



Primarily Teaching

at the
National Archives
Southwest Region
Fort Worth, Texas
June 22-26, 2009

- Learn about the holdings of the National Archives and all of the resources available to teachers
- Analyze documents and learn methods to incorporate primary sources into the classroom
- Conduct independent research and create classroom materials based on historical records
- Space is limited so apply soon!

For more information contact:
Jenny McMillen Sweeney
817.831.5917
jenny.mcmillen@nara.gov



National Archives and Records Administration

SOUTHWEST REGION
1400 JOHN BURGESS DRIVE
FORT WORTH, TEXAS 76140
<http://www.archives.gov/southwest/>

Dear Educator:

The National Archives-Southwest Region proudly announces it's summer workshop for educators, *Primarily Teaching 2009*.

Primarily Teaching provides a varied program of lectures, demonstrations, analysis of documents, independent research, and group work that introduces teachers to the holdings and organization of the National Archives, Regional Archives, and Presidential Libraries. Participants will learn how to do research in historical records, navigate and utilize the online resources, and discover literally thousands of primary documents at their fingertips. Attendees will also create a teaching unit based on the records of the National Archives. This lesson plan will present documents that sharpen students' skills and enthusiasm for history, social studies, the humanities, and other various disciplines.

At the start of the workshop, we will orient you to the vast resources of the National Archives. The majority of the workshop will focus on your research and development of teaching materials with the guidance and assistance of the regional staff. Upon receipt of your application, \$100.00 registration fee, and topic selection sheet, we will contact you to discuss your topic and provide you with any further information. Participants are responsible for their own food, housing, and travel arrangements.

The workshop will be held at:

NARA's Southwest Region in Fort Worth
501 West Felix Street
Fort Worth, Texas 76115

June 22-26, 2009

Primarily Teaching is designed to assist you in developing teaching materials from the resources of the National Archives. Each participant is required to select a specific topic in American history. The following facts about the organization of the National Archives and its holdings may help you select your topic.

- The National Archives preserves and makes available to the public the permanently valuable records of the U.S. Government, through offices in the Washington, DC area, Regional Archives and Presidential Libraries. The Regional Archives in Fort Worth holds records created by Federal field offices in Arkansas, Louisiana, Oklahoma and Texas. These include records of the District Courts, Bureau of Indian Affairs, NASA, 8th Naval District, Food Administration, Army Air Forces, and many more agencies.
- The National Archives holds records relating to the operation of the Federal government, its employees, litigants, and petitioners. In considering a topic, you must ask yourself what the involvement was of the Federal government. If there is none, we will not hold records on it. For example, we will not have records on the French and Indian wars since they predate the Federal government. We will not have the personal papers of Sam Houston or accounts of the Battle of the Alamo because these topics relate to the Republic of Texas.

- Our records are organized by the agency that created them, not under subject/author categories. For example, the single richest source for American Indian history is the Bureau of Indian Affairs, Record Group 75, but at least 50 other agencies created or received records pertaining to Indian history. You will find this material in the records of each agency, not in a composite collection labeled “Indians” or “Native Americans.”
- The records created by these Federal agencies are frequently large – thousands of cubic feet – and were not originally created for research purposes. It is, therefore, important that a topic be as specific as possible. The topic “space” is not very helpful; however, “the evolution of the space suit” would help an archivist locate what you want in the over 8,000 cubic feet of records contained in Record Group 255 (NASA) alone.

Preparation for this workshop includes an introduction to finding aids and secondary resources. Finding aids describe records and include specific citations that allow archivists to process your research request. You may wish to do some preliminary research by visiting the National Archives website (<http://www.archives.gov>) and specifically exploring the archival holdings in the ARC database (<http://www.archives.gov/research/arc/>). *The Guide to the Holdings of the National Archives – Southwest Region* (<http://www.archives.gov/southwest/holdings/index.html>) includes additional information about the records specific to the Southwest Region. Archivists will be available to guide you, but you will be the true detective!

Please join us this summer for a week of exploration and discovery into our nation’s history! Who knows what you will find! Should you have further questions about the workshop or topic selection, please email me at jenny.mcmillen@nara.gov or call me at 817-831-5917.

