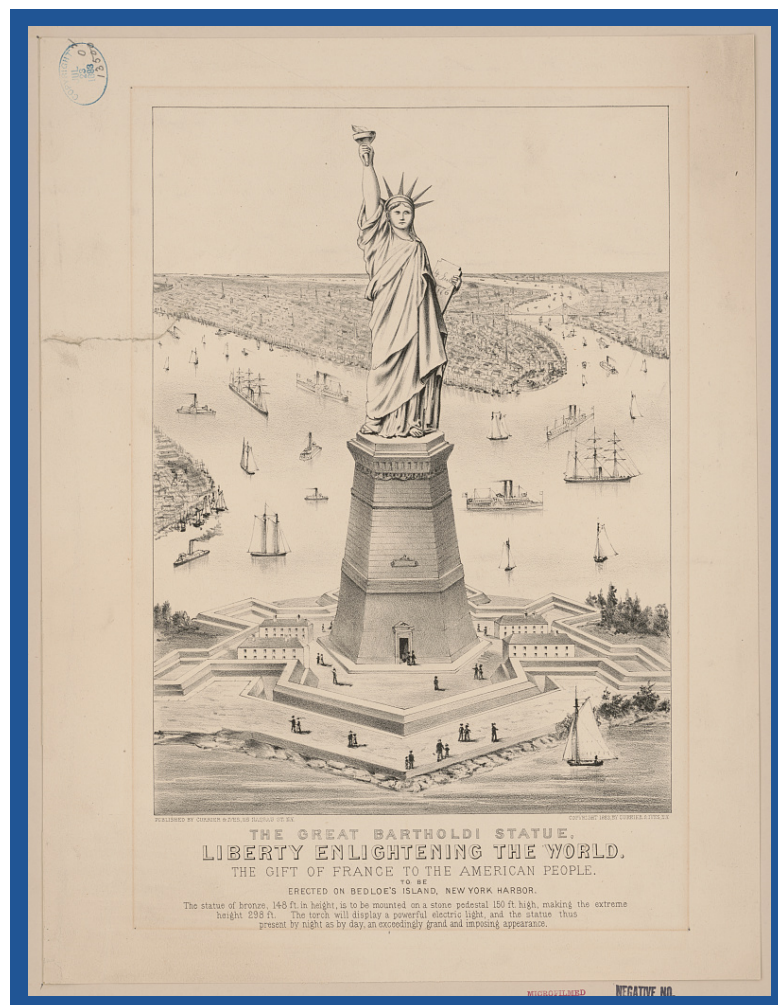




Balancing Liberty with Security

8 Grade Georgia Hub Inquiry
by Lisa Landers

What is the right balance between security and personal freedom?



Currier & Ives : a catalogue raisonné / compiled by Gale Research. Detroit, MI : Gale Research, c1983, no. 2789

Supporting Questions

1. What is the purpose of government according to Thomas Hobbes and John Locke?
2. How do the Nation's founding documents address the concepts of Liberty and Security?
3. How have historical events led Americans to reassess/alter the balance between security and liberty?

What is the right balance between security and personal freedom?

<p>Inquiry Standard</p>	<p>SS8H3: Analyze the role of Georgia in the American Revolutionary Era.</p> <p>Interpret the three parts of the Declaration of Independence (preamble, grievances, and declaration) and identify the three Georgia signers of the document.</p> <p>L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.</p>
<p>Staging the Compelling Question</p>	<p>Use the <i>Images of Liberty</i> primary source set to stimulate student thinking about what freedom means to them. Have students create a bubble map (independently or as a class) to create a “big picture” view of what liberty means to them.</p>

Supporting Question 1	Supporting Question 2	Supporting Question 3
<p>What is the purpose of government according to Thomas Hobbes and John Locke?</p>	<p>How do the Nation's founding documents address the concepts of Liberty and Security?</p>	<p>How have historical events led Americans to reassess/alter the balance between security and liberty?</p>
Formative Performance Task	Formative Performance Task	Formative Performance Task
<p>To complete this task have students watch the BBC video about Thomas Hobbes or read the the "Why Government" document by iCivics to introduce the two philosophes and their opinions on the purpose of government. In a t-chart list the viewpoints of each philosophe regarding how society agrees to to be governed or not. Use the attached images of primary sources to illustrate differing types of political power (absolute monarchy vs republic) and to help illustrate what people believe they have the right to do or own within society. Make sure to take note of the Latin phrasing around the coin and discuss the concept of Natural Rights as laid out by John Locke.</p>	<p>Explain how the US Constitution, Declaration of Independence, and/or the Bill of Rights address security as a theme. Do the same for liberty as a theme. Have students conduct a Close Reading of one or more of the documents and write a summary to conclude.</p>	<p>Students should choose on of the following events to investigate:</p> <ol style="list-style-type: none"> 1. The Cold War 2. The Pentagon Papers 3. September 11, 2011 <p>Students should use the attached sources to learn more about these events. Have students analyze the sources for the affects the event had upon American society. Write a thesis statement responding to supporting question #3. Have students search for one additional primary source on the web that supports their thesis statement.</p>
Featured Sources	Featured Sources	Featured Sources
<p>Source A: Examining the Social Contract Theory Secondary Sources Source B: Examining the Social Contract Theory Primary Sources</p>	<p>Source A: Transcript of Abraham Baldwin Draft Copy of the US Constitution Source B: Founding Documents Primary Sources</p>	<p>Source A: Pentagon Papers: NSA Receives Bell's OK on Surveillance, 1978 Source B: FBI File of Jane Dudley document & Restricting Soviet Travel in the US During the Cold War Map Source C: Federal Intelligence Security Act, Senate Intelligence Hearings, 1978 Source D: September 12, 2001 Artwork & The Ticking Time Bomb Political Cartoon Source E: Truman Signs the National Security Act article Source F: The Pentagon Papers Video Source G: House Joint Resolution, Declaring War, US Congress, 2001</p>

