to register](#).

Username

Password

[Forgot your password?](#)

Log in



National Archives - DocsTeach – <http://docsteach.org>

Details | DocsTeach: Activities: Create

Page Safety

Discussion Topic

Frame a compelling document with a statement, a question, or other annotation to spark classroom discussion.

[Create a discussion topic activity >](#)

Spotlight

Focus on a section of a document to highlight its importance and facilitate group discussion.

[Create a spotlight activity >](#)

Zoom/Crop

Zoom in and crop two areas of interest on a document to focus students' attention on key elements.

[Create a zoom activity >](#)

Focusing on Details - Step 2

Next, choose a presentation mode for your activity.

Compare and Contrast

Compare and contrast two documents to show opposing viewpoints or similarities and prompt discussion and debate.

[Create a compare and contrast activity >](#)

White out/Black out

Conceal part of a document and challenge students to think critically and identify the document without seeing key elements.

[Create a white out / black out activity >](#)

Choose one or two documents to quickly engage students, focus classroom activity, and spark conversations. Pick from one of five modes — *Discussion Topic*, *Spotlight*, *Zoom/Crop*, *Compare and Contrast*, or *White out/Black out* — to frame documents and guide students as they analyze, focus on specific content, examine document details, and form hypotheses.

Learning Objectives and Historical Thinking Skills

Focusing on Details activities teach students to pay close attention to detail in primary sources and understand them in context. Create *Focusing on Details* activities to get class started, to introduce students to a topic, to pose a historical problem or question to students, to get students to focus critically on a document or set of documents, or to introduce or reinforce document analysis techniques. Often *Focusing on Details* activities will be displayed in a whole-class setting; but they can focus group or individual investigation as well....[more](#)



Teaching Tips

- Consider the goals you have for your students before planning your activity. Choose documents and one of the five different modes in the tool based upon those goals.
- *Focusing on Details* activities can be tailored to all grade levels. They can introduce primary sources to younger students and help them learn basic document analysis. For students in secondary grades, choose documents that require more extensive analysis and contextualization, or even further research, to practice higher-order thinking skills....[more](#)

Focusing on Details

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

[Create an Activity +](#)

Activities Created Using this Tool



Focusing on Details:
White out/Black out

Guess Who?

National Archives
Education Team,
Washington, DC

[view detail](#)



Focusing on Details:
White out/Black out
Half Right and Half Wrong

[view detail](#)



Focusing on Details:
Discussion Topic
**Road to Revolution:
Patriotism ...**

National Archives
Education Team,
Washington, DC

[view detail](#)

[More Activities](#)





National Archives - DocsTeach – <http://docsteach.org>

- 2) Customize any of these activities
- 3) Create a brand new interactive activity with historical thinking-based tools and classroom-ready, online primary sources

Choose from **3,000+**
primary sources for use
in classroom activities.

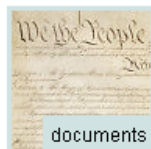
We have selected thousands of primary source documents to bring the past to life as classroom teaching tools from the billions preserved at the National Archives. Use the search field above to find written documents, images, maps, charts, graphs, audio and video in our ever-expanding collection that spans the course of American history.



Registered users can **bookmark documents by starring them.**

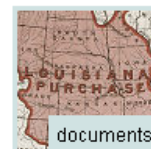
Historical Eras

Documents are categorized according to the National History Standards. [Learn more about standards.](#)



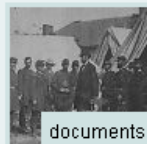
(1754-1820s)

Revolution and the New Nation



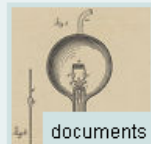
(1801-1861)

Expansion and Reform



(1850-1877)

Civil War and Reconstruction



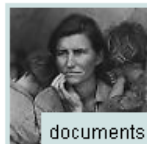
(1870-1900)

The Development of the Industrial United States



(1890-1930)

The Emergence of Modern America



(1929-1945)

The Great Depression and World War II



(1945 to early 1970s)

Postwar United States



(1968 to the present)

Contemporary United States



National Archives - DocsTeach – <http://docsteach.org>

4) Save and organize activities in your own account

THE NATIONAL ARCHIVES EXPERIENCE DOCS TEACH

Welcome kmaldre [Log out](#)

