

***A Novel Approach:
The Documented Rights
Historical Fiction Project***

**A Curriculum Integrating
Language Arts and Social Studies**

**DOCUMENTED
RIGHTS**

**An Education Project
From the
National Archives at Atlanta
Morrow, Georgia**

Celebrating the 75th Anniversary of the National Archives

**The National Archives at Atlanta
June 13, 2009—February 23, 2010**



National Archives and Records Administration

The National Archives at Atlanta
5780 JONESBORO ROAD
MORROW, GEORGIA 30260
www.archives.gov/southeast/

A Novel Approach: The *Documented Rights* Historical Fiction Project Curricular Information

Documented Rights is a primary source exhibit developed from original documents from the holdings of the National Archives. These documents are from thirteen regional facilities of the National Archives and are supplemented with facsimile documents from the National Archives at Washington D.C. Representative of the struggle for and the expansion of civil and human rights throughout the course of American history, the exhibit will be on display at the National Archives at Atlanta until February 23, 2010. An online version of the exhibit can be found at <http://www.archives.gov/exhibits/documented-rights/index.html> and will remain posted on the web well after the closing of the exhibit in February.

A Novel Approach: The *Documented Rights* Historical Fiction Project is a curriculum which integrates Social Studies and English-Language Arts standards. The curriculum has two options; a reading option and a writing option. Students may participate in one or both of the options.

Reading Option: Eleven novels have been selected that relate in some way to the stories of the documents found in the *Documented Rights* exhibit. See the attached suggested reading list. Eight of the novels are rated as appropriate for 9 to 12 year olds. Three of the novels are rated as young adult (Laurence Yep's three novels about the Chinese coming to America). Once students have read each novel they must complete the reading log form enclosed. Short answer requirements listed under Literature Data (see reading log form) are taken from the **Georgia Performance Standards Framework** found at the Georgiastandards.org. Please mail reading log forms to Joel Walker, National Archives at Atlanta, 5780 Jonesboro Rd, Morrow GA 30260. Students will be awarded a certificate for each book read up to five books.

First Book: The Abraham Lincoln *Documented Rights* Award
Second Book: The Frederick Douglas *Documented Rights* Award
Third Book: The Susan B. Anthony *Documented Rights* Award
Fourth Book: The Martin Luther King *Documented Rights* Award
Fifth Book: The Thurgood Marshall *Documented Rights* Award

If you are interested in having your students participate in this option, please contact Joel Walker at joel.walker@nara.gov or 770-968-2530 to set up an individualized due date for your students' reading log forms and a return certificate due date for student recognition at your school.

Writing Option: Students of all ages are encouraged to write historical fiction short stories based on either the documents or the historical narratives related to the documents found in the *Documented Rights* exhibit. Specific guidelines are explained in *Rules for Student-composed Historical Fiction Submissions* (see enclosed). Ten submissions will be posted on the National Archives at Atlanta regional education website.



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A Novel Approach: The *Documented Rights* Historical Fiction Project Reading List

Stolen Man: The Story of the Amistad Rebellion

By Barry Louis Polisar

Reading level: Ages 9-12

Paperback: 32 pages

Anthony Burns: The Defeat and Triumph of a Fugitive Slave

By Virginia Hamilton

Reading level: Ages 9-12

Mass Market Paperback: 208 pages

Dragon's Gate (Golden Mountain Chronicles) 1867

By Laurence Yep

Reading level: Young Adult

Paperback: 352 pages

The Traitor (Golden Mountain Chronicles) 1885

By Laurence Yep

Reading level: Young Adult

Paperback: 320 pages

Dragonwings (Golden Mountain Chronicles) 1903

By Laurence Yep

Reading level: Ages 9-12

Paperback: 336 pages

The Hope Chest

by Karen Schwabach

Reading level: Ages 9-12

Hardcover: 288 pages

Thin Wood Walls

by David Patneaude

Reading level: Ages 9-12

Paperback: 240 pages

Journey Home

By Yoshiko Uchida

Reading level: Ages 9-12

Paperback: 144 pages

Aleutian Sparrow

By Karen Hesse

Reading level: Ages 9-12

Paperback: 160 pages

Catch a Tiger by the Toe

By Ellen S. Levine

Reading level: Ages 9-12

Hardcover: 176 pages

Friendship For Today

By Patricia C. McKissack

Reading level: Ages 9-12

Hardcover: 240 pages



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A Novel Approach: The Documented Rights Historical Fiction Project Reading Log

Name _____ Teacher/School Information _____
School _____ Name _____
School Address _____ E-Mail _____
City, Zip, State _____ School District _____

Title of Novel and Name of Author

Historical Data

How does this story relate to the *Documented Rights* exhibit? To which document is it most closely related?

