Triumph & Tragedy in History
National History Day
2019
Questions and Digital Citizenship

→ Question Box
→ Ask on Facebook Live stream
→ Tweet @NationalHistory
→ #NHD2019
New Teacher Program for Summer 2019

MEMORIALIZING THE FALLEN

Memorializing the Fallen provides an opportunity for 18 middle and high school teachers to study World War I through several lenses:

- The individual experience of America’s World War I soldiers, sailors, airmen, Coast Guardsmen, and Marines. Teachers will research the story of one Silent Hero® and learn about his or her individual experience.
- The military experience of the American Expeditionary Force and its role in ending the conflict.
- The collective experience of how art and architecture memorialize the sacrifice and the role that these memorials play in international relations.

www.nhd.org/wwi

Travel Dates: June 18-29, 2019
Application deadline: November 1, 2018
NATIONAL HISTORY DAY 2019
TRIUMPH & TRAGEDY
IN HISTORY
NHD
NATIONAL HISTORY DAY
And?
Warnings about Triumph & Tragedy in History

www.nhd.org/themebook
Treaty of Versailles

Signing of the Treaty of Versailles in the Hall of Mirrors, 1919, National Archives and Records Administration.
Right-sizing is very important

www.nhd.org/themebook
Trench Warfare

Imperial War Museum.
Triumph and Tragedy are often cyclical. Define your parameters.

www.nhd.org/themebook
Anna Coleman Ladd
Perspective and Point of View REALLY matters

www.nhd.org/themebook
Hello Girls

National Archives and Records Administration (111-SC-33446)
Triumph & Tragedy Can Happen Simultaneously

www.nhd.org/themebook
Frame the Topic - 4 Ts

- Times
- Tragedy
- Triumph
- Transformation

NHD Topic
<table>
<thead>
<tr>
<th><strong>Times</strong></th>
<th><strong>Big C Context</strong></th>
<th><strong>Tragedy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Little c Context</strong></td>
<td>What historical events influenced the topic locally during time period?</td>
<td>Describe the tragedy in history.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Who?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What happened?</td>
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<tr>
<td></td>
<td></td>
<td>Why did it happen?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What influence or impact did this tragedy have?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Triumph</strong></th>
<th><strong>Long Term</strong></th>
<th><strong>Transformation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the triumph in history.</td>
<td>What actions were taken? By whom?</td>
<td>What immediate changes occurred?</td>
</tr>
<tr>
<td>Why did this happen?</td>
<td>Why did this happen?</td>
<td></td>
</tr>
<tr>
<td>What influence or impact did this triumph have?</td>
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</tbody>
</table>
National Archives and National History Day

SEPTEMBER 12, 2018

Christopher Zarr,
Education Specialist
What is the National Archives?

- National Archives and Records Administration (NARA) is an independent agency established in 1934 to identify, protect, preserve, and make publicly available the historically valuable records of all three branches of the Federal government.

- We preserve the records of the U.S. Government and make them available so that students, educators, and people of all ages can discover, use, and learn from this documentary heritage.
What does National Archives have?

• We hold the Declaration of Independence, Constitution, Bill of Rights, the records of Congress, court records, and millions of other documents that tell the nation’s story, document the actions of government officials, and confirm the rights guaranteed to individuals.

• 5 million cubic feet (equivalent to 12.5 billion pages) of archival records in traditional formats
  • Billions of pages of text
  • Millions of photographs, maps, drawings and charts
  • Miles of tape and film (audio and/or video)
  • Thousands of artifacts and objects

• 795 terabytes of electronic archival records
  • Data files, Emails, Digital Photographs, Word Documents, etc
Where is the National Archives?
Where is the National Archives?

www.archives.gov/locations
• We support the year-long National History Day competition as an exciting way for students to study and learn about historical issues, ideas, people, and events at our locations around the country and online!

• For this year’s theme of Triumph and Tragedy in History, many of our primary sources can be incorporated into your NHD research and projects.
• To find primary sources of interest from the National Archives, try to think of how your topic interacts with the Federal government.