ACTIVITIES | DOCUMENTS | **ACCOUNT**

Activities & Classrooms | ★ Documents | Profile

My Activities

Starred Activities

My Classrooms

[Ms. Maldre - 3rd Block](#)

New Classroom

Maximum 35 characters

[+ Add Classroom](#)

Title	Type	
Watching What?	Added to all classrooms Classrooms: Ms. Maldre - 3rd Block	Focusing on Details: White out/Black out Remove
How Effective were the Efforts of the ...	Assign to classroom	Weighing the Evidence Remove



The National Archives at Chicago

World War I: Case Files on Detained Enemy Aliens

UNITED STATES OF AMERICA. No. P. 12

APPLICATION FOR PAROLE OF German ALIEN ENEMY.

The application must be in duplicate and accompanied by three unmounted photographs of the applicant, not larger than 3 by 3 inches in size, which must be attached to this application. The photographs must be on thin paper and should have a light background. All should be signed by the applicant across the face of the photograph, so as not to obscure the features, if the applicant is able to write.

I, Henry Rellmann, at present of Cincinnati, Ohio do hereby declare that I am at present a native, citizen, denizen, or subject of the German Empire.

I hereby apply for parole or exemption temporarily from detention or deportation as a German alien enemy under the proclamation of the President of the United States of America, dated Apr. 6, 1917 and in consideration of the granting of such temporary exemption I do hereby undertake and solemnly promise on my personal honor that I will carefully observe the laws of the United States of America and such regulations or orders as may be proclaimed and established for the conduct of alien enemies; and that I will strictly abstain from doing any act of hostility or injury to the United States and its people in any manner; that I will furnish a responsible person who is a citizen of the United States of America and who shall be acceptable to the authority granting my parole, to act as my supervisor; that I will keep in close touch with my supervisor and report in person to him as often as may be required; that I will report in person to any designated officer as often as may be required; that I will remain within the limits of my parole, to wit: That I will live in Cincinnati, Ohio, and that I will not leave this district without notice to and permit from the United States Marshal, and that I will not enter any of the areas prohibited to alien enemies under regulations Nos. 13, 15 and 17 and such additional regulations as may be hereafter made by the War Relocation Authority, and that I will not enter any of the areas prohibited to alien enemies under regulation No. 4 except by permit from the War Relocation Authority.

I understand that if I break this solemn promise my act will endanger all the privileges that may be extended to my countrymen in the United States and subject me to arrest, imprisonment, or deportation, also to punishment under the criminal laws of the United States, including treason, the punishment for which is death.

Henry Rellmann
(Signature of applicant.)

SUPERVISOR'S AGREEMENT.

I, Al. West, of the city of Cincinnati Room 309, Govt. Bldg. State of Ohio, being a citizen of the United States of America and engaged in the business of Secretary, hereby agree to act as supervisor over Henry Rellmann, the maker of the above application for parole or exemption, to keep in close touch with him, and to promptly report any failure of the applicant to keep the conditions of his parole.

Al. West
(Signature of supervisor.)

PAROLE.

Application granted, subject to revocation at any time if the Attorney General shall deem that the interests of the United States so require. Applicant shall report to his supervisor, once every week, and to the U.S. Marshal in Cincinnati every week. This parole will not be effective until June 21, 1918 is furnished.

June 21, 1918.
(Date.)

Coleman Avery
Special Assistant United States Atty.

DESCRIPTION OF APPLICANT.
(To be filled out by the United States Attorney.)

Age: 25 years. Mouth: regular

Stature: 5 feet, 8 inches. Chin: square

Weight: 175 Hair: brown

Forehead: High Complexion: fair


Eyes: blue Face: angular

Nose: Straight, long

Distinctive marks: Scar of cut across anterior surface right wrist

Remarks:

[PHOTOGRAPH.]



Henry Rellmann



The National Archives at Chicago

World War II: Japanese Internment through Records of the War Relocation Authority

ARCHIVES
EXPERIENCE

TEACH

ACTIVITIES | DOCUMENTS | ACCOUNT

≡ Browse | 🔍 Search

◀ Previous | Back to Results | Next ▶



Star This

Japanese near trains during Relocation

Japanese near trains during Relocation

Archival Research Catalog (ARC) ID: [195538](#)

Document contains: 1 page.

[Print document and details](#)

Activities that use this document:

[How did the US respond to Pearl Harbor?](#)





The National Archives at Chicago

World War II: Japanese Internment through Records of the War Relocation Authority



Star This

San Francisco, California. This restaurant, named “Nisei” after second- generation children born in . . .

