

## **The Constitution Rules! Teacher Guide Grades K – 2**

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*“It is my conviction that, through work with our youth, we shall secure the greatest assurance of maintaining our democracy.”* Franklin Roosevelt, February 7, 1938

### **Dear Educators,**

Thank you for your interest in the Constitution Rules! program for grades K – 2! During this interactive civics program, students will explore the idea of different responsibilities in their community and analyze images that highlight the jobs of the three branches of government as outlined in the Constitution.

This program is part of We Rule: Civics for All of US, an education initiative from the National Archives that approaches civic education through the lens of five core questions:

1. What does an individual gain from being civically aware and engaged?
2. What tools are available for individuals, and groups, to share and shape our democracy?
3. How have these tools been used by others in the past?
4. How can an ordinary individual use the tools in their own lives?
5. How does the United States benefit from civic engagement?

We Rule: Civics for All of US programs draw upon the vast holdings of the National Archives housed in our nation’s capital and the Presidential Libraries and research facilities across the country to promote and develop the basic civic knowledge and skills students need to prepare for participating and leading our democracy through the challenges of the 21st century.

This teacher guide includes a set of optional pre- and post- program activities to support the Constitution Rules! program. However, they can also be used throughout the year as you see fit. Throughout the guide you will also find links to documents on DocsTeach.org, the online tool for teaching with documents from the National Archives.

If you have any questions, please contact us at [civics@nara.gov](mailto:civics@nara.gov). We look forward to seeing you soon!

We want to hear from you! Let us know how your students are using the We Rule: Civics for All of US materials.

**Twitter:** [@USNatArchives](https://twitter.com/USNatArchives)

**Facebook:** <https://www.facebook.com/NationalArchivesEducation>

**Email:** [civics@nara.gov](mailto:civics@nara.gov)

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## Program Objectives, EAD Roadmap and C3 Framework Alignment

### Program Objectives

After completing the Constitution Rules! program with the National Archives, students will be better able to:

- Understand what the Constitution is and why the United States has one
- Connect the Constitution to their own lives and communities
- Identify the three branches of government
- Analyze primary sources

### Educating for American Democracy Roadmap Alignment

Theme 1: Civic Participation

- K-5 Key Concept: Define components of a healthy community and the rights and responsibilities of community members.
- CDQ1.1: A. What does it mean to be a part of a group?

Theme 2: Our Changing Landscape

- K-5 Key Concept: Examine personal, familial, and societal connections between people, place, and history.
- K-5 Key Concept: Understand personal connections to the values and norms that define various political communities.
- HDQ2.1: A. What is a community?
- CDQ2.1: D. How am I a part of a community?

Theme 3: We The People

- K-5 Key Concept: Discuss why we have government, and explore the relationship between people and their government.
- CDQ3.1: A. How do people become a community?
- CDQ3.1: B. Why do we have rules?
- CDQ3.1: C. How does a community decide on its rules? Who gets to make rules?

Theme 4: A New Government & Constitution

- K-5 Key Concept: Examine the principles/purpose of constitutional democracy and the extent to which U.S. constitutional democracy has lived up to those principles.
- CDQ4.1: A. How do we decide to become a community?
- CDQ4.1: B. What are the benefits and costs of being a part of different communities (e.g., neighborhood, local, state, or national)?

Theme 5: Institutional & Social Transformation—A Series of Refoundings?

- K-5 Key Concept: Examine people's role in social & institutional transformation.
- CDQ5.1: A. How do we react to changes to our community?
- CDQ5.1: B. Why do people sometimes want to change the rules?
- CDQ5.1: C. Should we change our classroom rules? Why? How?

### College, Career, and Civic Life Framework Alignment

- D2.Civ.1.K-2. Describe roles and responsibilities of people in authority.
- D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.
- D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.
- D2.Civ.5.K-2. Explain what governments are and some of their functions.
- D2.Civ.12.K-2. Identify and explain how rules function in public (classroom and school) settings.
- D2.His.2.K-2. Compare life in the past to life today.
- D2.His.9.K-2. Identify different kinds of historical sources.
- D2.His.10.K-2. Explain how historical sources can be used to study the past.

## Pre-Program Activities

The following pre-program activities are designed to support student learning about the Constitution. These activities are not required. Feel free to facilitate only the activities that you think would be most helpful for your students.