• As you research, note significant names, dates, events, and any evidence of connection between topic and the Federal government programs and policies.
  • Was a law passed related to your topic?
  • Did it involve the Federal courts?
  • Does a Federal agency oversee and regulate an aspect of your topic?
  • Does it involve the Federal government in a certain part of the country?
Sample National History Day Topics with Records from the National Archives

Women’s Suffrage movement
Sample National History Day Topics with Records from the National Archives

School Desegregation and Brown v. Board of Education
Sample National History Day Topics with Records from the National Archives

Manhattan Project and Atomic Weapons
Sample National History Day Topics with Records from the National Archives

Upton Sinclair’s *The Jungle*
Sample National History Day Topics with Records from the National Archives

THE WHITE HOUSE
WASHINGTON

January 27, 1967
7:45 p.m.

Mr. President:

James Webb just reported that the first Apollo crew was under test at Cape Kennedy and a fire broke out in their capsule and all three were killed. He does not know whether it was the primary or backup crew, but believes it was the primary crew of Grissom, White and Chafe.

Jim Jones

Apollo Space Program
Sample National History Day Topics with Records from the National Archives

Reconstruction Era
Sample National History Day Topics with Records from the National Archives

Telephone and Communications
National Archives Resources for National History Day

National Archives Document Analysis
www.archives.gov/education/lessons/worksheets

National Archives NHD Educator Resources
www.archives.gov/education/history-day

DocsTeach National History Day Landing Page
www.docsteach.org/topics/NHD

National Archives Catalog
catalog.archives.gov
Document Analysis Worksheets

Document analysis is the first step in working with primary sources. Teach your students to think through primary source documents for contextual understanding and to extract information to make informed judgments.

Use these worksheets—for photos, written documents, artifacts, posters, maps, cartoons, videos, and sound recordings—to teach your students the process of document analysis.

Follow this progression:
1. Meet the document.
2. Observe its parts.
3. Try to make sense of it.
4. Use it as historical evidence.

Once students have become familiar with using the worksheets, direct them to analyze documents as a class or in groups without the worksheets, vocalizing the four steps as they go.

Eventually, students will internalize the procedure and be able to go through these four steps on their own every time they encounter a primary source document.

[Suggested website: www.archives.gov/education/lessons/worksheets]
National Archives Document Analysis

Analyze a Photograph

Meet the photo.
Quickly scan the photo. What do you notice first?

- Type of photo (check all that apply):
  - Portrait
  - Landscape
  - Event
  - Family
  - Aerial/Oral
  - Action
  - Architectural
  - Panoramic
  - Selfie
  - Other

- Is there a caption? If yes, what?

Observe its parts.

- At the people, objects, and activities you see:
  - PEOPLE
  - OBJECTS
  - ACTIVITIES

- Write one sentence summarizing this photo.

Try to make sense of it.

- Answer as best you can:
  - The caption, if available, may help.
  - Who took this photo?
  - Where is it from?
  - When is it from?
  - What was happening at the time this photo was taken?
  - Why was it taken? Look for evidence in the photo or your knowledge about the photographer that led you to your conclusion.

Use it as historical evidence.

- What did you find out from this photo that you might not learn anywhere else?
- What other documents, photos, or historical evidence are you going to use to help you understand this event or topic?

Analyze a Written Document

Meet the document.

- Type (check all that apply):
  - Letter
  - Speech
  - Patent
  - Telegram
  - Court document
  - Diary
  - Newspaper
  - Advertisement
  - Press Release
  - Memorandum
  - Congressional document
  - Email
  - Other

- Describe it as if you were explaining to someone who can’t see it.
  - Talk about its format or design. Is it a letter, a speech, a patent, a telegram, a court document, a diary, a newspaper, an advertisement, a press release, a memorandum, a congressional document, an email, or another type? What else do you see on it?

Observe its parts.

- Who wrote it?
- Who received it?
- When is it from?
- Where is it from?

Try to make sense of it.

- What is it talking about?
- Write one sentence summarizing this document.
- Why did the author write it?
- Quote evidence from the document that tells you this.
- What was happening at the time in history this document was created?

Use it as historical evidence.