4/7/1942

Records of the War Relocation Authority

Archival Research Catalog (ARC) ID: [536045](#)

The full caption for this photograph reads: San Francisco, California. This restaurant, named “Nisei” after second-generation children born in this country to Japanese immigrants was closed prior to evacuation of residents of Japanese ancestry; and, according to sign in the window, was scheduled to re- open under new management. Evacuees will be housed at War Relocation Authority centers for [the] duration.

Document contains: 1 page.

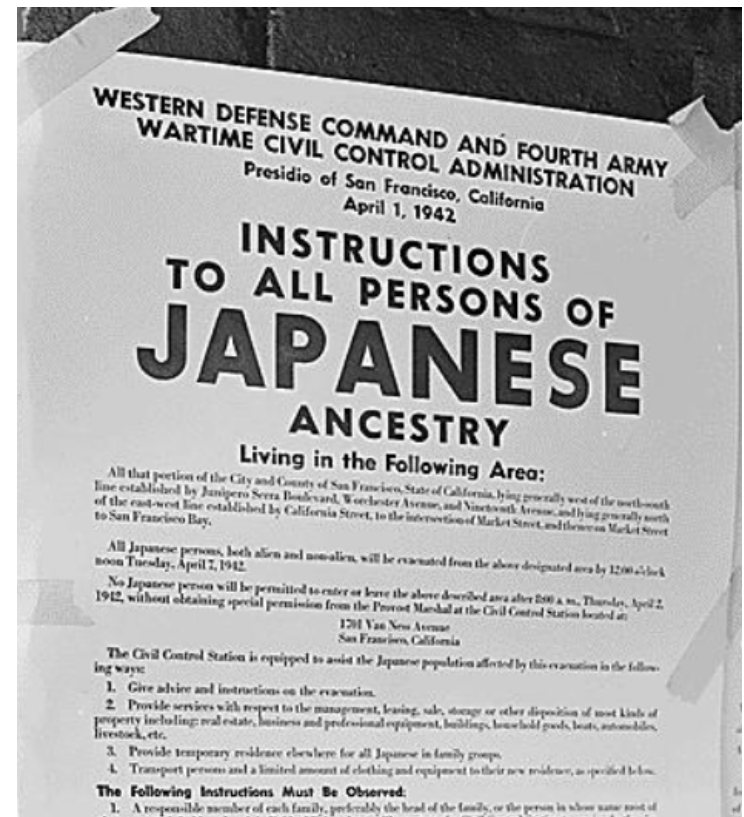
[Print document and details](#) ☐





The National Archives at Chicago

World War II: Japanese Internment through Records of the War Relocation Authority



Research at the National Archives at Chicago

After Today

Questions, concerns, eager to brainstorm ideas for your classroom . . .

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McCormick Foundation Civics Program

School Programs & Resources

Neelam Jumma, School Programs Educator

Danielle Estler, Professional Development Manager





Object-Based Learning


“The use of objects is key to providing experiences for engaging multiple intelligences”

“Using an object engages the senses, which increases interest and leads to individuals creating a personal connection to the learning.”

“The use of objects in inquiry helps make an abstract idea concrete.”

Guided Inquiry: Learning in the 21st century

Carol Collier Kuhlthau, Ann K. Caspari, Leslie K. Maniotes



Discovery Trunks are available to middle school and high school teachers who are looking for innovative ways to bring their curriculum - and the stories of those who have struggled to help define freedom - to life.

Themed **Discovery Trunks** feature artifact reproductions and multimedia in kits that illuminate the lives of historical figures such as Barbara Johns, Sojourner Truth, Abraham Lincoln, Alice Paul and Frederick Douglass.