<p>Summative Performance Task</p>	<p>ARGUMENT Construct an argument (e.g., detailed outline, poster, essay) in response to the compelling question using specific claims and relevant evidence from historical sources, while acknowledging competing views.</p> <p>EXTENSION Create a visual representation of a scale/balance with each side representing the two parts of the compelling question. Fill each side with “must-haves” for security and liberty. Try to find the balance.</p>
<p>Taking Informed Action</p>	<p>UNDERSTAND Debate to what extent teenagers have privacy from their parents. What measures must parents take to keep their children safe while giving them the freedom to be themselves? Topics could include internet access, driving, phone use, etc.</p> <p>ASSESS Determine how important the issue of privacy is to students in the class.</p> <p>ACTION Write a letter to the editor of the local paper, member of the local school board, or the Parent-Teacher Association with recommendations for balancing freedom and security for teenagers.</p>

Inquiry Description

This is the lead inquiry to a series of inquiries that will center around civic education based on the theme of *The United States Constitution: Ensuring Liberty and Justice for All*. This 8th grade annotated inquiry asks students to consider what factors affect both freedoms and safety within society and how those terms are subjective regarding the differing needs of the citizenry. Students will be asked to consider the Social Contract Theory and how the Founding Fathers as well as everyday citizens attempt to find the balance between liberty and security. This inquiry guides students to think about their own freedoms and at what cost they would be willing to give up those freedoms. It presents the concept of government as a necessity for democratic society. Students will assess founding documents such as the Declaration of Independence, the U.S. Constitution, and the Bill of Rights to discover how these documents address these topics. Finally, students will assess major events within American history that have forced Americans to reconsider the balance between these two concepts.

Structure

This inquiry begins with an examination of the Social Contract Theory and the two major contributors to it, Thomas Hobbes and John Locke. From there students will assess documents related to the founding of the nation and explain how the Founding Fathers wove the themes of liberty and security into the documents. Finally, students will consider major events in American History that have caused the citizens of this nation reassess the balance between liberty and security.

Staging the Compelling Question

Compelling Question	What is the right balance between security and personal freedom?
Featured Sources	<ul style="list-style-type: none">• Source A: Images of Liberty: A Primary Source Set

Staging the compelling question

This brainstorming activity prompts students to consider everyday freedoms they both enjoy and rely upon. Students will have to think about what freedoms are important to them as well as those that are important to their classmates. Student responses will naturally be different from student to student. Students will have to assess the concept of liberty in regard to others'. This should lead to a discussion about students' own freedoms and how they may tread upon someone else's freedoms.

Compelling Question

Featured Source A

Images of Liberty: A Primary Source Set



Currier & Ives : a catalogue raisonné / compiled by Gale Research. Detroit, MI : Gale Research, c1983, no. 2789



Unidentified Photographer. *Anvil Shoot at Fourth of July Celebration.*, 1979. October. Photograph. <https://www.loc.gov/item/ncr001344/>.



Norman Rockwell (1894-1978), "Freedom of Worship," 1943. Oil on canvas, 46" x 35 1/2". Story illustration for "The Saturday Evening Post," February 27, 1943. Norman Rockwell Museum Collections. ©SEPS: Curtis Publishing, Indianapolis, IN.

<https://www.nrm.org/2012/10/collections-four-freed..>

Supporting Question 1

Supporting Question	What is the purpose of government according to Thomas Hobbes and John Locke?
Formative Performance Task	To complete this task have students watch the BBC video about Thomas Hobbes or read the the "Why Government" document by iCivics to introduce the two philosophes and their opinions on the purpose of government. In a t-chart list the viewpoints of each philosophe regarding how society agrees to to be governed or not. Use the attached images of primary sources to illustrate differing types of political power (absolute monarchy vs republic) and to help illustrate what people believe they have the right to do or own within society. Make sure to take note of the Latin phrasing around the coin and discuss the concept of Natural Rights as laid out by John Locke.
Featured Sources	<ul style="list-style-type: none"> ● Source A: Examining the Social Contract Theory Secondary Sources ● Source B: Examining the Social Contract Theory Primary Sources
Additional Materials	<ul style="list-style-type: none"> ● Abraham-Baldwin-Draft-Copy-with-Transcription.pdf (https://s3.amazonaws.com/idm-dev/u/3/5/6/f/5602/356f12ca7f94153dcc07db1b6e137b82bb7457e0.pdf) ● GHS Archival Records Online_AUG IDM.pdf (https://s3.amazonaws.com/idm-dev/u/0/5/9/9/5602/0599328a43a1d46beddc2913c3451a49e00b96bf.pdf)

Ask students to consider the Social Contract Theory and how it relates to government.