- What did you find out from this document that you might not learn anywhere else?
- What other documents or historical evidence are you going to use to help you understand this event or topic?

www.archives.gov/education/lessons/worksheets
DocsTeach and National History Day

Get Ready for NHD

Resources for the 2019 National History Day Theme: Triumph and Tragedy in History

www.docsteach.org/topics/NHD
## DocsTeach and NHD

<table>
<thead>
<tr>
<th>PRIMARY SOURCES FOR POSSIBLE NHD TOPICS</th>
<th>TEACHING ACTIVITIES RELATED TO TRIUMPH &amp; TRAGEDY IN HISTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valley Forge</td>
<td>Prequel to Independence</td>
</tr>
<tr>
<td>Revolutionary War &amp; Independence</td>
<td>Indian Nations vs. Settlers on the American Frontier: 1786-1788</td>
</tr>
<tr>
<td>Creating the Bill of Rights</td>
<td>Lewis &amp; Clark’s Expedition to the Complex West</td>
</tr>
<tr>
<td>Westward Expansion</td>
<td>A Petition for the Cotton Gin</td>
</tr>
<tr>
<td>Indian Removal Act of 1830</td>
<td>Analyzing the Cotton Gin Patent</td>
</tr>
<tr>
<td>Transcontinental Railroad</td>
<td>From Dred Scott to the Civil Rights Act of 1875: Eighteen Years of Change</td>
</tr>
<tr>
<td>Mormon Migration to Utah</td>
<td>Evaluating Perspectives on Westward Expansion</td>
</tr>
<tr>
<td>Missouri Compromise</td>
<td>The Impact of Westward Expansion on Native American Communities</td>
</tr>
<tr>
<td>Battle of Bull Run</td>
<td>Effects of Food Regulation in the Progressive Era</td>
</tr>
<tr>
<td>Reconstruction following the Civil War</td>
<td>Americans on the Homefront Helped Win World War I</td>
</tr>
<tr>
<td>Little Bighorn</td>
<td>Extending Suffrage to Women</td>
</tr>
<tr>
<td>Food Regulation in the Progressive Era</td>
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<tr>
<td>Panama Canal</td>
<td></td>
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<tr>
<td>Treaty of Versailles &amp; League of Nations</td>
<td></td>
</tr>
</tbody>
</table>
Choose from Thousands of primary sources for use in classroom activities

Search for: indian removal act

- All Words
- Any Word
- Exact Phrase
- Partial Word
- Search only documents featured in activities created by the National Archives
- Refine by Historical Era or Document Type

16 documents found

Sort By: Relevance, Title, Date, Popularity

Bill S. 102 Proposing the Indian Removal Act
4/26/1830

Indian Removal Act
5/28/1830
Indian Removal Act

5/28/1830
In the early 1800s, American demand for Indian nations’ land increased, and momentum grew to force American Indians further west. The first major step to relocate American Indians came when Congress passed, and President Andrew Jackson signed, this Act on May 28, 1830.

It authorized the President to negotiate removal treaties with Indian tribes living east of the Mississippi River. The goal was to remove all Native Americans living in existing states and territories and send them to unsettled land in the west.

On December 6, 1830, in his annual message to Congress, President Andrew Jackson informed Congress on the progress of the removal, stating, “It gives me pleasure to announce to Congress that the benevolent policy of the Government, steadily pursued for nearly thirty years, in relation to the removal of the Indians beyond the white settlements is approaching to a happy consummation.”

By the end of Jackson’s Presidency, his administration had negotiated almost 70 removal treaties. These led to the relocation of nearly 50,000 eastern Indians to the Indian Territory—what later became eastern Oklahoma. It opened up 25 million acres of eastern land to white settlement and, since the bulk of the land was in the American south, to the expansion of slavery.
Transcript

Twenty-First Congress of the United States; At the First Session

Begun and held at the City of Washington, on Monday, the seventh day of December, one thousand eight hundred and twenty-nine.

An Act to provide for an exchange of lands with the Indians residing in any of the States or Territories, and for their removal West of the river Mississippi.

Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled, That it shall and may be lawful for the President of the United States to cause so much of any territory belonging to the United States, west of the river Mississippi, not included in any state or organized territory, and to which the Indian title has been extinguished, as he may judge necessary, to be divided into a suitable number of districts, for the reception of such tribes or nations of Indians as may choose to exchange the lands where they now reside, and remove there; and to cause each of said districts to be so described by natural or artificial marks, as to be easily distinguished from every other.