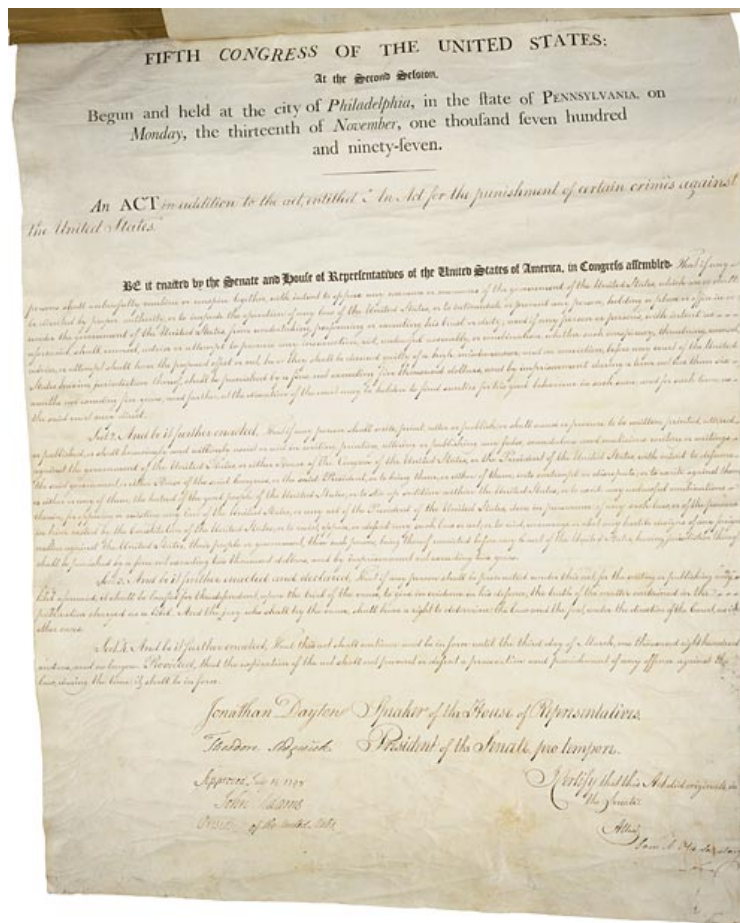
The **Discovery Trunk** experience provides students with a unique opportunity to engage in hands-on, object-based learning.

Matthew Lyon
Sequoyah
Sojourner Truth
Abraham Lincoln
Frederick Douglass
Eugene Debs
Alice Paul
Mary Tsukamoto
Barbara Johns
Ronald Reagan

Department of the Interior.
Washington D. C. Aug. 16. 1863
To whom it may concern,
The bearer of this, Frederick Douglass, is known to us as a loyal, free man, and is, hence, entitled to travel, unmolested.
We trust he will be recognized everywhere, as a free man, and a gentleman.
Respectfully,
S. H. Wilson
Aug.
S. C. Pennington
Ch. S.
Kansas
Copy the Reader Frederick Douglass who is known to me to be free man. M. Blair Briggs

HIM
WE !!
WANT A
NEW
SCHOOL?
STRIKE





Sedition act

Alien & Sedition Acts - 1798; Fifth Congress; Enrolled Acts and Resolutions; General Records of the United States Government; Record Group 11; National Archives and Records Administration.

Warrant /punishment

Record Group 21: Records of District Courts of the United States, 1685 - 2004ARC ID: 350; Creator: U.S. Circuit Court for the District of Vermont. (1791 - 01/01/1912) Series: Case Files, compiled 1792 - 1869ARC ID: 595562; National Archives and Records Administration, Northeast Region (Boston).



Penn[sylvania] on the picket line, 1917.

Women of Protest: Photographs from the Records of the National Woman's Party, Manuscript Division, Library of Congress, Washington, D.C. [mnwp.160022]