A vocabulary bank can be found on page 16 and handouts are located at the back of this Teacher Guide.

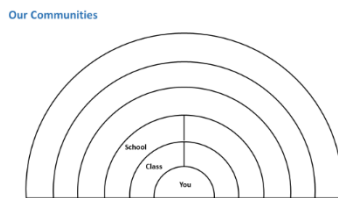
### The Constitution and Our Community

Use the following script to introduce the idea of the classroom as a community and consider the different communities each student is a part of. The graphic organizer on page 10 can be shared with the class and completed during the discussion.

Estimated time: 30 minutes

In this classroom, you are a part of a community, a group of people that come together to learn and help each other.

Our classroom is a part of an even bigger community (our school).



As an individual, you can be a part of many groups, or many communities. What is another group that you are a part of? (Answers may vary for ideas for the smaller arches, and could include families, buildings, teams, neighborhoods, etc.)

Eventually, our different communities are part of a larger community.

Ask students to think about the different communities their classroom belongs to and add their responses to the different arches of the graphic organizer. Some arches may include multiple answers. Feel free to annotate or add to the graphic organizer as your students see fit. Sample answers could include the school, town, state/territory/federal district, tribal nation, and so on. For the purposes of this discussion, the final arch should be the United States of America.

We all have a responsibility to participate in our communities in a way that respects each other. Responsibilities are things we have to do. Sometimes we have different responsibilities based on our roles in our community. Let's think about our classroom as an example:

- What are your responsibilities as students in our classroom?
- What are my responsibilities as your teacher in our classroom?
- What about at home? Can anyone think of a job or responsibility they have at home?

Next, let's think about our town. What are some different jobs or responsibilities people have in our town? (Answers could include different community jobs, but also responsibilities like cleaning up litter.)

As members of a community, we agree to respect each other, follow the rules, and fulfill our responsibilities. A written document can serve as a symbol of our agreement to do these things. The Constitution of the United States is a document that describes the way the government is structured and its responsibilities, that protects the rights of the people, and serves as the highest law of the land. Our United States Constitution is over 230 years old!

Show a picture of the [United States Constitution](#). During our visit with the National Archives, we are going to learn more about this important document and learn about special jobs it creates for the United States government.

### Post-Program Activities

The following post-program activities provide opportunities to review key ideas from the program and build on students' knowledge of the Constitution.

#### Write a Classroom Constitution

*Using the Classroom Constitution template on page 11 or a big piece of paper, your students can work together to write a classroom Constitution.*

Estimated time: 30 minutes

We the people of (teacher's name) class, do agree to this Constitution.

Article One: Student Responsibilities—List the jobs and responsibilities of the students

Article Two: Teacher Responsibilities—List the jobs and responsibilities of the teacher

Share a close-up of the [signatures](#) on the Constitution. Ask students if they know why people sign documents. What does it mean to put your name on something? Remind students they are a part of the “We the People” of the Constitution.

Signatures: Invite students to sign the classroom Constitution.

If multiple classrooms complete this activity, hang the class constitutions in the hall and invite students to compare!

#### Symbols of the United States of America

*In this activity, students will consider how symbols can be used to represent different communities and review three common symbols for the United States.*

Estimated time: 30 minutes

A symbol is an image or an object that stands for or represents something else. When we see these symbols, they bring to mind thoughts and feelings that may be hard to put in words or would take many words to do so.

Examples of symbols:

- The shape of a heart can represent love.

- Street signs can represent things to look out for, like students crossing.
- Sports teams have logos and/or mascots that serve as their symbols.
- Your school might have a mascot that represents it to people in the community.

### Symbols of the United States

Our country has symbols that represent the United States and what it stands for. When we see these symbols, it brings to mind the values and ideals that the United States of America was founded on and continues to stand for today.

*Share the American symbols on pages 12 – 14 with students. Ask students to share their observations or think about what the different pieces of each symbol represent. The following background information is also provided as reference.*

### **The American Flag** (image on page 12)

Our flag is probably the most recognizable symbol of the United States. Each country has its own flag. While the whole flag represents our country, the flag is made up of different shapes and colors that represent additional ideas.

#### The Colors

The American flag is made up of three colors: red, white, and blue. These colors are the same as those used in the British flag because Britain was our “mother country.”

- Red represents valor and sacrifice—giving things up for the benefit of others.
- White represents purity and innocence—being honest and true to your beliefs.
- Blue represents loyalty and justice—being “true blue” means you are reliable.

