

*Arranging, Describing, Analyzing and
Interpreting School District Archival
Records, Primary Source Documents and
Historical Newspapers*

**Project Design and Implementation by Pamela Brown, Records Management
Coordinator for the Jamestown Public Schools and Rick Walters, Adjunct History
Professor at Jamestown Community College.**

Contact Information:

Pamela Brown pbrown@jamestown.wnyric.org

Rick Walters rwalters@jamestown.wnyric.org

**This Project was funded through a grant from the New York State Archives
Local Government Records Management Improvement Fund**

Introduction

The primary purpose of the grant received from the Local Government Records Management Improvement Fund (LGRMIF) is to create and maintain a School Archives at the Jamestown City School District. It will be a repository for the collection and preservation of historically valuable documents relating to the history of the Jamestown School District and the community.

An additional and significant component of this grant is a special student project to offer students the opportunity for “hands on experience” related to: the proper techniques for collecting, handling, arranging, describing, analyzing and interpreting district archival records, other primary source documents and actual newspapers from 1818-1841. The initial goal of this project is to not only introduce students to basic archiving skills, but to initiate a long term program for teaching hands on research skills in the classroom in Jamestown and other school districts in Chautauqua County.

The Record Managements Coordinator and an Adjunct Professor of United States History will compile the archival materials, primary source documents, historical newspapers and all related project/support materials. Students will complete all the required activities and a final project.

Historical Time Periods/Topics:

- 1900 – 1925
- 1930 – 1945
- Immigration

Project Design and Participating Students

- **Pilot Project I: Spring 2007**

The first stage of this project will be conducted with forty-five highly motivated students from six school districts in Chautauqua County: Jamestown, Cassadaga Valley, Westfield, Panama, Frewsburg and Maple Grove. All these students are currently enrolled in an innovative distance learning program allowing junior and senior high school students to acquire high school credit and college credit (3 credit hours for each course) for United States History Survey Courses 153 and 154. Mr. Walters is their instructor and will design and implement this program in conjunction with Ms. Brown.

STUDENT ASSIGNMENT SHEET

The program design will require students to be divided into two or three school specific groups.

1. Each individual group at each school will receive a container of archival records related to one of the historical time periods/topics cited above and original newspapers from 1818-1841.
2. Each student will be provided with an “archivist’s tool kit” which includes white cotton gloves, magnifying glass, document box and a journal to record their research.
3. Each student will learn proper methods to handle and process archival documents.
4. As a team, each group will review, discuss, and analyze the contents of the archival containers.
5. Each team will then select eight archival items, including one photograph, and complete the appropriate “Analysis Worksheet” provided for each item.
6. Each student will also conduct internet research to locate, print, review and complete an “Analysis Worksheet” on four primary source documents related to national or state perspectives related to their historical time period/topic.

Recommended sites:

<http://www.tdhah.com/> --You will find hundreds of primary source documents under each topic: Click on the Topic and then Click on the first choice

[Primary Sources and Websites](#)

<http://www.digitalhistory.uh.edu/> This is the opening page for the Digital History Textbook. On the upper left side of this page you will find a section: Primary Source Documents. Click on one of the five topics areas provided beginning with Boisterous Sea of Liberty and ending with Social History

FOR THE PURPOSE OF THIS PROJECT, A PRIMARY SOURCE DOCUMENT WILL FOLLOW THIS ADHERE TO THIS DEFINITION FROM UNIVERSITY OF CALIFORNIA AT BERKELEY

WHAT ARE PRIMARY SOURCES?

Primary sources enable the researcher to get as close as possible to what actually happened during an historical event or time period. A primary source reflects the individual viewpoint of a participant or observer.

Undergraduates are sometimes allowed to use a broader definition of primary sources, which may include some of the types of materials listed below.