In which time period was this novel set? What major events were occurring during this time?

Who was President when this novel was set?

Literature Data

Choose four characters from the Historical Fiction Novel and describe them with one good adjective. Be sure to identify the characters.

Write an introduction to a character from the historical fiction novel use the following prompt: “If you were asked to introduce the main character of the novel, what would you say?”

Choose a favorite passage from the book and explain why it interests you and why it is good writing. You may want to think about the way the author uses vivid verbs and imaginative adjectives. Also consider if the author is using literary devices such as foreshadowing, a flashback or the development of suspense. Please include the page number or numbers where the passage is found in the novel.

In the beginning of the book, identify which of the “ten strategies for engaging a reader” was used by the author [Setting, Time, and Place; Character Introduction; Action; Shocking and Interesting Statement; Repeating Line; Dialogue (quote or conversation); Combination (of some of the 10 strategies); Character Development; Summary; Problem].

Submit one form for each book read from the *Documented Rights* Historical Fiction Project reading list to the address below. For each of the first five books read and form completed you will receive the following certificates:

- First Book: The Abraham Lincoln *Documented Rights* Award
- Second Book: The Frederick Douglas *Documented Rights* Award
- Third Book: The Susan B. Anthony *Documented Rights* Award
- Fourth Book: The Martin Luther King *Documented Rights* Award
- Fifth Book: The Thurgood Marshall *Documented Rights* Award

Mail Completed Forms to
Joel Walker
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A Novel Approach: The *Documented Rights* Historical Fiction Project Rules for Student-composed Historical Fiction Submissions

1. The stories must be the original work of students. Submissions that are copies of other writers' stories, whether copied entirely or copied in part unless cited, are considered plagiarism and will be disqualified.
2. The submission must relate to the documents and/or to the narratives related to the documents within the *Documented Rights* Exhibit. The document does not need to be cited in the story nor actually be part of the plot but if a student chooses, the document may be the entire focus of the story.
3. Entries must be fiction but set in appropriate historical context and setting. Students may use a contemporary setting and "flashback" to the historical setting.
4. Students may create fictional characters not mentioned in the documents or in the narrative.
5. Stories should have a minimum word count of 750 words and a maximum of 5,000 words. The recommended range is 1,250 to 2,500 words.
6. Submissions should be printed on common, white, 8 ½ by 11 paper in 12 point Times New Roman font with one inch margins. Please, no handwritten submission.
7. Submissions should have a title page with the title of the story, the author's name, the age of student, return address, e-mail address, and name of teacher. School name and school district may also be included. A sample title page is enclosed.
8. Each subsequent page should have the author's last name, the first three words in the title and page number in the upper right corner.
9. Entire submission with title page and number pages should be stapled in upper left corner.
10. Submit story to the following address:
Joel Walker, Education Specialist
National Archives at Atlanta
5780 Jonesboro Rd
Morrow GA 30260
11. If you would like your story returned to you, please include a self-addressed, stamped envelope with submission.
12. If your story is chosen to be posted on the National Archives at Atlanta Education Website, you will be contacted by email and U.S. post and will be asked to resubmit story in electronic format. You will also be required to complete a consent form allowing the National Archives to use and post your story for educational purposes.
13. A certificate of *Documented Rights* Authorship will be returned to all students. Those students having their stories chosen for web publication will receive a certificate of *Documented Rights* Publication.

Teachers: If you would like certificates sent to you instead of the students, please communicate that desire to Joel Walker, Education Specialist.

(Sample Title Page)
A Tale of Documented Rights

By

Jane Doe
Age 12

Jane Doe
1234 Main Street
Somewhere, GA 33333
Myemailaddress@server.com

Number One Middle School
School District
Somewhere, GA 33333

DOCUMENTED RIGHTS



SINCE THE SIGNING of the Declaration of Independence, our rights as citizens of the United States have been debated, contested, amended, and documented. The Bill of Rights, the first 10 amendments to the Constitution, established our basic civil rights. Later amendments and court decisions have continued the process of defining our human and civil rights.

Documents in the National Archives give voice to our national struggle for personal rights and freedoms. From the Emancipation Proclamation to the five cases that comprised *Brown v. Board of Education*, this exhibit features a sampling of documents from all regions of the National Archives.

**ON DISPLAY AT THE
NATIONAL ARCHIVES AT ATLANTA
JUNE 13, 2009 TO FEBRUARY 23, 2010**

AND

ONLINE AT

<http://www.archives.gov/exhibits/documented-rights/>

**FOR MORE INFORMATION ABOUT
OUR EDUCATION PROGRAMS CONTACT:**

JOEL WALKER

NATIONAL ARCHIVES AT ATLANTA

5780 JONESBORO RD

MORROW GA 30260

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