#### The Shapes

- 13 red and white stripes on our flag represent the original 13 colonies who created the Constitution and became united as one country.
- 50 white stars in the blue rectangle in the upper left-hand corner represent each of the 50 states that make up our United States.

### **Uncle Sam** (image on page 13)

Uncle Sam is a character who is believed to have been inspired by Samuel Wilson, a meatpacker during the War of 1812. The idea came from the United States’ initials U.S., which were stamped on barrels of beef. Those who saw the stamp joked that it had been sent to them by U.S., aka Uncle Sam.

#### Uncle Sam’s Features

Uncle Sam is depicted as a man with white hair and a white beard. He can sometimes look very serious. He looks like that when he wants to show that he means business and is not fooling around. Other times he looks friendly and welcoming to show he is a nice guy.

#### Uncle Sam’s Clothing

Uncle Sam is often drawn wearing red and white striped pants and a jacket or vest of blue with white stars. His most recognizable fashion accessory is his top hat!

**The Bald Eagle** (images on page 14)

The bald eagle became a symbol for the United States in 1782 when Charles Thomson, the Secretary of the Congress, was asked to combine several designs for a Great Seal of the United States. The eagle is a symbol of strength and determination.

**The Eagle's Accessories**

When used in government seals, the eagle is often depicted with additional symbols.

- The shield decorated in red and white stripes and stars represents protection.
- Arrows represent strength or war.
- An olive branch represents peace.

**Discussion Questions**

Ask your students to share their responses to the following questions and use them as a jumping-off point to discuss American symbols.

When you see the flag / Uncle Sam / the American eagle:

- What thoughts come to your mind?
- How do these symbols make you feel?
- What does each of these symbols say about the United States?
- Can you think of any other symbols that represent the United States?

**Symbol Scavenger Hunt**

Share the images located in this DocsTeach.org [folder](#) with your students and ask them to find and identify the symbol that appears in the photograph. Use these questions as a jumping-off point for a class discussion on symbols.

- Can you find any American symbols?
- What does that symbol represent?
- Why do you think it is in this image?

### Make Your Own Great Seal

*In this activity, students will be asked to consider how they can use pictures to represent themselves and their communities. Students will identify what types of things are important to them and then express what they stand for by creating a Great Seal for themselves. Finally, they will work together to create a Great Seal for the class.*

Estimated time: 60 minutes

#### Background Information

Share the [Design of the Great Seal](#) with students.

In July 1776, the Continental Congress decided it needed a “national coat of arms” or seal to represent the new nation. Over the course of six years, there were several attempts at developing a successful design. Finally, a design created by Charles Thompson and revised by William Barton was submitted and approved on June 20, 1782.

The Great Seal of the United States is the symbol of our independence as a nation. Its obverse is used on official documents to authenticate the signature of the President, and it appears on proclamations, warrants, treaties, and commissions of high officials of the government. The Great Seal's design, used as our national coat of arms, is also used officially as decoration on military uniform buttons, on plaques above the entrances to U.S. embassies and consulates, and in other places. Both the obverse and the less familiar reverse, which is never used as a seal, are imprinted on the one-dollar bill.

Several symbols are incorporated into the Great Seal

- There are 13 arrows, 13 stripes, 13 stars, and 13 letters in the motto all representing the original 13 colonies that became the first 13 states.
- The olive branch represents peace.
- The arrows represent war.
- The eagle faces to the side of peace.
- The constellation of stars represents a new nation taking its place among other nations.
- The motto *E Pluribus Unum* means “out of many, one” —in a word, “unity.”

*Share the Design Your Own Seal template (page 15) with students to create a seal that represents who they are and what they believe. Ask them to think about what is important to them. Their ideas do not have to be as lofty as those represented in the Great Seal of the United States (e.g., they may list a sports team, a favorite cartoon character, their pet, a favorite food). Anything appropriate is fair game for inclusion.*

As students think about their design, you can use the following prompts:

- What symbols will you include?
- What colors will you use?
- What words might you include?
- What is your personal motto?
- What values are represented in your seal?