Sincerely,

Jenny McMillen Sweeney

Jenny McMillen Sweeney
Education Specialist



Primarily Teaching Workshop
Frequently Asked Questions
National Archives-Southwest Region
Fort Worth, Texas
June 22-26, 2009



**A Summer Workshop for Educators on
Using Historical Documents in the Classroom**

What is the National Archives and Records Administration?

The National Archives and Records Administration preserves and makes available to the public the permanently valuable records of the U.S. Government. In addition to the Declaration of Independence, the Constitution, and the Bill of Rights, the National Archives of the United States holds millions of documents, maps, drawings, photographs, films, sound recordings, and computer tapes that document the American experience of government from 1774 to the present. The National Archives comprises the richest record of America's past in the nation. And all of this material is available to teachers.

What will *Primarily Teaching* offer teachers?

This workshop provides a varied program of lectures, demonstrations, analysis of documents, independent research, and group work that introduces teachers to the holdings and organization of the National Archives. Participants will learn how to do research in historical records, create classroom material from records, and present documents in ways that sharpen students' skills and enthusiasm for history, social studies, and the humanities. Each participant selects and prepares to research a specific topic, searches the topic in the records of the National Archives, and develops a teaching unit that can be presented in his or her own classroom.

What topics can participants research?

The National Archives-Southwest Region in Fort Worth holds records created by Federal field offices in Arkansas, Louisiana, Oklahoma and Texas. The subject matter addressed in over 107,000 cubic feet of records cover a range of important events and movements. Prospective participants are encouraged to consult with an archivist to determine if their areas of interest can be researched in the holdings in Fort Worth. Participants may also request a list of suggested topics for research.

Who should attend?

Teachers of history, geography, government, civics, sociology, psychology, economics, American studies, literature, and the humanities from upper elementary through college levels take *Primarily Teaching*. Librarians, media specialists, archivists, and museum educators also find it useful to their work. *Primarily Teaching* demonstrates secondary strategies, but educators at all levels can easily adapt them to their particular needs.

What does the workshop cost?

The fee for the workshop is \$100, which includes all materials.

Some comments from past participants:

“The material will be used to enhance student learning. Primary sources are instrumental in teaching and I look forward to developing lesson plans integrated with these materials.”

“I enjoyed holding documents that were made so long ago. Seeing them on the computer or looking at copies is nice, but you can really connect when holding the actual document!”

“I love being able to pilfer through the documents!”

“I will combine this information with information from our own Library Collections to create materials for teachers to use in their classrooms.”

“The NARA staff is wonderful and the level of access to records and research materials was terrific!”

How do I apply?

An application is attached to this letter. Enrollment is limited to 8 persons at the Fort Worth session.

Completed applications are due no later than **May 15, 2009**. For further questions please contact Jenny McMillen Sweeney, Education Specialist at 817.831.5917 or at jenny.mcmillen@nara.gov.



Primarily Teaching Application
National Archives-Southwest Region
Fort Worth, Texas
June 22-26, 2009



Name: _____

Position: _____

Grade Level and Subject: _____

Name of School: _____

Home Address: _____

Home Phone Number: _____

Cell Phone Number: _____

Email Address: _____

Would you like information on housing? Yes____ No ____

Please return application form and \$100 registration fee by **May 15, 2009** to the following:

National Archives-Southwest Region
ATTN: Jenny McMillen Sweeney
1400 John Burgess Drive
Fort Worth, Texas 76140

Please make your check payable to: National Archives Trust Fund

If you have any questions concerning the application please contact Jenny McMillen Sweeney at 817.831.5917 or by email at jenny.mcmillen@nara.gov. If you are not chosen as a participant for *Primarily Teaching 2009* your check will be returned to you by June 19, 2009.



Primarily Teaching
Research Topic Selection Sheet
National Archives-Southwest Region
Fort Worth, Texas
June 22-26, 2009



Name: _____

1. Keeping the guidelines of the letter in mind, identify a topic of interest to you in which the Federal government would have been involved. Describe the topic in some detail, using an additional sheet if necessary.

2. What federal agencies' records do you wish to focus on in your research?

3. Indicate what sources you have already examined and those you expect to be able to study before attending the *Primarily Teaching* Workshop.

