

The National Archives at New York City maintains Federal records from New Jersey, New York, Puerto Rico, and the U.S. Virgin Islands.

We preserve more than 100,000 cubic feet of historical primary sources from the 1680s to the 1990s on a variety of topics. Our records are an essential component to successful National History Day entries.

For more information about National History Day, [www.nhd.org](http://www.nhd.org)

OR CONTACT:

The New Jersey state coordinator at [nj.nhd.org](http://nj.nhd.org)

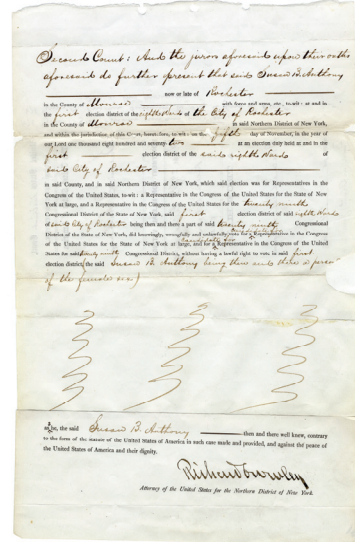
The New York state coordinator at [ny.nhd.org](http://ny.nhd.org)



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## Getting Ready for National History Day



Indictment for Illegal Voting, United States vs. Susan B. Anthony, RG 21 Records of the US District Courts, National Archives at New York City



**NATIONAL HISTORY DAY 2011**  
DEBATE & DIPLOMACY IN HISTORY:  
SUCCESSSES, FAILURES, CONSEQUENCES



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## Getting Ready for National History Day—2011

### Using Resources from the National Archives at New York City

Each year throughout the NY and NJ area, thousands of 6<sup>th</sup>-12<sup>th</sup> grade students and their teachers participate in the National History Day competition. After selecting a topic of their choice related to the annual theme, students become historians as they perform research at libraries, archives, museums and historic sites. Students use their discoveries to create exhibits, essays, documentaries, websites or performances.

Students and teachers are encouraged to take advantage of the rich array of area resources in their communities to pursue local, regional, national and global topics of historical note in connection with this year's theme: **Debate and Diplomacy in History: Successes, Failures, Consequences.**

The National Archives at New York City is pleased to provide National History Day student field trips for classes and history clubs, workshops for teachers, and research assistance for individual National History Day competitors. The extensive primary resources and the informed advice from the National Archives staff can help students create more effective projects.

#### In our National History Day programs, students and teachers will:

- Discover how to locate and utilize primary sources from the National Archives.
- Analyze primary source documents to increase critical thinking and research skills.
- Understand the research process and the importance of citing records properly.
- Review the significance to determine the relevance of primary sources to the research topic.
- Research original records at our New York City facility.

We offer these **FREE** workshops and student field trips throughout the academic year. If you would like to schedule a class field trip or a workshop for teachers in your school, call us toll-free at 1-866-840-1752 or e-mail [newyork.archives@nara.gov](mailto:newyork.archives@nara.gov).

*Please Note: Students are always welcome to come in and research, but if they are under the age of 14 they must be accompanied by a teacher, parent, or guardian.*

# DEBATE AND DIPLOMACY IN HISTORY: SUCCESSES, FAILURES AND CONSEQUENCES

## Sample Topics & Related Records from the *National Archives at New York City*

The National Archives at New York City can help you discover a variety of debatable and diplomatic topics, using primary sources from our New York City office and throughout the nationwide network of National Archives facilities.

How should our national government be organized? Can free speech and censorship coexist? What role should the federal government play in war and peace? The National Archives can help you tell the stories of the diplomatic triumphs and tragedies, the debated successes and failures.

With thousands of court cases from the Federal courts of New York, New Jersey, Puerto Rico, and the US Virgin Islands, there are many possibilities for students to research.

Contact the National Archives at New York City for assistance with National History Day topics at [newyork.archives@nara.gov](mailto:newyork.archives@nara.gov).