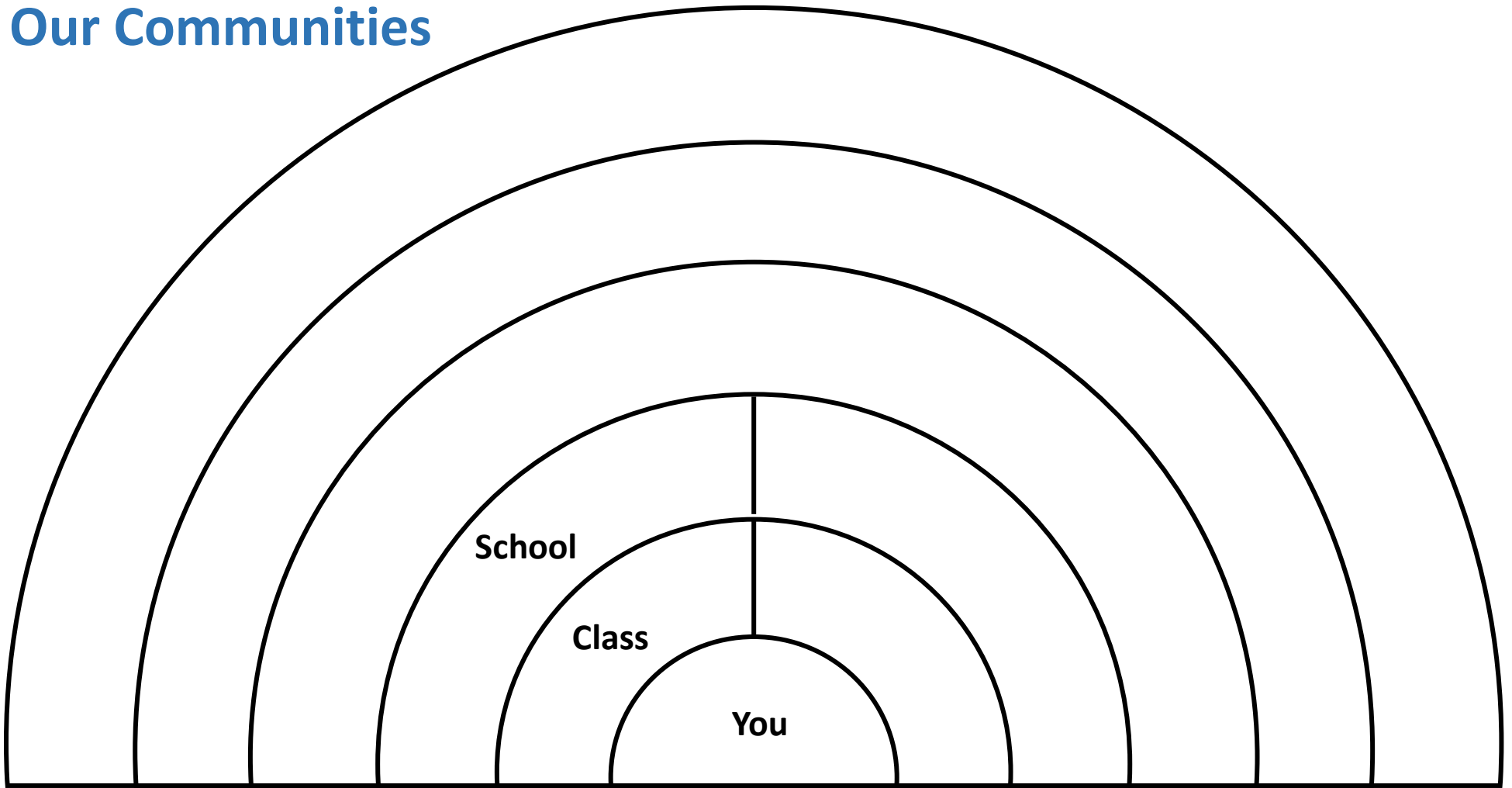
Next, invite students to brainstorm how they can represent their whole class in a classroom seal. Using the same template from page 15, you can work together to create this symbol.

As students brainstorm, you can use the following prompts:

- What values do we promote in our class?
- What should we expect from each other?
- How can we work together?
- What symbols can we use to represent these ideas?
- What should our class motto be?

You can also invite students to choose one part of their individual seal to include in the class seal.

# Our Communities



# Our Classroom Constitution

We the People of \_\_\_\_\_ class, do agree  
to this Constitution.

Article 1: Student Responsibilities

Article 2: Teacher Responsibilities

Signed on \_\_\_\_\_ .