Section 2. And be it further enacted, That it shall and may be lawful for the President to exchange any or all of such districts, so to be laid off and described, with any tribe or nation of Indians now residing within the limits of any of the states or territories, and with which the United States have existing
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National Archives Catalog and National History Day
Deck Views of RMS Titanic
From RG 21
Archival Case Files
This item is a drawing of the profile and deck views of the steamship RMS Titanic.
National Archives Identifier: 5722335
Creator: U.S. District Court for the Southern District of New York, 1814.

930 Report of the Loss of the Steamship "Titanic"
From RG 2967
Government Publications
This item is the transcript of the Senate report "Loss of the Steamship "Titanic" Report of a Formal Investigation into the circumstances attending the foundering on
National Archives Identifier: 2124018 Container Identifier: Box 2276
Creator: Government Printing Office. (1861 - 12/16/2014)

National Archives website pages
NARA + Titanic
National Archives Blog: NARA BLOGS
Exhibit: Titanic Memorandum
National Archives: Online Exhibits
National Archives and Records Administration "Not even God himself could sink this ship." — Employee of the White Star Line, at the launch of the Titanic, May 31, 1911
Titanic + Prologue: Pieces of History
National Archives Blog: Prologue: Pieces of History
Prologue: Pieces of History Home | Recent Posts | Pages Tag: Archives: Titanic Sirens in Fate: The Lusitania and the Titanic May 1, 2012 Lucy Riddiford and the
National Archives Catalog and National History Day
National Archives Catalog and National History Day
National Archives Catalog and National History Day
National Archives Catalog and National History Day

List or Manifest of Alien Passengers for the United States Immigration Officer at Port of Arrival, R.M.S. CARPATHIA.

PAGE 153A, List or Manifest of Alien Passengers for the United States Immigration Officer at Port of Arrival, R.M.S. CARPATHIA.

Additional Information About this Item
National Archives Catalog and National History Day

930 Report of the Loss of the Steamship "Titanic"

This item contains records, some of which may not be available online.
To obtain a copy or view the records, please contact the National Archives and Records Administration location(s) listed in the Contact Information below.

Additional Information About this Item

Details

Scope & Content

This item is the transcript of the Senate report "Loss of the Steamship Titan" of a formal investigation into the circumstances attending the foundering on April 15, 1912, of the British Steamship "Titanic," of Liverpool, after striking ice in near latitude 41° 45′ N., Longitude 50° 14′ W., North Atlantic Ocean, as conducted by the British Government. The report, presented by William Allan, Agent of the National Archives and Records Administration, was given on August 15, 1912.

Variant Control Numbers

Archived Copies

Copy 1: Preservation Reproduction Reference

Extent (Size): 69 pages

Contacts: National Archives at College Park - Textual Reference (NTR2)
National Archives at College Park
8901 Adelphi Road
College Park, MD 20740-0001
Phone: 301-238-5151
Fax: 301-837-1752
Email: ArchivesReference@nara.gov
They Said It Couldn’t Sink

NARA Records Detail Losses, Investigation of Titanic’s Demise

Spring 2013, Vol. 44, No. 1

By Allison Gervis and Christopher Zarr
• Contact appropriate National Archives facility: Email, Call or Mail

• Send NARA General Inquiry: www.archives.gov/contact

• Post to NARA’s History Hub: www.history.gov
History Hub
Other Archival Resources

• National Archives and Records Administration is not alone. Archival records exist at a variety of institutions around the US and the world.

• Helpful resources that NARA is a participating member:
  • Digital Public Library of America: dp.la
  • World Digital Library: www.wdl.org
Thank You! And Good Luck!
Triumph and Tragedy at the World’s Most Famous Address

Whitney Hayne, Education Resources Manager
The Importance of Place

Triumph and Tragedy in History

THE WHITE HOUSE
HISTORICAL ASSOCIATION®
Building the White House
Triumph and Tragedy in History

The Burning of the White House

THE WHITE HOUSE
HISTORICAL ASSOCIATION®
Triumph and Tragedy in History

First Lady Jacqueline Kennedy
Presidential Assassinations: James Garfield

THE WHITE HOUSE
HISTORICAL ASSOCIATION®
Resources from WHHA

Website: www.whitehousehistory.org/education
Email: education@whha.org
Twitter: @whitehousehistory

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HISTORICAL ASSOCIATION®
Video will be posted tomorrow at:
www.nhd.org/themebook
Want a digital badge emailed to you for participating live?

Tinyurl.com/NHDwebinars