Formative Performance Task

Explain how the Social Contract Theory represents the balance between liberty and security.

Supporting Question 1

Featured Source A

Examining the Social Contract Theory Secondary Sources

Excerpt

Introduce the concept by providing access to one or both secondary sources (Thomas Hobbes, BBC Video or "Why Government?" by iCivics).

1. [Thomas Hobbes, BBC](#)
2. [Why Government?, iCivics](#)

Source:

Shearer, Harry (narrator) & Warburton, Nigel (writer). (2014). "Freedom vs Security: Freedom at any cost?" *History of Ideas*. [video]. BBC Radio 4. <https://www.bbc.co.uk/programmes/b04bwydw>

Foundations of Government. (n.d.). iCivics. Retrieved from <https://www.icivics.org/curriculum/foundations-gov..>

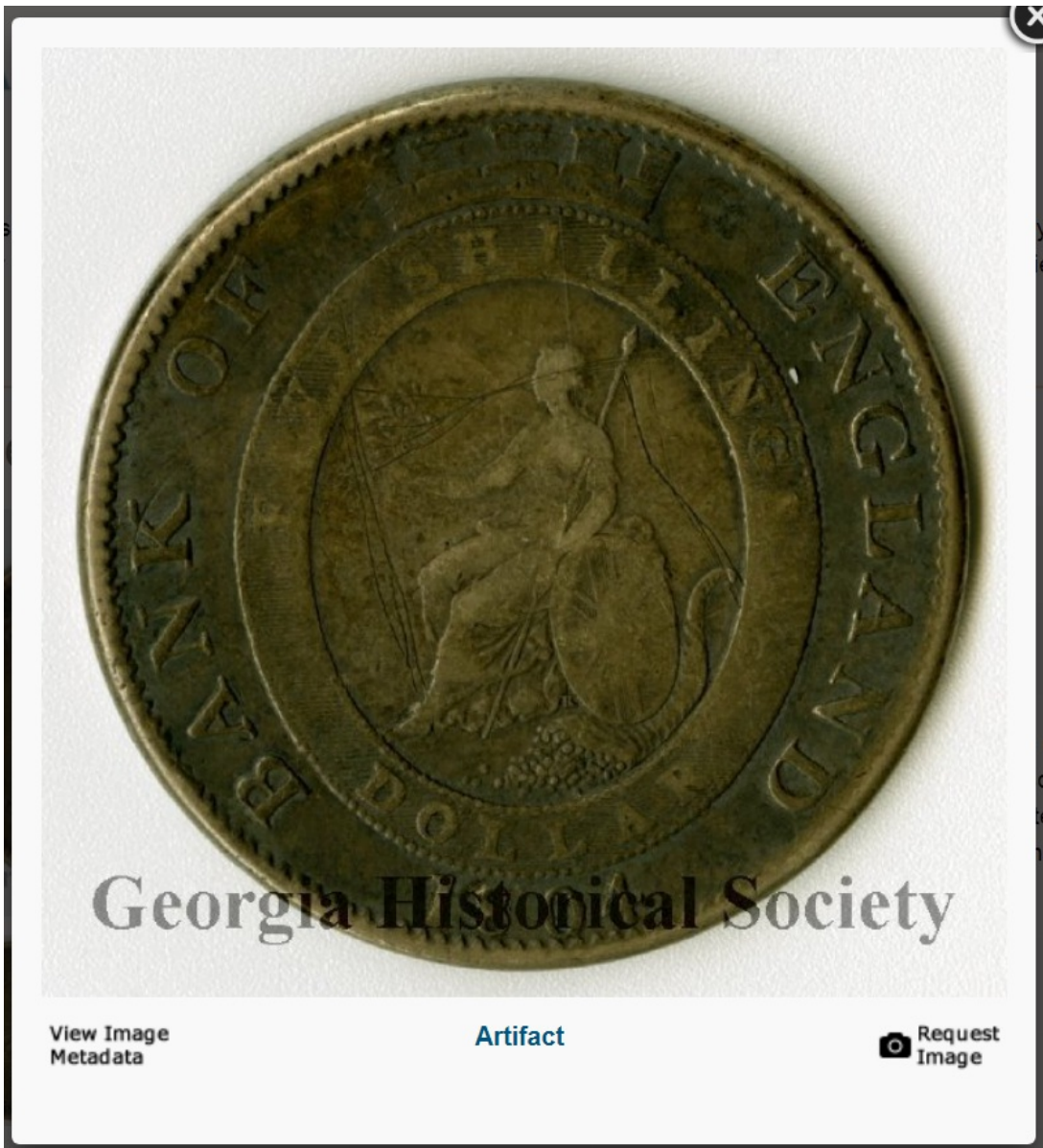
Supporting Question 1

Featured Source B

Examining the Social Contract Theory Primary Sources



Coin, Palmer family papers, MS 1281, Georgia Historical Society, Savannah, Georgia.



Coin, Palmer family papers, MS 1281, Georgia Historical Society, Savannah, Georgia.



Land Grant, Lewis Strickland land grant, MS 771, Georgia Historical Society, Savannah, Georgia.