- Diaries, journals, speeches, interviews, letters, memos, manuscripts and other papers in which individuals describe events in which they were participants or observers.
- Memoirs and autobiographies. These may be less reliable than diaries or letters since they are usually written long after events occurred and may be distorted by bias, dimming memory or the revised perspective that may come with hindsight. On the other hand, they are sometimes the only source for certain information.
- Records of or information collected by government agencies. Many kinds of records (births, deaths, marriages; permits and licences issued; census data; etc.) document conditions in the society.
- Records of organizations. The minutes, reports, correspondence, etc. of an organization or agency serve as an ongoing record of the activity and thinking of that organization or agency.
- Published materials (books, magazine and journal articles, newspaper articles) written at the time about a particular event. While these are sometimes accounts by participants, in most cases they are written by journalists or other observers. The important thing is to distinguish between material written at the time of an event as a kind of report, and material written much later, as historical analysis.
- Photographs, audio recordings and moving pictures or video recordings, documenting what happened.
- Materials that document the attitudes and popular thought of a historical time period. If you are attempting to find evidence documenting the mentality or psychology of a time, or of a group (evidence of a world view, a set of attitudes, or the popular understanding of an event or condition), the most obvious source is public opinion polls taken at the time. Since these are generally very limited in availability and in what they reveal, however, it is also possible to make use of ideas and images conveyed in the mass media, and even in literature, film, popular fiction, textbooks, etc. Again, the point is to use these sources, written or produced at the time, as evidence of how people were thinking.
- Research data such as anthropological field notes, the results of scientific experiments, and other scholarly activity of the time.
- Artifacts of all kinds: physical objects, buildings, furniture, tools, appliances and household items, clothing, toys.

7. EACH STUDENT WILL COMPLETE THE ANALYSIS OF THEIR NEWSPAPER USING THE FORM PROVIDED.

8. Each team will create a visual project on the foam board provided to demonstrate their findings. These projects will be displayed and discussed a meeting in Jamestown of all the participating students. Project Design will be based on the following format:
 - The Heading will be the Historical Topic or Time Period researched.
 - Attach a copy of the documents utilized and the appropriate analysis sheets.
 - Additional Research on the Topic.
 - Final Thoughts and Conclusions
 - Creative Artwork is Welcome

9. Each student will be required to complete and present, to all students through interactive videoconference, a Family Tree (featuring Primary Sources, Secondary Sources, Family Stories etc) utilizing the following framework:
http://www.tdhah.com/site_files/Teacher_Resources/topics/jcc_survey_course/assignments/12.php

10. Each student will hand in their individual assignments and Family Tree for review by Ms. Brown and grading by Mr. Walters.

- **Pilot Project II: Fall 2007**

The second stage of this project will be conducted with a select group of middle school students interested in United States History. These students are enrolled at Persell Middle School in the Jamestown Public School District. Two recognized innovative Social Studies teachers, Jason Kathman and Jeff Kresge will select the students and conduct the program. Ms. Brown and Mr. Walters will assist with the final design and implementation of this project.

Project Conclusion

Research Projects completed by the students will be displayed at the Jamestown Public School District's new Records Center tentatively scheduled for completion by September 2007.

It is also planned that this program will be expanded throughout the Jamestown Public School District and will engage middle/high school social studies teachers, media specialists and students.

Table of Contents

Introduction	Pages 2 - 6
Overview, Goals and Applicable Standards	Pages 8 - 9
Archival Records for 1900 – 1925	Pages 10 - 12
Archival Records for 1930 – 1945	Pages 13 - 15
Archival Records for Immigration	Pages 16 - 17
Document Analysis Forms	Pages 18 – 34
• Preliminary View of Archival Records/Primary Sources (p.19)	
• Written Document Analysis Worksheet (p. 20-21)	
• Photograph Analysis Worksheet (p. 22-23)	
• Poster/Cartoon Analysis Worksheet (p. 24-25)	
• Sound Recording Analysis Worksheet (p. 26-27)	
• General Data Sheets for Other Types of Documents (p. 28-29)	
• Analysis of the Original Newspaper (p. 30-34)	
Family Tree Project	Pages 35 – 40
Current Events	Page 41

An Interpretive Guide for Arranging, Describing, Analyzing and Interpreting School District Archival Records, Primary Source Documents and Historical Newspapers

Overview

The purpose of this guide is to provide a format for students to utilize to complete their guided learning research project(s). The archival records and analysis worksheets have been designed to be used by social studies teachers throughout Chautauqua County as a supplemental component within their curriculum. The analysis worksheets have been designed to be utilized with other archival and primary source records of each teacher's choice. Teachers and students should seek out appropriate materials from their towns, cities, schools and counties. Teachers in Chautauqua County may contact Ms. Brown and Mr. Walters for assistance.