Please return this form by **May 15, 2009** to the following:

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ATTN: Jenny McMillen Sweeney
1400 John Burgess Drive
Fort Worth, Texas 76140

If you have any questions concerning research topic selection please contact Jenny McMillen Sweeney at 817.831.5917 or by email at jenny.mcmillen@nara.gov.

The National Archives – Southwest Region in Fort Worth, Texas has extensive holdings of Federal government records from Texas, Louisiana, Oklahoma and Arkansas. These records were created by dozens of Federal agencies, including the District Courts, the Bureau of Indian Affairs, the Navy, the Immigration and Naturalization Service, the Bureau of Land Management, the Forest Service, and the National Park Service, to name a few. Constituting about 107,000 cubic feet, the records include a wealth of information about the activities of the Federal government and its interaction with citizens. Records date from the 1790s to the late 1900s, and include letters, photographs, maps, architectural drawings, and other documents received from over 100 Federal agencies.

The Chinese Exclusion Acts

In 1892, The United States Congress passed the Chinese Exclusion Act, barring Chinese laborers from entering the country and forcing Chinese immigrants already in the United States to register or face deportation. The Federal government maintained tens of thousands of files on Chinese laborers in America that documented their lives through deportation.

Promoting Indian Culture through Art: The Indian Arts and Crafts Board

Beginning in the mid-1930s, Commissioner of Indian Affairs, John Collier, began to reverse the Federal government's policy of assimilating Indians into mainstream society in favor of tradition and sovereignty. One of the programs implemented under this policy was the Indian Arts and Crafts Board, which sought to elevate the quality and promote Indian traditional arts such as pottery, rugs, baskets and jewelry making. Individual agencies also began to assist and track Indian artists through their extension programs.

Jackson Barnett: "The World's Richest Indian"

In 1912, Jackson Barnett, a Creek Indian, became extremely wealthy when oil was discovered on his allotment. An Oklahoma court ruled that Barnett was incompetent and appointed a custodian to oversee his affairs. This led to years of legal battles as Barnett and his wife Anna, the Federal government as guardian, and the Oklahoma court appointed custodian fought over control of the money.

Desegregation

Even as some civil rights groups attacked the deeply segregated South, other groups sought to end segregation -- of both African Americans and Hispanics -- in the Southwest. The records of the District Courts for Texas, Louisiana, Oklahoma and

Arkansas include a number of cases that document challenge to racial segregation in public institutions. The most famous of these is *Minerva Delgado et al vs. Bastrop ISD* which started to move toward the desegregation of Anglo and Hispanics students in public schools. Other significant cases include *Hernandez vs. Driscoll CISD* which ended Hispanic segregation in public schools; *Nathaniel Jackson vs. Rawdon*, which was filed to end segregation in the Mansfield, Texas schools; and the 1955 *Bell, et al vs. Rippy, et al* case that led the desegregation of Dallas, Texas.

Civil Rights

Smith vs. Allwright, 1944, voting rights

This case eliminated the “white primary” established by the Democratic Party rules and later by Texas state law.

Women’s Rights

Citizenship, Immigration, Expatriation and Repatriation

Education, Assimilation and the Bureau of Indian Affairs

The goal of Indian education from the 1880s through the 1920s was to assimilate Indian people into "white" American society by placing them in schools where traditional ways could be replaced by those sanctioned by the government. Federal Indian policy supported the removal of children from their families to government supervised boarding schools. In this way, the policy makers believed, young people would be immersed in the values and practical knowledge of the dominant American society while also being kept away from any influences imparted by their traditionally-minded relatives.

NASA and the Space Program

The Johnson Space Center is one of nine major NASA field installations. It has been responsible for developing the Gemini spacecraft, the Apollo command and service module, the lunar excursion module, the modified command and service modules used in Skylab and the Apollo-Soyuz Test Project, and the Space Shuttle Orbiter. It has also been responsible for the selection and training of astronauts, the operation of manned flights, the development and integration of space flight experiments, studies of applications of space technology, and research in medical and space science.