## The American Flag



**Above:** The American flag flying over the U.S. Capitol, 2/1/2001  
National Archives Identifier: [6521651](#)

## Uncle Sam



**Above:** "I Want You for the U.S. Army Enlist Now" World War II Poster featuring Uncle Sam, 1941–1945

National Archives Identifier: [513533](https://www.ia.gov/ia/513533)



## Bald Eagle

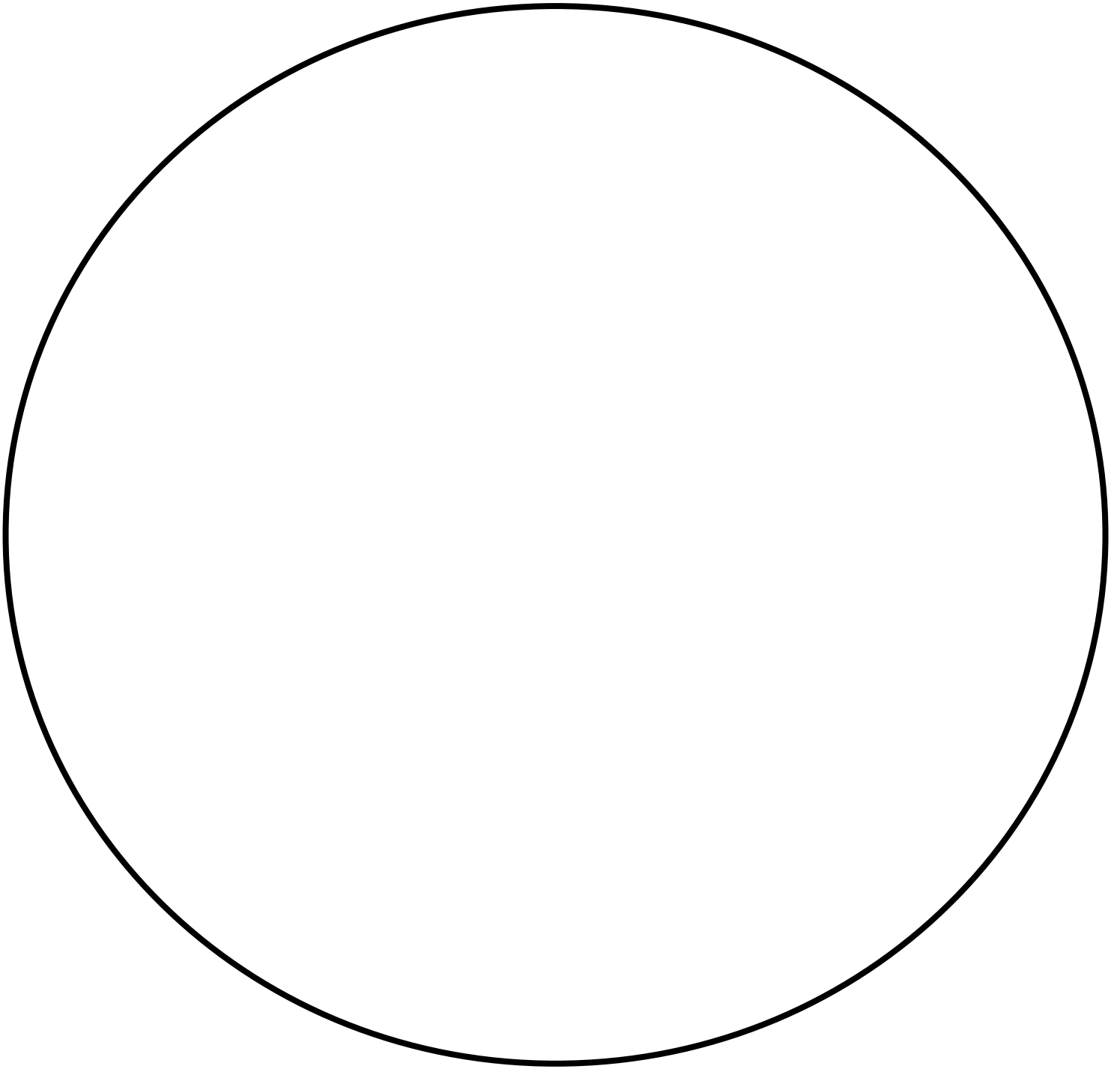


**Above:** Bald eagle sitting on tree stump, 2000  
(National Archives Identifier: [166698532](#))



**Above:** The Presidential Seal; 1/18/1989  
(National Archives Identifier: [6435639](#))

Design Your Own Seal



## The Constitution Rules! Program Vocabulary

### *Constitution, Government, and Archives Vocabulary*

#### **Constitution and Government**

**Article** - the Constitution is divided into seven main parts called “articles.” Each of the articles describes important powers and responsibilities of the government.