Goals

1. Students will learn proper methods to handle and process archival documents.
2. Students will analyze local archival documents, national primary sources, personal family records and early 19th century newspapers through a guided learning experience.
3. Students will acquire an awareness of the importance of local/national archival records and familial records as related to their relationship to national issues, events and trends.

Applicable New York State Social Studies Learning Standards

- **History of the United States and New York**

Standard 1: *Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.*

Key Idea 4: *The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.*

Performance Indicators:

Consider the sources of historic documents, narratives, or artifacts and evaluate their reliability.

Analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the authors' perspectives.

LOCAL ARCHIVAL RECORDS INCLUDED IN EACH RECORD CONTAINER

- **Historical Time Periods/Topics: 1900 – 1925**

1. Type of Record: *Teddy Roosevelt Post Card - 1900*

Title/Description: *Visit To Jamestown*

2. Type of Record: *Post Journal Article -1900*

Title/Description: *Visit to Jamestown by Teddy Roosevelt*

3. Type of Record: *U.S. Food Administration – Editorial Cartoon 1917*

Title/Description: *World War I Issues*

4. Type of Record: *Cartoon Magazine – July 1918 (p. 3, 34, 40, 43)*

Title/Description: *Four Cartoons/Posters Related to World War I*

5. Type of Record: *Post Journal Article - 1918*

Title/Description: *“It Did Not Pay”*

6. Type of Record: *Board of Regents Bulletin to Schools - 1925*

Title/Description: *“Marriage Is Not A Cause For Dismissal”*

7. Type of Record: *U.S. Department of Interior Bureau of Education Oct. 1914*

Title/Description: *Letter from the Commissioner*

8. Type of Record: *Book: Jamestown Past and Present - 1913*

Title/Description: *Chautauqua County Map*

9. Type of Record: *Book: Jamestown Past and Present - 1913*
Title/Description: *List of oldest streets in Jamestown (p. 80-82)*
10. Type of Record: *Jamestown City Schools Report 1917*
Title/Description: *“War Activities” (p. 33 – 36)*
11. Type of Record: *Song Book: 1917 - 1918*
Title/Description: *World War I Cheer Up Songs*
12. Type of Record: *Jamestown Evening Journal – July 8, 1918*
Title/Description: *Article: “Ira Lou Spring”*
13. Type of Record: *Advertising Brochure: Children’s Village - 1925*
Title/Description: *Services for Problem Children (Front Cover and Girls’ Section)*
14. Type of Record: *Photograph – Jamestown High School - 1910*
Title/Description: *Vocational Training*
15. Type of Record: *Photograph – Jamestown Willard Elementary School - 1916*
Title/Description: *Sixteen Nationalities in One Class*
16. Type of Record: *Scanned Copy*
Title/Description: *Patriotic Pins Worn During World War I*

17. Type of Record: *Food Guide For War Services at Home 1918*
<http://www.gutenberg.org/files/14055/14055-h/14055-h.htm>

Title/Description: *Chapter 3: War Bread, Chapter 4: The Meat Situation, Chapter 6: Sugar*

18. Type of Record: *Farm Cadet Program Report – 1917*

Title/Description: *Note--This program allowed high school students (male and female) to leave school and live on a local farm to work for 6 -13 weeks and receive school credit. This was a way to replace laborers enlisted or drafted in World War I.*

1. Documents for Male Participant Kenneth Rice: Volunteer Application and Six Weekly Reports

2. Documents for Female Participant Della Linaberry: Volunteer Application Six Weekly Reports and Personal Letter.

19. Type of Record: *A Liberty Loan Primer - 1918*

Title/Description: *Cover and two Cartoons: Uncle Sam and Uncle Tom*

20. Type of Record: *Third Liberty Loan Poster - 1918*

Title/Description:

LOCAL ARCHIVAL RECORDS INCLUDED IN EACH RECORD CONTAINER

- **Historical Time Periods/Topics: 1930 - 1945**

1. Type of Record: *My Weekly Reader – November 13-17, 1933*

Title/Description: *Current Events for Children*

2. Type of Record: *The Literary Digest – April 9, 1932*

Title/Description: *Delmonte Food Advertisement*

3. Type of Record: *Jamestown Public Schools Report – November 1936 – May 1937*

Title/Description: *Adult Education Programs Funded by the Works Progress Administration*

4. Type of Record: *Emergency Relief Bureau – 1934 to 1936*

Title/Description: *Residents Eligible For Employment on Works Progress Administration Programs*

5. Type of Record: *New York State Department of Education Report – 1934 to 1936*

Title/Description: *Nursery School and Parent Education 1934 -1936*

6. Type of Record: *Correspondence from Will Ross - 1933*

Title/Description: *Letter Regarding the Efforts of People Unemployed during the Great Depression*

7. Type of Record: *Jamestown Post Journal Article – May 1937*

Title/Description: *Adult Education Cooking Class*

8. Type of Record: *Community Garden Program - 1932*
Title/Description: *Numerous Documents including Program Design and Instructional Manual*

9. Type of Record: *Jamestown Morning Post Advertisement*
Title/Description: *Give A Job*

10. Type of Record: *Jamestown Post Journal – November 10, 1941 (hint consider this date during your analysis)*
Title/Description: *Views of American Defense and Education*

11. Type of Record: *Jamestown Post Journal Article*
Title/Description: *Education for Free Men*

12. Type of Record: *Jamestown Post Journal Article - 1942*
Title/Description: *How the Public Schools Are Serving Wartime Needs*

13. Type of Record: *Jamestown Post Journal Article – November 29, 1942*
Title/Description: *Regents Approves Courses Letting Students Graduate from High School in Less than Four Years*

14. Type of Record: *Jamestown Post Journal Article – June 21, 1943*
Title/Description: *Be Soldiers Seniors Told*

15. Type of Record: *Jamestown Post Journal Articles - 1944*

Title/Description: *60 Quit Class, Don Uniforms*

32 JHS Ex-Students Give Their Lives in World War II

Pupils Collect 250 Tons of Scrap

City Abandons Sub Cellar Control – 3 Year Secret

16. Type of Record: *Photograph*

<http://z.about.com/d/history1900s/1/0/h/gd13.gif>

Title/Description: *Civilian Conservation Corps Planting – Circa 1933*

17. Type of Record: *Photograph*

<http://z.about.com/d/history1900s/1/0/T/1/gd8.gif>

Title/Description: *Breadlines in New York City - 1932*

LOCAL ARCHIVAL RECORDS INCLUDED IN EACH RECORD CONTAINER

- **Historical Time Periods/Topics: Immigration**

1. Type of Record: *United States Immigration Form - 1936*

Title/Description: *Declaration of Intention for Citizenship*

2. Type of Record: *Jamestown Public Schools Document November 27, 1920*

Title/Description: *Second Street Grammar School "Opportunity Room Roster"*

3. Type of Record: *Jamestown Public Schools Document 1919 - 1920*

Title/Description: *Night School Attendance Roster (Cover and Pages related to: English for Swedes)*

4. Type of Record: *Jamestown Public Schools Document 1919 - 1920*

Title/Description: *Night School Attendance Roster (Cover and Pages related to: English for Foreigners)*

5. Type of Record: *Jamestown Evening Journal 1905 - 1922*

Title/Description: *Collection of Articles Related to Classes for Immigrants*

6. Type of Record: *Jamestown Public School Census Reports - 1875*

Title/Description: *Three pages of Census Reports—Names, Nativity (Ethnicity) and Remarks)*

7. Type of Record: *Jamestown Public School Documents – September 1920*

Title/Description: *Mental Diagnosis and Recommendation*

8. Type of Record: *Liberty Bonds Poster (Citation Special Collections, Tutt Library, Colorado College, Colorado Springs, Colorado.)*
<http://www.coloradocollege.edu/library/specialcollections/HistoricalCollections/WWI/VLL286.html>