Supporting Question 2

Supporting Question	How do the Nation's founding documents address the concepts of Liberty and Security?
Formative Performance Task	Explain how the US Constitution, Declaration of Independence, and/or the Bill of Rights address security as a theme. Do the same for liberty as a theme. Have students conduct a Close Reading of one or more of the documents and write a summary to conclude.
Featured Sources	<ul style="list-style-type: none"> ● Source A: Transcript of Abraham Baldwin Draft Copy of the US Constitution ● Source B: Founding Documents Primary Sources
Additional Materials	<ul style="list-style-type: none"> ● BillofRights.pdf (https://s3.amazonaws.com/idm-dev/u/c/2/a/3/5602/c2a39d28e65f9604216486ae341c4c8dc39955a1.pdf) ● declaration_of_independence.pdf (https://s3.amazonaws.com/idm-dev/u/0/3/f/5/5602/03f508b78f477aa41193971f415a9f89097b0811.pdf) ● GHS Archival Records Online AUG IDM.pdf (https://s3.amazonaws.com/idm-dev/u/0/5/9/9/5602/0599328a43a1d46beddc2913c3451a49e00b96bf.pdf)

The question asks students to utilize their understanding of the Social Contract Theory and apply that knowledge to the founding documents. The Founding Fathers utilized theories of the Enlightenment to write the founding documents. This was no easy task, as many had differing opinions on how to balance liberty and security in the American Government. Freedom from tyranny and the right to protect oneself from an oppressive government was on the forefront of the founders minds.

Formative Performance Task

Choose excerpts of the sources below or choose to analyze one document. Students should complete a [Close Reading](#) of each chosen source. Close Reading means the students will read the document at least three times to gain an understanding of it and texts should be chunked according to students' reading levels.

Close Reading:

1. Read the document without any analysis. Circle or underline words that you do not know. (Look up or review any terms or phrases that need to be defined for students.)
2. Read the document for understanding. Summarize what the document is telling you. Have students write any questions they have in the margins or on their own paper.
3. Read the document and highlight words or phrases that relate to liberty and security. Compile a list of those terms.

Supporting Question 2

Featured Source A

Transcript of Abraham Baldwin Draft Copy of the US Constitution

Excerpt

[Preamble of the United States Constitution from Abraham Baldwin's \(GA\) annotated draft of the US Constitution printed during the Constitutional Convention of 1787, GHS](#)

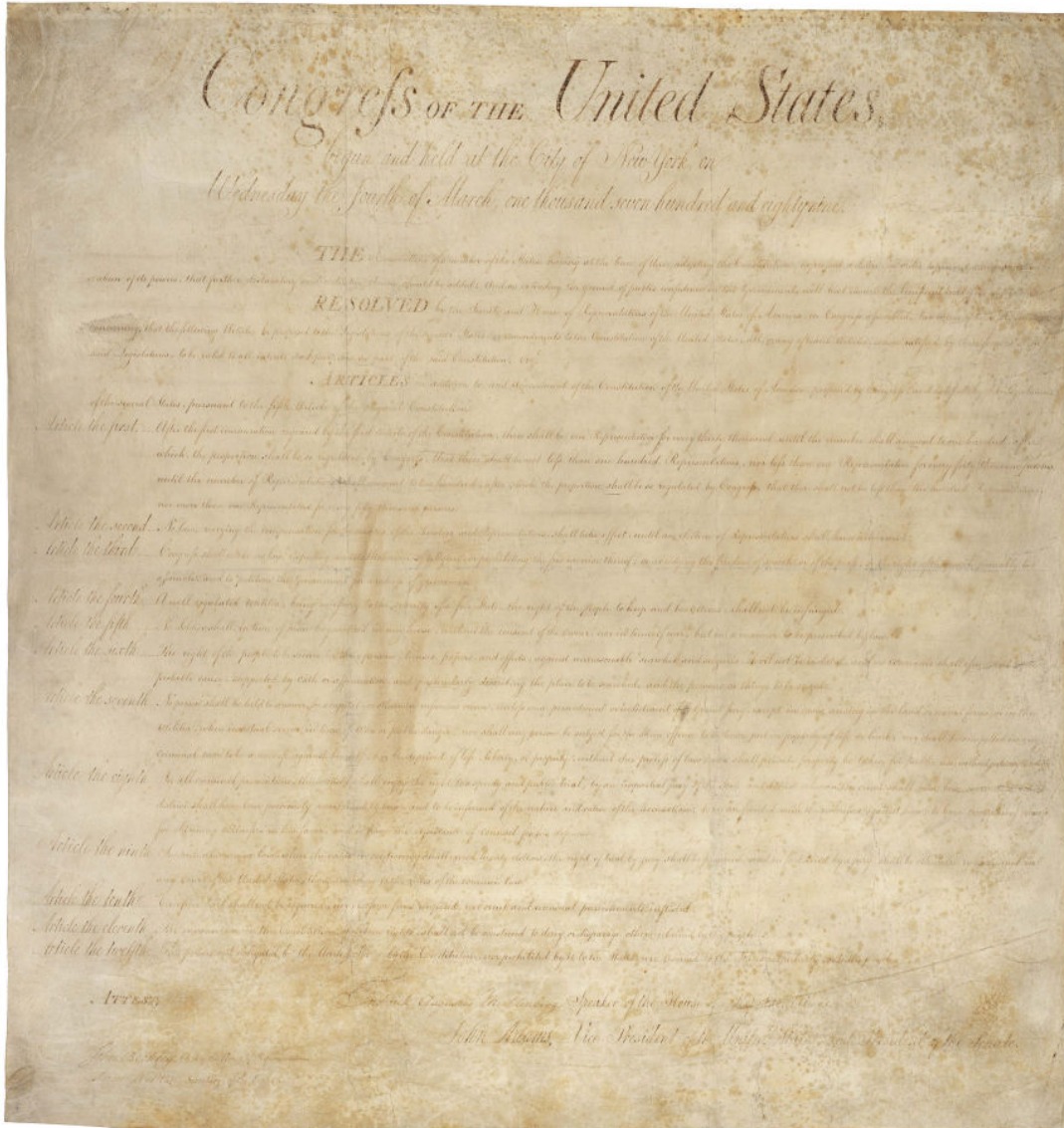
Source:

United States Constitution draft annotated by Abraham Baldwin, MS 1703, Georgia Historical Society, Savannah, Georgia.

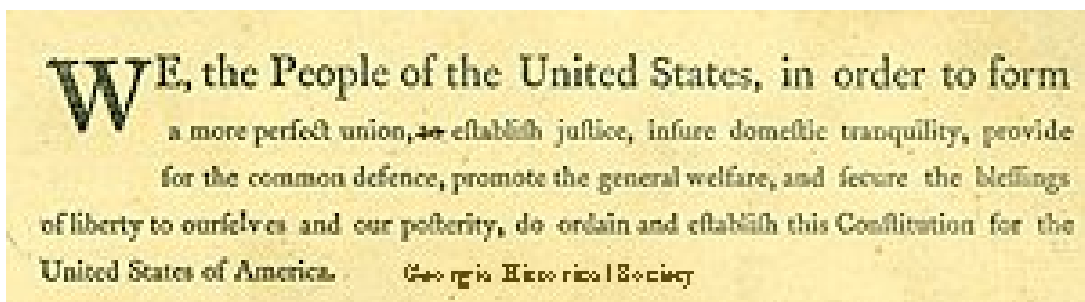
Supporting Question 2

Featured Source B

Founding Documents Primary Sources



Bill of Rights Institute. (n.d.). Bill of Rights [transcript]. Retrieved from <http://www.billofrightsinstitute.org/founding-docu..>



United States Constitution draft annotated by Abraham Baldwin, MS 1703, Georgia Historical Society, Savannah, Georgia.

A Declaration by the Representatives of the UNITED STATES OF AMERICA, in General Congress assembled.

When in the course of human events it becomes necessary for ^{one} people to dissolve the political bands which have connected them with another, and to ~~assume among the powers of the earth the same station to which the laws of nature & of nature's god entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to ~~take~~ ^{the} separation.~~

We hold these truths to be ^{self-evident,} that all men are created equal & independent, that ^{they are endowed by their creator with certain} rights, that among ^{these} are ~~life, liberty, & the pursuit of happiness;~~ ^{life, liberty, & the pursuit of happiness;} that to secure these ^{rights,} governments are instituted among men, deriving their just powers from the consent of the governed; that whenever any form of government ~~shall~~ becomes destructive of these ends, it is the right of the people to alter or to abolish it, & to institute new government, laying its foundation on such principles & organizing its powers in such form, as to them shall seem most likely to effect their safety & happiness. ^{prudence indeed} will dictate that governments long established should not be changed for light & transient causes: and accordingly all experience hath shewn that mankind are more disposed to suffer while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. but when a long train of abuses & usurpations [begun at a distinguished period] & pursuing invariably the same object, evinces a design to ~~reduce~~ ^{bring} them ~~to absolute Despotism,~~ ^{under absolute Despotism,} it is their right, it is their duty, to throw off such ~~government,~~ ^{to provide new guards for their future security,} such has been the patient sufferance of these colonies; & such is now the necessity which constrains them to ~~exchange~~ ^{alter} their former systems of government. the history of ~~the~~ ^{the} present ~~is~~ ^{* King of Great Britain} is a history of ~~unremitting~~ ^{repeated} injuries and usurpations, [among which, ~~no~~ ^{appears no solitary fact} ~~fact~~ ^{in fact} ~~to~~ ^{in fact} ~~contradict~~ ^{in fact} the uniform tenor of the rest,] ~~all of which~~ ^{in fact} have in direct object the establishment of an absolute tyranny over these states. to prove this, let facts be submitted to a candid world, [for the truth of which we pledge a faith not unallied by falsehood.]

United States, Dunlap, J., Force, P., Ridgely, D. & Printed Ephemera Collection. (1776) In Congress, July 4, a declaration by the representatives of the United States of America, in General Congress assembled. [Philadelphia: Printed by John Dunlap] [Image] Retrieved from the Library of Congress, <https://www.loc.gov/item/2003576546/>.