**Checks and balances** - a system of overlapping powers of the separate branches of government that permits each branch to limit, restrain, or inform the actions of the other branches.

**Community** - a group of people that share certain social norms or commonalities such as location, language, religion, rules and codes of conduct, and/or government, to name a few. A classroom is a community, as is a school, city, or country.

**Congress** - one of the three branches (or parts) of our federal government. It is made up of two parts, the House of Representatives and the Senate. Congress’s responsibilities are primarily outlined in Article I of the Constitution and include passing laws, approving Presidential appointments, and declaring war.

**Constitution** - a written document that describes the way government is structured as well as its powers and responsibilities. The Constitution of the United States structures our government around three branches, the legislative, executive and judicial. It protects the rights of the people and is the highest law in the land.

**Democracy** - A system of government by the people. In a representative democracy, citizens vote in elections for government officials who will make decisions in the government for them.

**Executive Power** - the responsibility and authority to carry out or enforce the laws of the United States. Our Constitution gives this power to the President in Article II.

**Federal Government** - the government for the entire country as opposed to state or local governments.

**Government** - the leadership and organization that establishes and carries out the rules of a community, state, or nation.

**House of Representatives** - the “lower house” of Congress. It is made up of 435 representatives from the 50 states. Population determines the number of representatives from each state. States with larger populations have more representatives in Congress than those that have smaller populations. Members serve for two year terms.

**Judicial Power** - the responsibility and authority of the courts to interpret what the laws mean and how they are applied. Our Constitution makes the Supreme Court the nation’s highest court.

**Legislative Power** - the responsibility and authority to make laws. Our Constitution gives this power to the Congress in Article I.

**Laws** - rules that maintain order and safety that members of a community agree to follow. In our country they are created by legislators (or lawmakers) elected by the people.



**Preamble** - the opening paragraph of the Constitution that describes the goals of the Constitution: to create a good and fair government that is peaceful, safe, and free for the people of the United States.

**President** - head of the executive branch of our federal government and the leader of our country. The duties and responsibilities of the President are primarily outlined in Article II of the Constitution and include making sure the laws are faithfully carried out, being the commander-in-chief of our military forces, and conducting foreign policy with other countries.

**Responsibilities** - obligations or duties that one needs to fulfill (things you have to do).

**Rights** - freedoms or claims that one has (things you get to do)

**Rules** - created to direct and control activities and behaviors in certain circumstances and situations. For example, rules in a game let players know what is and is not allowed and acceptable. Rules help to bring order, safety and predictability where there is none.

**Senate** - the “upper house” of Congress. It is made up of 100 senators, two from each of the 50 states. Members serve for six year terms.

**Supreme Court** - one of the three branches (or parts) of our federal government, the highest court in the land. Article III outlines the jobs of the Supreme Court, which include interpreting the meaning of the laws and deciding if they are in line with the Constitution.

**We the People** - These are the first three words of the Constitution of the United States. These words remind us that in our government, the people have the power.

## Archives Vocabulary

**Archive** - a collection of records and information. Archives can be found in many places, homes, schools, libraries, government buildings, religious institutions, museums, historical associations to name just a few. Sometimes archives are highly organized and cataloged; sometimes they are kept less formalized and organized.

**Archivist** - a person who is trained to preserve and care for a collection of records and information (an archive). Archivists work closely with people conducting research in the collections to help them find the information they need.

**National Archives** - a federal government agency whose mission is to preserve and provide access to the important documents and other primary sources created or collected by our government in the course of business.

**Parchment** - a sturdy writing material (like paper) that is no longer used these days. It was generally made of animal skins. Many of our country's early documents, such as the Declaration of Independence, the Constitution and the Bill of Rights, were written on parchment.

**Primary Source** - an account of, or information about, a person or event that was created by someone with firsthand data, facts, evidence or knowledge of the person or event. Examples might include letters, reports, notes, memos, photographs, maps, interviews, and government records. A student's report card is a primary source because it contains information about the student created by their teacher.