Title/Description: *Remember! The Flag of Liberty Support It!*

9. Type of Record: *Liberty Bonds Poster (Citation Special Collections, Tutt Library, Colorado College, Colorado Springs, Colorado.)*
<http://www.coloradocollege.edu/library/specialcollections/HistoricalCollections/WWI/VLL287.html>

Title/Description: *Third Liberty Loan Campaign Boy Scouts of America*

10. Type of Record: *Birth Certificate and Official Correspondence 1928*

Title/Description: *Request to Obtain Working Papers*

11. Type of Record: *New York State Department of Health Correspondence Oct. 26, 1927*

Title/Description: *Inquiry Regarding Birth Certificate*

12. Type of Record: *New York State Child Labor Report 1921*

Title/Description: *Summary of the New York Child Labor and Compulsory Education Laws*

13. Type of Record: *Jamestown Public School Document*

Title/Description: *Attendance and Truancy Commitment Letter and Good Shepherd Application*

Document Analysis Forms

- 1. *Preliminary Review of Archival Records and Other Primary Sources*
Page 17**
- 2. Type of Record: *Written Document Analysis Worksheet*
Page 18-19**
- 3. Type of Record: *Photograph Analysis Worksheet*
Page 20- 21**
- 4. Type of Record: *Poster/Cartoon Analysis Worksheet*
Page 22-23**
- 5. Type of Record: *Sound Recording Analysis Worksheet*
Page 24-25**
- 6. Type of Record: *General Data Sheets for Other Types of Document* **Pages 26-27****
- 7. Type of Record: *Analysis of Original Newspaper*
Pages 28-32**

These document analysis worksheets, in part or entirety, are based upon the documents designed and developed by the Education Staff of the National Archives and Records Administration. <http://www.archives.gov/education/lessons/worksheets/>

Preliminary Review of Archival Records and Other Primary Sources

1. What Is the Title of the Document?

URL (if appropriate) _____

2. What Is the Type of Document?

3. When was the Document Written/Printed/Created?

4. Are there any other Significant Sub-Headings?

5. What is the Purpose of this Document?

6. What significant information is cited within this Document?

7. Why is/was this Document Important?

8. Correlate this Document to the Historical Time Period in which it was created.

This document analysis worksheet, in part or entirety, is based upon the documents designed and developed by the Education Staff of the National Archives and Records Administration.
<http://www.archives.gov/education/lessons/worksheets/>

Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (check one):

- | | | | | | |
|--------------------------|------------|--------------------------|---------------|--------------------------|---------------|
| <input type="checkbox"/> | Newspaper | <input type="checkbox"/> | Map | <input type="checkbox"/> | Advertisement |
| <input type="checkbox"/> | Letter | <input type="checkbox"/> | Telegram | <input type="checkbox"/> | Congressional |
| <input type="checkbox"/> | Patent | <input type="checkbox"/> | Press Release | <input type="checkbox"/> | Census Report |
| <input type="checkbox"/> | Memorandum | <input type="checkbox"/> | Report | <input type="checkbox"/> | Other |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- | | | | |
|--------------------------|------------------------|--------------------------|------------------|
| <input type="checkbox"/> | Interesting letterhead | <input type="checkbox"/> | Notations |
| <input type="checkbox"/> | Handwritten | <input type="checkbox"/> | “RECEIVED” stamp |
| <input type="checkbox"/> | Typed | <input type="checkbox"/> | Other |
| <input type="checkbox"/> | Seals | | |

3. DATE(S) OF DOCUMENT:

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

POSITION (TITLE):

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN? Explain.

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written. Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written:

E. Write a question to the author that is left unanswered by the document:

Optional—Does this Document predict the future as we look back upon this time period?

This document analysis worksheet, in part or entirety, is based upon the documents designed and developed by the Education Staff of the National Archives and Records Administration.
<http://www.archives.gov/education/lessons/worksheets/>

Photo Analysis Worksheet

Step 1. Observation

- A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

Overall Impression—What are you observing?—consider who, what, where, when and why

-
- B. Use the chart below to list people, objects, and activities in the photograph.