Slave Manifests

These records were created to satisfy requirements promulgated by an Act of 1807. This Act required that all vessels of 40 tons or more carrying slaves in the coastwise trade file duplicate manifests at the ports of origin and destination, pledging that the slave had not been imported after 1808. Most slave manifests in this series are recorded on standard forms and include the name of the ship and its master, port of departure, port of destination, and a list of the slaves on board. For each slave, the manifests provide first name, sex, age, stature, name of shipper or owner, and shipper or owner's place of residence.

Food Administration

Established on May 4, 1917, the Food Administration regulated the supply, distribution, and conservation of foods. This series includes original letters and telegrams received and copies sent primarily to the general public, District and Parish Food Administrators, businesses, trade associations and organizations, chambers of commerce, Camp Beauregard and other military camps, colleges and universities, state and local government officials, and some members of Congress. Many of the letters received from the public are handwritten and relate to suggestions, complaints about alleged violations of prices charged or quantities sold by both wholesale and retail merchants, bakers, restaurants, and hotels. Many of the letters are charges against neighbors of disloyalty, hoarding, or profiteering and accuse them of being "slackers." The correspondence also relates to plans for exhibits and public events, issuance of licenses, pledge card campaigns, cooperative agreements, the shipment of cattle from Texas, importation of sugar from Cuba, and conservation of wheat, meat, fats, sugar, rice, sweet potatoes, and yams. The records include some newspaper clippings, trade association bulletins, statistical reports, and publications. The letters received are a good source of letterhead artwork.

Petroleum

Wild West (Belle Starr, Isaac Parker, the Dalton Gang, Wyatt Earp)

With charges like: conspiracy, contempt, counterfeit, debt, embezzlement, enslavement, exposure, extortion, forgery, fornication, fraud, gaming, impeding justice, impersonating an officer, incest, intimidating a witness, kidnapping, larceny (one of the more popular crimes), liquor violations (the other most popular crime), maim, manslaughter, marriage (actual crime was *seducing under the promise of marriage*), mayhem, misprision, murder, obscene mail, obstructing mail, perjury, quarantine, rape, resisting arrest, slander, tax debt, threat, treason, unlawful weapon, and voting rights violation....you are bound to find a case file to make the Wild West come alive. This is only the tip of the iceberg--there could possibly be more to the paper trail. Common Law Record Books, Sentence Record Books, and Transcripts of Testimony are some of other series at the Southwest Region that could possibly shed a little light onto your subject.

Flu Epidemic

World War I claimed an estimated 16 million lives. The influenza epidemic that swept the world in 1918 killed an estimated 50 million people. One fifth of the world's population was attacked by this deadly virus. Within months, it had killed more people than any other illness in recorded history.

Piracy in the Gulf of Mexico (Jean Lafitte)

The United States won its independence from Great Britain with the signing of the Treaty of Paris in 1783, but freedom of the seas was yet to be achieved. In the years following the Revolutionary War, Barbary pirates preyed on American vessels and held seamen for ransom. As a result of such foreign interference with essential trade, the new country's weak economy began to suffer, and a national debate ensued. Jean Lafitte is evident in numerous case files.

Farm Security Administration

WW2 – “Red Menace”, El Paso Labor Organization, Committee for Protection of Foreign Born – “subversive groups”

WW1 – “Red Scare”, case from Abilene, sedition conspiracy

Texas City Disaster

Texas City was destroyed by fire and blast when ammonium-nitrate exploded aboard docked French tanker *Grandcamp*. Nearly 15,000 people were killed or injured during several explosions. Fire raged for 3 days. On April 17, freighter High-Flyer blew up at same dock.

Dawes Act (Cherokees, Choctaws, Chickasaws, Creeks, and Seminoles) in Indian Territory

The passage of the General Allotment Act of 1887 marked a major change in Federal Indian policy as the government sought to divide tribal lands among individual Indians. The Five Civilized Tribes were exempted from the General Allotment Act primarily because of legal questions about their land title but Congress passed an act on March 3, 1893 which authorized the establishment of a commission to negotiate agreements with each tribal government which would provide for individual allotments. Former Senator Henry L. Dawes of Massachusetts was appointed chairman of the commission on November 1, 1893 and it was commonly referred to thereafter as the Dawes Commission.