Supporting Question 3

Supporting Question	How have historical events led Americans to reassess/alter the balance between security and liberty?
Formative Performance Task	<p>Students should choose on of the following events to investigate:</p> <ol style="list-style-type: none"> 1. The Cold War 2. The Pentagon Papers 3. September 11, 2011 <p>Students should use the attached sources to learn more about these events. Have students analyze the sources for the affects the event had upon American society. Write a thesis statement responding to supporting question #3. Have students search for one additional primary source on the web that supports their thesis statement.</p>
Featured Sources	<ul style="list-style-type: none"> ● Source A: Pentagon Papers: NSA Receives Bell's OK on Surveillance, 1978 ● Source B: FBI File of Jane Dudley document & Restricting Soviet Travel in the US During the Cold War Map ● Source C: Federal Intelligence Security Act, Senate Intelligence Hearings, 1978 ● Source D: September 12, 2001 Artwork & The Ticking Time Bomb Political Cartoon ● Source E: Truman Signs the National Security Act article ● Source F: The Pentagon Papers Video ● Source G: House Joint Resolution, Declaring War, US Congress, 2001
Additional Materials	<ul style="list-style-type: none"> ● hearings on FISA 1978 (1).pdf (https://s3.amazonaws.com/idm-dev/u/3/c/5/b/5602/3c5bac5e17fb2c2557d834443a41d89abb605b87.pdf) ● GHS Archival Records Online AUG IDM.pdf (https://s3.amazonaws.com/idm-dev/u/0/5/9/9/5602/0599328a43a1d46beddc2913c3451a49e00b96bf.pdf)

This question asks students to consider why the balance between liberty and security may change over time. It asks students to investigate major historical events that have altered American's perception of security as a nation leading to changes in the liberties we possess.

Formative Performance Task

Students analyze major events in American history to understand the ever changing nature of our freedoms in light of maintaining security. For each event there are three sources attached for student analysis.

The Cold War:

- "Truman Signs the National Security Act", History.com
- FBI File of Jane Dudley, dancer and suspected communist party member, 1944, LOC
- "Restricting Soviet Travel in the U.S. During the Cold War", Timothy Ong, LOC –Blog w/ primary source map

The Pentagon Papers:

- newspaper article, "NSA Receives Bell's Ok for Surveillance", 1978, GHS
- *FISA Hearings 1978*, US Senate Intelligence
- "The Pentagon Papers", History.com

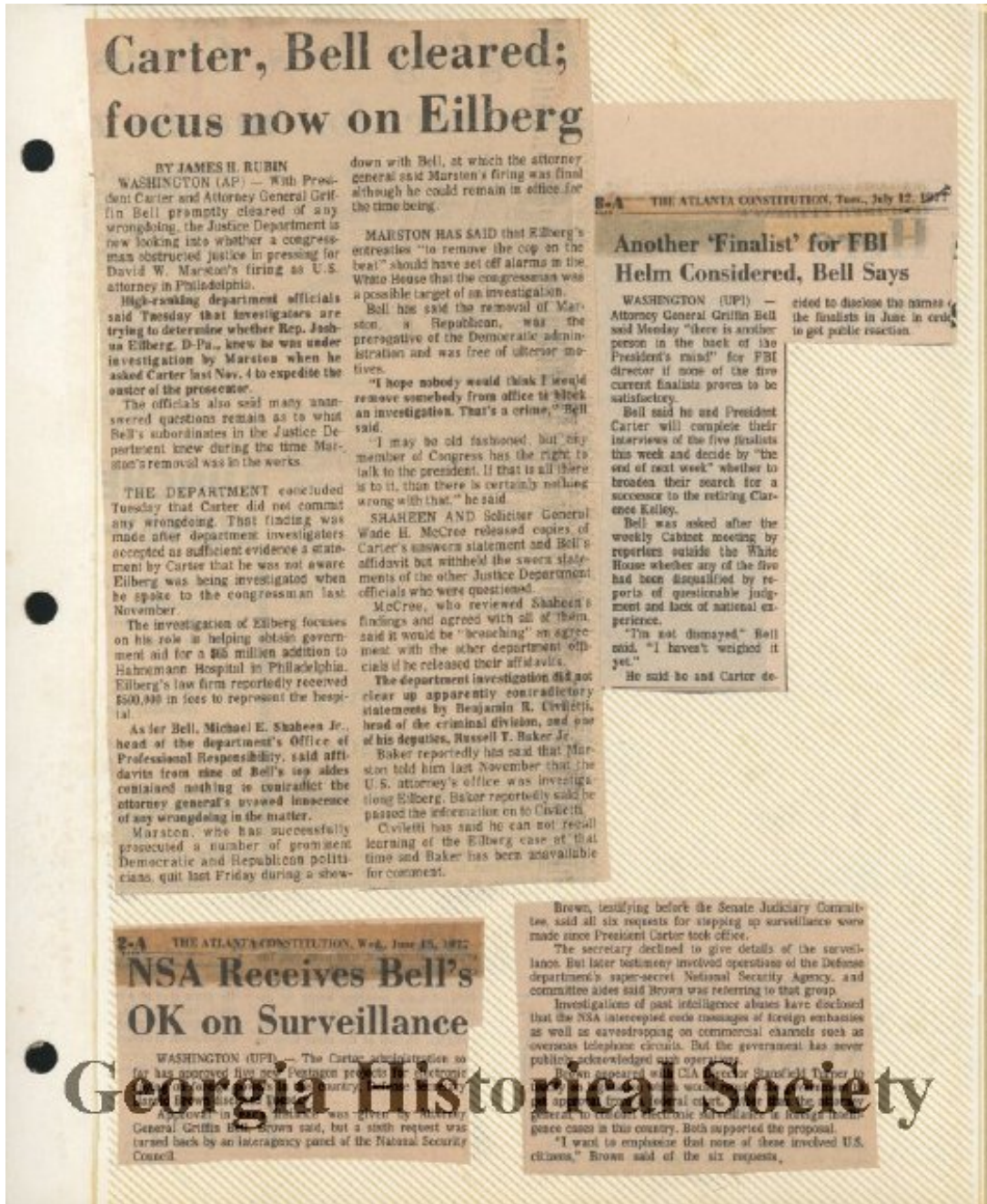
September 11, 2001

- HJ Res. 62, Declaring War, US Congress, 2001
- *September 12, 2001, New Vocabulary*, Liz Johnson, 2001, LOC
- *The Ticking Time Bomb Scenario*, Matt Bors, 2007, OSU