People	Objects	Activities

C. What else did you notice in the photograph that does not fit into the three columns above?

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

This document analysis worksheet, in part or entirety, is based upon the documents designed and developed by the Education Staff of the National Archives and Records Administration.
<http://www.archives.gov/education/lessons/worksheets/>

Poster/Cartoon Analysis Worksheet

1. What are the main colors used in the poster/cartoon?
2. What symbols (if any) are used in the poster/cartoon?
3. For Each Symbol, Cite the specific symbol _____. (use the back of this page as needed)

What does this symbol mean:

- a. clear (easy to interpret)? _____
- b. memorable? _____
- c. dramatic? _____

4. Are the messages in the poster primarily visual, verbal, or both? Provide Examples

5. Who do you think is the intended audience for the poster/cartoon?

6. What does the Government (or publisher) hope the audience will do?

(over)

Sound Recording Analysis Worksheet

This document analysis worksheet, in part or entirety, is based upon the documents designed and developed by the Education Staff of the National Archives and Records Administration.
<http://www.archives.gov/education/lessons/worksheets/>

Step 1. Pre-listening

- A. Whose voices will you hear on this recording?

- B. What is the date of this recording?

- C. Where was this recording made?

Step 2. Listening

- A. Type of sound recording (check one):

- Policy speech
- Congressional testimony
- News report
- Interview
- Entertainment broadcast
- Press Conference
- Convention proceedings
- Campaign speech
- Arguments before a court
- Panel discussion
- Other

- B. Unique physical qualities of the recording

- Music
- Live broadcast
- Narrated
- Special sound effects
- Background sound

- C. What is the tone or mood of this recording?

Step 3: Post-listening (or repeated listening)

A. List three things in this sound recording that you think are important:

B. Why do you think the original broadcast was made and for what audience?

C. What evidence in the recording helps you to know why it was made?

D. List two things this sound recording tells you about life in the United States at the time it was made:

1.

2.

E. Write a question to the broadcaster that is left unanswered by this sound recording.

F. What information do you gain about this event that would not be conveyed by a written transcript? Be specific.

GENERAL DATA SHEET FOR OTHER TYPES OF DOCUMENTS

1. What Is the Title of the Document?

2. What Is the Type of Document?

3. When was the Document Written/Printed/Created?

4. Are there any other Significant Sub-Headings?

5. What is the Purpose of this Document?

6. What significant information is cited within this Document?

7. Why is/was this Document Important?

8. Correlate this Document to the Historical Time Period in which it was created.

GENERAL DATA SHEET FOR OTHER TYPES OF DOCUMENTS

1. What Is the Title of the Document?

2. What Is the Type of Document?

3. When was the Document Written/Printed/Created?

4. Are there any other Significant Sub-Headings?

5. What is the Purpose of this Document?

6. What significant information is cited within this Document?

7. Why is/was this Document Important?

8. Correlate this Document to the Historical Time Period in which it was created.

C. Advertising: Locate and Discuss TWO Advertisements of Importance or Interest

1. Product Advertised: _____
Page _____ Column _____

- *Summary of the Advertisement*

- *Why Significant or Interesting*

2. Product Advertised: _____
Page _____ Column _____

- *Summary of the Advertisement*

- *Why Significant or Interesting*

D. Provide a general overview of the newspaper— how is the design and contents different than our current newspapers?

E. Provide a general overview of the newspaper—how is the design and contents similar to our current newspapers?

F. NEWSPAPER CONTENT SUMMARY: Simply List some of the other significant/interesting/unique stories, events and miscellaneous items you found in the paper.

*

*

*

*

*

*

*

*

*

*

*

*

FAMILY TREE PROJECT

United States is often described as "a nation of immigrants". Many people came to our country willingly and others arrived against their will. Regardless of their origin, these were the individuals who traveled thousands of miles to a foreign land. They abandoned their friends, language and culture in the struggle just to get through the "golden door". Millions lived, worked and prospered in America under adverse conditions. Their children, grandchildren, and great grand children are the reason you live in the most wonderful country in existence and have lived/will live a life beyond the imagination of hundreds of millions of people throughout the world. As discussed in class, it is often difficult to track both sides of the family equally, due to limited data or access to relatives. Also changing family structures may dictate that you might not be tracing biological ancestors. Remember, our goal is the acquisition of personal historical data, familial knowledge and appreciation of our immigrant roots. (Scroll to the end of the assignment for helpful suggestions).