**Researcher** - a person who looks for information in an archive. The researcher might be looking for general information about a topic, or they might have a particular question or mystery they are looking for information to solve.

**Rotunda** - a large room with a high rounded ceiling at the National Archives in our nation's capital, Washington DC, where the Declaration of Independence, United States Constitution, and Bill of Rights are displayed.

**Secondary Source** - an account or story that is put together by someone who was not present to see things firsthand, but uses information from primary sources. A textbook is an example of a secondary source.

## Additional Resources

America's Founding Documents: [The Constitution](#)

Sign the [Constitution](#)

Primary Sources and Teaching Activities for Teaching the Constitution on [DocsTeach](#), the online tool for teaching with documents from the National Archives

## Program Documents

*A list of documents and images included in activities in this teacher guide as well as the National Archives presentation.*

Aerial View of U.S. Capitol; 5/14/1982; Reagan White House Photographs, 1/20/1981–1/20/1989; White House Photographic Collection; Ronald Reagan Library, Simi Valley, CA . [Online Version, <https://www.docsteach.org/documents/document/aerial-view-of-us-capitol>, August 2, 2021]

Civil Rights Act of 1964 ; 7/2/1964; Enrolled Acts and Resolutions of Congress, 1789–2011; General Records of the United States Government, Record Group 11; National Archives Building, Washington, DC. [Online Version, <https://www.docsteach.org/documents/document/civil-rights-act-of-1964>, August 2, 2021]

Constitution of the United States; 9/17/1787; The Constitution of the United States, 9/17/1787/17/1787; General Records of the United States Government, Record Group 11; National Archives Building, Washington, DC. [Online Version, <https://www.docsteach.org/documents/document/constitution>, August 2, 2021]

Design for the Verso of the Great Seal of the United States; 1782; Reports on Administrative Affairs of the Congress; Papers of the Continental Congress, 1774–1789; Records of the Continental and Confederation Congresses and the Constitutional Convention, Record Group 360; National Archives Building, Washington, DC. [Online Version, <https://www.docsteach.org/documents/document/design-verso-great-seal>, August 2, 2021]

The Investiture Ceremony for Justice Sonia Sotomayor; 9/8/2009; Presidential Photographs, 1/20/2009–1/20/2017; Collection BHO-WHPO: Records of the White House Photo Office (Obama Administration); Barack Obama Presidential Library, Hoffman Estates, IL. [Online Version, <https://www.docsteach.org/documents/document/investiture-ceremony-justice-sonia-sotomayor>, August 2, 2021]

"I Want You for the U.S. Army Enlist Now"; 1941–1945; World War II Posters, 1942–1945; Records of the Office of Government Reports, Record Group 44; National Archives at College Park, College Park, MD. [Online Version, <https://www.docsteach.org/documents/document/i-want-you-for-the-us-army-enlist-now>, August 2, 2021]

Nomination of Sandra Day O'Connor as Supreme Court Justice; 8/19/1981; Executive Nominations, 1789–2002; Records of the U.S. Senate, Record Group 46; National Archives Building, Washington, DC. [Online Version, <https://www.docsteach.org/documents/document/nomination-sandra-day-oconnor>, August 2, 2021]

Opinion; 5/17/1954; Case File for *Brown et al. v. Board of Education of Topeka et al.*; Appellate Jurisdiction Case Files, 1792–2010; Records of the Supreme Court of the United States, Record Group 267; National Archives Building, Washington, DC. [Online Version, <https://www.docsteach.org/documents/document/opinion-brown-v-board>, August 2, 2021]

Photograph 022-DP-04399.jpg; Bald Eagle; 2000; 2189.jpg; Photographs from the National Digital Library, ca. 1998–2011; Records of the U.S. Fish and Wildlife Service, Record Group 22; National Archives at College Park, College Park, MD. [Online Version, <https://www.docsteach.org/documents/document/bald-eagle>, August 2, 2021]

Photograph 111-B-4220; Hon. Salmon P. Chase, Chief Justice, with Supreme Court Justices; ca. 1864; Mathew Brady Photographs of Civil War-Era Personalities and Scenes, 1921–1940; Records of the Office of the Chief Signal Officer, Record Group 111; National Archives at College Park, College Park, MD. [Online Version, <https://www.docsteach.org/documents/document/hon-salmon-p-chase-chief-justice-us>, August 2, 2021]