Supporting Question 3

Featured Source A

Pentagon Papers: NSA Receives Bell's OK on Surveillance, 1978

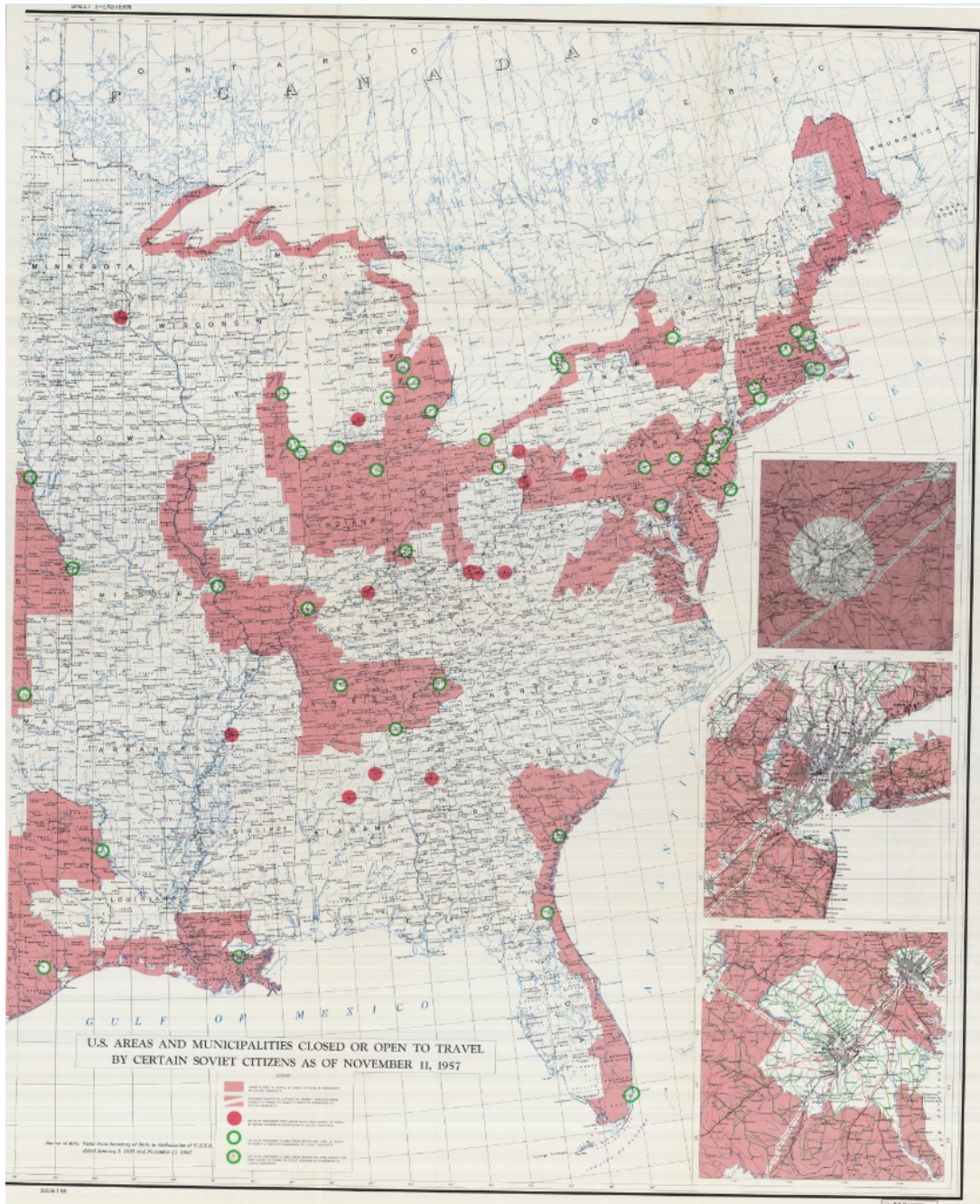


Scrapbook page of newspaper clippings. Griffin Bell papers, MS 2305, Georgia Historical Society, Savannah, Georgia.