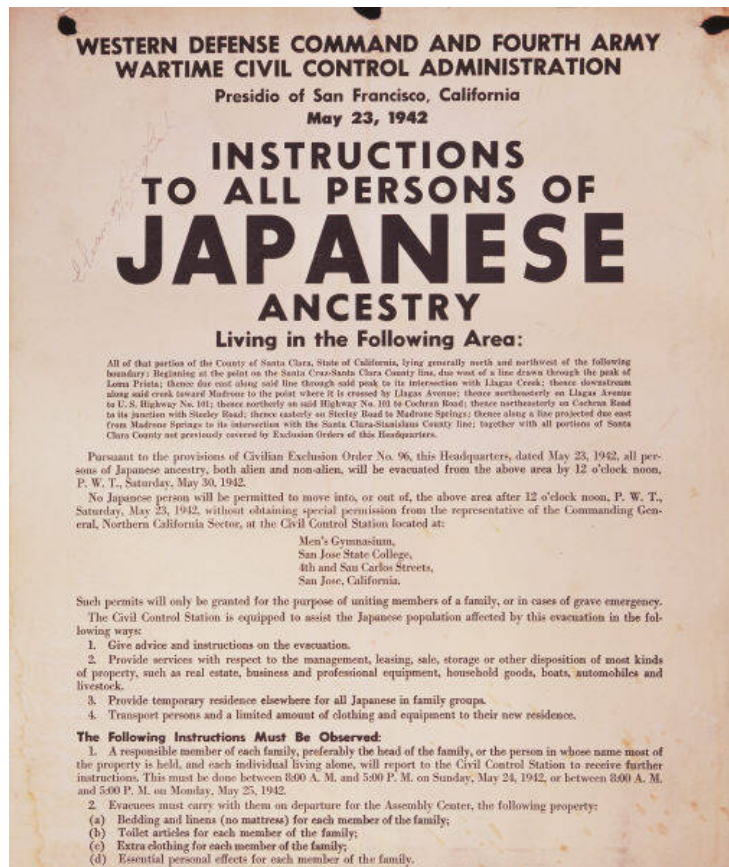
Reproduction Jailed for Freedom Pin

Purchased from the Framingham Historical Society and Museum



Photo of Eugene Debs
Courtesy of the Eugene V. Debs Foundation.

Debs 1920 Campaign button (reproduction)
Courtesy of the Eugene V. Debs Foundation.



Executive Order posted.

Reproduction based on San Francisco, California. Exclusion Order posted at First and Front Streets 04/11/1942

ARC Identifier 536017 / Local Identifier 210-G-A39 Item from Record Group 210: Records of the War Relocation Authority, 1941 - 1989

Packing canvas with family number

Reproduction based on original in on-line exhibition "A More Perfect Union: Japanese-Americans and the U.S. Constitution." Accessed at <http://americanhistory.si.edu/perfectunion/experience/index.html>



Jigsaw Approach

Collaborative learning method that emphasizes connections and relationships in the content.

Each student is responsible for an essential part of the material, or “piece of the puzzle.”



Jigsaw Approach

Each student in a “home” group receives one part of the information, thus each student is responsible for a different piece of information.

Students leave the “home” group and join “expert” groups, in which all the members have the same piece of information.

Students return to the “home” group, where each teaches the rest the part of the information on which they are now “experts.”

Students work cooperatively in “home” and “expert” groups.

*Instructional Strategies for Middle and High School, Bruce E. Larson and
Timothy A. Keiper*

The Freedom Express & Liberties in Wartime



McCormick Foundation Freedom Express

Exhibit Guide

Freedom for All?

This exhibit features artifacts that help tell the story of several historic figures who asserted their First Amendment rights in a struggle to re-define freedom in the United States.

Featured individuals:

Sequoyah (Native American rights)
Martin Luther King (Civil rights)
Mary Tsukamoto (Immigrant rights)
Sojourner Truth (Abolition of slavery)
Alice Paul (Women's suffrage)
Eugene Debs (Workers' rights)

The Struggle Continues

This touch-screen interactive highlights six current and controversial debates: smokers' rights, gun rights, property rights, gay rights, immigration and abortion. The exhibit demonstrates that the struggle to define freedom is never-ending, and the First Amendment allows us to participate in these debates and others.

Defining Freedom

Through flip panels, visitors learn that the First Amendment both protects and limits our freedoms. Visitors can quiz each other on several scenarios such as 'Does the First Amendment mean you can protest at a public mall?' Limits to our First Amendment freedoms are consistently challenged by individuals and re-defined by legislation and the courts. Some of these panels refer to Supreme Court decisions featured in the 'You Be the Judge' exhibit.

You Be the Judge

This touch-screen interactive allows visitors to learn the facts surrounding five landmark First Amendment cases. Visitors assume the role of a Supreme Court justice, analyzing the facts of the case before handing down their own ruling. They can then review the actual majority and dissenting opinions.

Religion: *Westside School District v. Mergens* (1990)
Speech: *Tinker v. Des Moines* (1969)
Press: *New York Times v. Sullivan* (1964)
Assembly: *Gregory v. Chicago* (1969)
Petition: *Brown v. Louisiana* (1966)

The Founding Documents

Using a touch-screen interactive, visitors can view the Declaration of Independence, Constitution and the Bill of Rights. Each document features 'hot spots' where visitors can explore the deeper meaning behind select passages.