Photograph 330-CFD-DF-SD-02-03319.jpeg; Shot of the US Capitol with an American flag flying over it; 2/1/2001; DFSD0203319; Combined Military Service Digital Photographic Files, 1982–2007; Records of the Office of the Secretary of Defense, Record Group 330; National Archives at College Park, College Park, MD. [Online Version, <https://www.docsteach.org/documents/document/flag-over-capitol>, August 2, 2021]

Photograph 330-CFD-DF-ST-82-03923.jpeg; Presidential Helicopter Leaving the White House for Camp David; 6/8/1981; DFST8203923; Combined Military Service Digital Photographic Files, 1982 - 2007; Records of the Office of the Secretary of Defense, 1921–2008, Record Group 330; National Archives at College Park, College Park, MD. [Online Version, <https://www.docsteach.org/documents/document/presidential-helicopter>, August 2, 2021]

Photograph 406-NSB-046-Picture\_114.jpg; George Washington Memorial Parkway—United States Capitol; Digital Photographs Relating to America's Byways, ca. 1995–ca. 2013, Record Group 406; National Archives at College Park, College Park, MD. [Online Version, <https://www.docsteach.org/documents/document/united-states-capitol>, August 2, 2021]

Photograph P012017PS-0073; President Barack Obama Departs the Oval Office on Inauguration Day; 1/20/2017; Presidential Photographs, 1/20/2009–1/20/2017; Collection BHO-WHPO: Records of the White House Photo Office (Obama Administration); Barack Obama Presidential Library, Hoffman Estates, IL. [Online Version, <https://www.docsteach.org/documents/document/obama-departs-oval-office>, August 2, 2021]

Photograph WHPO-E0512-04A; President Nixon Prepares for Announcement; 03/29/1973; Nixon White House Photographs, 1/20/1969–8/9/1974; Collection: RN-RPO: White House Photo Office Collection (Nixon Administration); Richard Nixon Library, Yorba Linda, CA. [Online Version, <https://www.docsteach.org/documents/document/president-nixon-prepares-announcement>, August 2, 2021]

President Barack Obama's 2011 State of the Union Address; 1/25/2011; Presidential Photographs, 1/20/2009–1/20/2017; BHO-WHPO: Records of the White House Photo Office (Obama Administration); Barack Obama Presidential Library, Hoffman Estates, IL. [Online Version, <https://www.docsteach.org/documents/document/obama-2011-state-union>, August 2, 2021]

President George W. Bush, State of the Union Speech; 2/2/2005; HQ-P001463; 207-DP-9051—President George W. Bush, State of the Union Speech; Photographs Documenting the Secretary's Headquarters and Field Activities, and Agency Officials and Events, 2001–2014; General Records of the Department of Housing and Urban Development, Record Group 207; National Archives at College Park, College Park, MD. [Online Version, <https://www.docsteach.org/documents/document/bush-state-of-union>, August 2, 2021]

President George W. Bush with former Presidents George H.W. Bush, Bill Clinton, and Jimmy Carter and President Elect Barack Obama; 1/7/2009; Photographs Related to the George W. Bush Administration, 1/20/2001–1/20/2009; Records of the White House Photo Office (George W. Bush Administration); George W. Bush Library, Dallas, TX. [Online Version, <https://www.docsteach.org/documents/document/president-bush-with-former-presidents-bush-clinton-carter-and-president-elect-obama>, August 2, 2021]

President Lyndon B. Johnson Signing H.R. 18763, the Bill to Authorize Pre-School and Early Education Programs for Handicapped Children; 9/30/1968; Collection LBJ-WHPO: White House Photo Office Collection. [Online Version, <https://www.docsteach.org/documents/document/president-lyndon-b-johnson-signing-hr-18763-the-bill-to-authorize-preschool-and-early-education-programs-for-handicapped-children>, August 2, 2021]

The Presidential Seal; 1/18/1989; Records of the Office of the Secretary of Defense, Record Group 330. [Online Version, <https://www.docsteach.org/documents/document/the-presidential-seal>, August 2, 2021]

Roll Call Vote Tally on Senate Resolution 1564, the Voting Rights Act of 1965; 5/26/1965; Records of the U.S. Senate, Record Group 46. [Online Version, <https://www.docsteach.org/documents/document/roll-call-vote-tally-voting-rights-act>, August 2, 2021]

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