As noted in the assignment, the following site is a good place to start for extra help and to access any charts you may need—especially if you find your family tree interesting and want to continue this project in the future:

<http://www.byubroadcasting.org/ancestors/>

1. **Complete the Pedigree Chart** to the Best of your Ability (you may need many pages) **Next to each name list nationalities known or projected**

<http://www.byubroadcasting.org/ancestors/charts/pdf/pedigree.pdf>

If you are interviewing some family members, these items may help:

Research Questions and Recording Form

<http://www.byubroadcasting.org/ancestors/charts/pdf/researchquestions.pdf>

Family Group Records

<http://www.byubroadcasting.org/ancestors/charts/pdf/familygroup1.pdf>

<http://www.byubroadcasting.org/ancestors/charts/pdf/familygroup2.pdf>

2. **Record Interesting or Significant Information About Your Ancestors on the *Family Observations AND General Observations Pages* Provided (or use your own notes).**

Discuss your knowledge of your family tree:

- *How much do you know; what difficulties did you encounter*
- *To whom do you owe your existence in the United States*
- *Tell stories of the people in your past, your varied ethnic heritage, the tragedies, interesting events and accomplishments.*

3. Select Three Names from your Family Tree (immigrants between 1892-1924 or persons living in the United States in 1880). If you do not get back this far--simply chose names of the oldest person recorded and determine where people with the same name have originated. If the person is an immigrant, conduct a search at the Ellis Island and Family Search (sites below). If the ancestors selected were living at the time of the 1880 Census, you will find information at the Family Search Site. Print your results—the specific data about your ancestor or one page only if generic data.

[Ellis Island](#) www.ellislandrecords.org

If you find the possible link to your ancestor, some information requires that you register with the Ellis Island Foundation—this is FREE and SAFE—just fill out the required data and select user name and password. This will enable you to access ship manifests, related data and a picture of the ship.

Family Search HOME IS www.familysearch.org BUT DIRECT YOUR FIRST INQUIRY TO

http://www.familysearch.org/Eng/Search/frameset_search.asp?PAGE=search_all1.asp&clear_form=true

***MOST IMPORTANT--for anyone in your family alive during the 1880 Census,**

Click on:

http://www.familysearch.org/Eng/Search/census/main_census.asp?indid=&spouse_id=&color=blue

Fill in the required data and submit. The first results shown are often from the 1880 Census, followed by a wide range of other sources. (Links also shown on the right side of the page are accessible with a click). **Print Your Results**

- **For a person who was born in the late 19th Century and lived through the Social Security time period—scroll to the Social Security index listings usually at the bottom of the page or the Social Security link listed on the right side of the page.**
- **The listing of Ancestral Files (when available) is often very interesting and we will discuss it in class**

4. Locate and Print three current event articles related to immigration. Briefly summarize each and explain why it reflects or rejects:

*Give me your tired, your poor,
Your huddled masses yearning to breath free.
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me.
I lift my lamp beside the golden door!
Emma Lazarus, 1883*

Presentations: Everyone will have up to ten minutes to take center stage and tell about their family. BRING IN SOME SIGNIFICANT OR INTERESTING DOCUMENTS, PHOTOGRAPHS OR ARTICFACTS RELATED TO YOUR FAMILY'S HISTORY

GENERAL STORIES

-

SPECIFIC FAMILY OBSERVATIONS

<u>Name</u>	<u>Relationship</u>	<u>Time Period</u>	<u>Event/Story</u>
--------------------	----------------------------	---------------------------	---------------------------

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

ACCESSING GENEALOGY DATABASES AND DOCUMENTS

1. Prendergast Library in Jamestown-Remote Access to genealogy databases.

<http://www.prendergastlibrary.org/databases.html> They have **Ancestry Library Edition** which has quite a number of databases available to search. Although not a full subscription, an excellent source of information. Ancestry Library Edition includes records from United States Census; military court, land and probate records; vital and church records; directories; passenger lists etc. **Currently (2007) you must go to the library to access this database**