The Founding Generation

Here visitors can listen to members of the founding generation, comprised of both Federalists and Anti-Federalists, engaging in a debate over whether or not a Bill of Rights should be added to the U.S. Constitution.

Marketplace of Ideas

This film explores the concept of a 'marketplace' of ideas, a public forum wherein ideas are shared, tested, adopted or rejected through discussion and debate. The film chronicles events that unfolded at Homewood-Flossmoor High School in 2005 when two student groups wore t-shirts expressing opposing perspectives on homosexuality.

Censorship: What Is It?

This exhibit defines censorship as a government denying free expression. Several historic examples of censorship in art, literature and film - both domestic and international - are offered.

Musical Hit List

Visitors can listen to music that was banned or censored by radio stations and stores between the 1950s and 2000s. The examples provided illustrate how standards of decency have changed over time.

Draw the Line

These two touch-screen interactives feature images, text and audio that demonstrates the tension between preserving individual First Amendment rights and protecting individuals from threats to national security, acts of violence, obscenity and hate crimes. Visitors are asked to 'draw the line' on these timely issues:

How do you define indecency on the air?
When does hateful speech become unlawful action?
Do young people need to be protected from violent video games?
How can we protect the troops without abridging freedom of press?

Introductory Text Panel

"This museum explores the basic inalienable rights upon which this nation was founded. None are more fundamental to our democracy than those liberties guaranteed in the First Amendment to the U.S. Constitution.

The First Amendment has been, and will remain, central to every chapter of our nation's struggle for freedom. But what do these rights mean? Are there limits to our freedoms?"

touchscreen

touchscreen w/ audio

artifact case


hands on

film

Exhibits relating to liberties in wartime

Faces of Freedom

- This exhibit features artifacts that help tell the story of several historic figures who asserted their First Amendment rights in a struggle to re-define freedom in the United States.
- Mary Tsukamoto (Immigrants' Rights)
 - U.S. citizen of Japanese ancestry who was relocated to an internment camp during World War II



SECTION 11 MESS

IDENTIFICATION CARD

NAME Mary Tsukamoto

BARRACK NUMBER 2 APARTMENT NUMBER 3

MESS HOURS

BREAKFAST 7³⁰ A.M., LUNCH 12³⁰ M., DINNER 5³⁰ P.M.

You must respond promptly to Mess calls.

Due to the large number of people in the camps, the mess halls provided meals in shifts, as seen on Mary Tsukamoto's Mess Hall I.D. card.

Censorship Wheels

- This exhibit defines censorship and shows both domestic and international examples of censorship in art, literature and film.
- Three international examples of expression censored during wartime:
 1. *A Farewell to Arms* by Ernest Hemingway
 - 1929 – Italian government banned it due to unflattering account of an Italian retreat during World War I
 2. *Bambi* by Felix Salten
 - 1936 – The Nazi government in Germany banned it because it was written by a Jewish author during World War II
 3. *The Great Dictator* featuring Charlie Chaplin
 - 1940 – Chicago police department refused to issue a permit for the exhibition of this movie out of respect for German population in city



Draw the Line

- These two touch-screen interactives feature images, text and audio that demonstrate the tension between preserving individual First Amendment rights and protecting individuals from threats to national security, acts of violence, obscenity and hate crimes. Visitors are asked to 'draw the line' on these timely issues.
- Freedom of press in wartime:
 - **1860s:** Abraham Lincoln shut down newspapers and jailed reporters critical of Civil War bloodshed
 - **1942:** During World War II, Franklin Roosevelt's administration charged the *Tribune* with espionage for its coverage of the Battle of Midway
 - **1971:** During the Vietnam War, Pentagon employee Daniel Ellsberg leaked top-secret papers to the *New York Times* and *Washington Post*. The government stopped their publication
 - **2003:** TV reporter Geraldo Rivera drew a sand diagram to show U.S. troop positions during the Iraq invasion.



McCormick Foundation Civics Program

Primary Sources Activity



Additional Resources

The National Archives Docs Teach

<http://docsteach.org/>

National Archives Digital Classroom

<http://www.archives.gov/education/>

Library of Congress – Teaching with Primary Sources

<http://www.loc.gov/teachers/>

Smithsonian Source - Resources for Teaching American History

<http://www.smithsoniansource.org/>

Social Education Teaching with Documents series

<http://www.socialstudies.org/socialeducation>

Stanford History Education Group

<http://sheg.stanford.edu/>