### Golden Door or Shutting Gate: Immigration Debate

Though America is rightly called a nation of immigrants, the topic has frequently been debated in the courts and around the country. Should there be a limit to immigration? Who should be allowed into the country? The changing opinions on this subject can be traced through our passenger arrival records, Chinese exclusion case files, and habeas corpus cases of immigrants denied entry into the US. Many of the habeas corpus cases include transcripts of testimony given by people declared a “likely public charge” due to their physical condition, mental capacity, or gender.

### Legislating Morality: Prohibition

When Congress passed the 18<sup>th</sup> Amendment prohibiting the “manufacture, sale, or transportation” of alcohol, it was the culmination of decades of work of activists and politicians. Once prohibition was in practice, however, the regulation and enforcement of the law proved in many ways that the difficulties of trying to legislate moral issues. Our records include countless cases from New York and New Jersey of everyday citizens violating the law by creating speakeasies in storefronts and distilleries in garages.

### Freedom on the Home Front

The debate over the role of personal freedoms during times of crisis can be uncovered through our records in a variety of ways. Starting with the undeclared war with France in the 1790s, Congress enacted a sedition law calling all speech against the government illegal. In our case of the *US v. Durrell*, a publisher was arrested for comparing John Adams with Benedict Arnold. During World War I, when Jacob Abrams printed and distributed leaflets against the US actions during the Russian Revolution, he was charged with violating the Sedition Act. At the height of the Cold War, Eugene Dennis and others were charged with violating the principles of the Smith Act for advocating the overthrow of the government.

### Banned in the Land of the Free

Though the standards change with each generation, the debate over what speech should be allowed in the public sphere is a constant. At the turn of the last century, when Margaret Sanger mailed her *Woman Rebel* pamphlet that discussed birth control, she was indicted for distributing obscene materials. Likewise, when James Joyce’s *Ulysses* was imported into the United States in 1933, Customs seized the novel due to its obscene nature. While performing standup in New York City in the 1960s, comedian Lenny Bruce was found guilty of violating local obscenity laws. Through these three cases and others, the struggle between free speech and censorship can be investigated.

### Women in Politics

The traditional role of women as mothers and wives has been challenged by activists throughout history. In our case the *US v. Susan B. Anthony*, the famous suffragist challenged the standards of her day by illegally voting. Found guilty of being a person of the female sex, she was given a \$100 fine. The case includes a transcript of testimony given by Susan B. Anthony and others about her actions.

### Integrating Schools After Brown v. Board

When the Warren Court overturned segregation and ordered that it end with “all deliberate speed,” the execution of this principle was left somewhat open-ended. Throughout the nation, different school districts interpreted and implemented the law in different ways. When students and their parents felt the process was still discriminatory, they took to the courts for a solution. In the cases *Blocker v. Manhasset Board of Education*, *Bannister vs. Board of Education of the City of New York*, and *Taylor v. Board of Education of the City of New Rochelle*, the ideals of equality and integration established by the *Brown v. Board* decision were tested.

### Living On the Edge: Economic Crisis

How should the government stimulate the economy? Should there be direct relief to the people? In the depths of the Great Depression, Franklin Roosevelt created a series of programs designed to ensure relief, recovery, and reform. Programs such as the WPA, PWA, and the CCC provided jobs to millions of Americans around the country. Our holdings include reports, letters to artists, a CCC newsletter, and descriptions of artwork created throughout the area.

### The Right to Privacy

Does fame mean giving up a private life altogether? In the case of *Ron Galella vs. Jacqueline Onassis*, the pioneer of paparazzi followed the former first lady and her children and took a series of photographs of them riding bikes, playing tennis and the like. When Galella was banned from following her and her family, he claimed his First Amendment rights were being violated. Our holdings include the case and a series of photographs taken by Galella.

### Spreading America’s Mission: Voice of America.

Starting during World War II and continuing throughout the Cold War, the US government used the airwaves to spread its point of view to the rest of the world. In order to accomplish this diplomatic task, they reported on major events and translated this message into the local language. Our records include thousands of radio broadcasts as well as scripts for hundreds of films used to explain the American way of life.

These are just a few samples of NHD topics that can be explored at the National Archives at New York City. To find out if there are primary sources about your National History Day topic, contact us today at [newyork.archives@nara.gov](mailto:newyork.archives@nara.gov).