Heritage Quest Online.— ACCESSIBLE FROM HOME -- *You need a Prendergast Library Card to access this database using the number on the scan strip from the back of the card.* <http://www.prendergastlibrary.org/databases.html> A collection of research materials for tracing family history and American culture. Over 25,000 books, the entire U.S. Federal Census, PERSI™ (Periodical Source Index), and other expanding collections. PERSI is a subject index covering more than 6,500 genealogy and local history periodicals written in English and French (Canada) since 1800. PERSI™ provides the researcher the ability to search on surnames, locations, and methodologies as well as the ability to browse the journals by title and keyword. *If you do not have a Prendergast Library Card you can access the databases by visiting the Prendergast Library or any local library in Chautauqua or Cattaraugus County. Most libraries have access codes and can sign you in.* Prendergast also has some genealogy records pertaining to Chautauqua County as well as local history.

2. Darwin R. Barker Library in Fredonia

<http://www.cclslib.org/fredonia/fredonia.html>

Barker Library has a large collection of genealogy records especially pertaining to ancestors living in Chautauqua County—NOT AVAILABLE ONLINE. The **Chautauqua County Genealogy Society and Library is also housed here.**

3. Ancestry.com

<http://www.ancestry.com/>

A wonderful subscription based site, however does have some information available for free such as SSDI and 1880 Federal Census. At the very least, searches produce lists of available records which in most cases can be accessed down another level to provide location of record. **CURRENTLY (2007) THEY OFFER A FREE THREE DAY PASS (NO CREDIT CARD REQUIRED) WHICH WILL ALLOW YOU TO ACCESS THE CENSUS OF 1920, 1930 AND AN INCREDIBLE NUMBER OF RELATED DOCUMENTS.**

4. **Rootsweb**

<http://www.rootsweb.com/>

A free genealogy site offering how to's, search engines, databases and message boards . The USGenWeb Project is one of my favorites. It has State listings with clickable county maps that take you to your county of choice full of user-submitted data.

5. **Genealogy and History Links Library**

<http://freepages.genealogy.rootsweb.com/~genealogylinks/index.html>

A great site promoting genealogy and history. Lots of tools to enhance your research as well as surname data with links to others researching common surnames. Many resource links to other sites.

6. **LDS Family History Center**

Our closest FHC is located at 851 Forest Ave., Jamestown, NY. 716-487-0830.
Hours: Tues., Wed. 7-9pm

Ancestry Daily News: <http://www.ancestry.com/learn/library/article.aspx?article=9666>

Current Events Assignment

Your task will be to locate **FOUR CURRENT EVENT ARTICLES** (happening now or within the past twelve months) you believe to be directly related to **THREE** similar issues or events you have encountered during our study of archival records and **ONE** issue or event you encountered while studying your 19th Century Newspaper. You may use one editorial cartoon as one of your four articles—suggested site: <http://cagle.msnbc.com/politicalcartoons/>

NOTE: EACH ARTICLE MUST BE RELATED TO A DIFFERENT ISSUE/TOPIC/EVENT. USE ARTICLES FROM THE UNITED STATES WHENEVER POSSIBLE.

- Printed materials such as newspapers and news magazines are excellent. My other recommendation is to go to <http://www.tdhah.com/> and visit *Teacher Resources* and then *Newspapers and Media* or *Current Events* (Scroll Down for resources including *Editorial Cartoons*, many electronic papers, magazines and *CHECK 10x10.*)
http://www.tdhah.com/site_files/Teacher_Resources/topics/jcc_survey_courses/assignments/04.php
- In addition to the many individual electronic sources such as CNN, MSNBC, New York Times, USA Today, Newsweek, and others--an excellent selection of sources is available at the Yahoo News Directory http://dir.yahoo.com/News_and_Media/ or my favorite Google News at <http://news.google.com/>

FOR EACH ARTICLE

A. PRINT OR PROVIDE A COPY OF THE ARTICLE YOU ARE UTILIZING

B. On a Separate Page,

- Cite The Publication Source (example: *The New York Times*)
- Title and Author of this Article (SPECIFIC URL if appropriate)
- Date of the Article
- Summary of the Article
- Specific Correlation of this Article to the Historical Time Period Under Review
- In regards to the specific issue/topic/event, **EXPLAIN** "Are we better off today, than during the period of the original document you analyzed"?