Supporting Question 3

Featured Source B

FBI File of Jane Dudley document & Restricting Soviet Travel in the US During the Cold War Map



“U.S. Areas and Municipalities Closed or Open to Travel by Certain Soviet Citizens As of November 11, 1957.” US State Department, 1957. Wallace R. Brode Map Collection, Geography and Map Division, Library of Congress. <https://blogs.loc.gov/maps/2017/08/restricting-sov..>

FEDERAL BUREAU OF INVESTIGATION

Form No. 1
THIS CASE ORIGINATED AT **NEW YORK, NEW YORK** NY FILE NO. **100-57768 AG**

REPORT MADE AT NEW YORK, NEW YORK	DATE WHEN MADE 8/28/44	PERIOD FOR WHICH MADE 8/12, 14, 16-19, 21/44	REPORT MADE BY <div style="border: 1px solid black; width: 100px; height: 15px;"></div>
TITLE MRS. LEO HUBWITZ, with alias Jane Dudley		CHARACTER OF CASE SECURITY MATTER - C	

SYNOPSIS OF FACTS:

Informant states subject was transferred from Branch G, Section C, New York County CP to 1st and 2nd A.D. Sections of the CP, Manhattan, 12/6/43. Possessed CP book No. 7347. Investigation indicates subject married and associated with the New Dance Group, Inc., as a dancer in NYC. She is mentioned occasionally in the Daily Worker as appearing before benefits under the auspices of the IWO and the School for Democracy, both in NY. No information obtained indicating she is actively engaged in CP affairs.

- C -

DETAILS:

This investigation is predicated upon the receipt of information from Confidential Informant T-1, who advised on December 17, 1943, that JANE DUDLEY of 15 East 12 Street, New York, was transferred from Branch G, Section C, New York County Communist Party to the 1st and 2nd A.D. Sections, Communist Party of Manhattan, on December 6, 1943. At the time of her transfer she possessed party book No. 7347.

The Daily Worker was examined and it was noted that the issue of December 22, 1940, page 7, column 3, reported that JANE DUDLEY and her dance group were to appear at a benefit concert under the auspices of the IWO at Heckscher Theater, 104 Street and Fifth Avenue that evening at 8:30.

The Daily Worker of June 22, 1943, page 7, column 2, reported that JANE DUDLEY of the New Dance Group Studio was

APPROVED AND FORWARDED: <i>C. C. Conroy</i>	SPECIAL AGENT IN CHARGE	DO NOT WRITE IN THESE SPACES
COPIES DESTROYED REPORT	100-332385	RECORDED
5 - Bureau	100-436908-X	INDEXED
1 - <div style="border: 1px solid black; width: 100px; height: 15px;"></div> D of I, 2 SC	AUG 31 1944	EX-23
3 - New York	COPY IN FILE	

Facsimile of first page of Jane Dudley's FBI file. Victoria Phillips Collection, Music Division, Library of Congress (048.01.00). Retrieved from <https://www.loc.gov/exhibits/politics-and-dance/tu..>

Supporting Question 3

Featured Source C

Federal Intelligence Security Act, Senate Intelligence Hearings, 1978

Excerpt

I believe this bill is remarkable not only in the way it has been developed, but also in the fact that for the first time in our society the clandestine intelligence activities of our government shall be subject to the regulation and receive the positive authority of a public law for all to inspect. President Carter stated it very well-in 'announcing this bill when he -said that- "one- of the-most-difficult 13 tasks in a free society like our own is the correlation between adequate intelligence to guarantee our nation's security on the one hand, and the preservation of basic human rights on the other." It is a very delicate balance to strike, but one which is necessary in our society, 'and a balance which cannot be achieved by sacrificing either our nation's security or our civil liberties. In my view this bill strikes the balance, sacrifices neither our security nor our civil liberties, and assures that the abuses of the past will -remain in the past and that the dedicated and patriotic men and women who serve this country in intelligence positions, often under substantial hardships and even danger, will have the attirtuation of Congress that their activities are proper and necessary. ([FISA Hearings 1978, US Senate Intelligence](#))

PREPARED STATEMENT OF HON. GRIFFIN B. BELL, ATTORNEY GENERAL OF THE UNITED STATES, BEFORE THE SENATE JUDICIARY COMMITTEE, SUBCOMMITTEE ON CRIMINAL LAWS AND PROCEDURES

Source:

Foreign Intelligence Surveillance Act of 1978: Hearings before the Subcommittee on Intelligence and the Rights of Americans of the Select Committee on Intelligence of the United States Senate, Senate, 95th Congress. 1, 11-13 (1978) (Testimony of Griffin Bell).

Supporting Question 3

Featured Source D

September 12, 2001 Artwork & The Ticking Time Bomb Political Cartoon

September 12, 2001

NEW VOCABULARY:

Ground Zero

The Pile

suicide hijackers

Missing

The Office of Homeland Security

Heightened state of alert

Security checkpoints

Anthrax

Bioterrorism

Cipro

Stockpiling supplies

Military tribunals

Sky marshals

Covert operations

Patriotic shopping

Sir Rudy Giuliani

Johnson, Liz. *September 12, 2001, new vocabulary ground zero, the pile, suicide hijackers, missing ...* Digital Print. 2001. Library of Congress, Prints & Photographs Division, Exit Art's "Reactions" Exhibition Collection [reproduction number, e.g., LC-USZ62-123456]. Retrieved from <http://www.loc.gov/pictures/item/2002716328/>



Matt Bors Collection, The Ohio State University, Billy Ireland Cartoon Library & Museum

Supporting Question 3

Featured Source E

Truman Signs the National Security Act article

Excerpt

[Truman Signs the National Security Act, History. C..](#)

Source:

History.com Staff. (2009). "Truman Signs the National Security Act" [This Day in History]. Retrieved from <http://www.history.com/this-day-in-history/truman-..>

Supporting Question 3

Featured Source F

The Pentagon Papers Video

Excerpt

[The Pentagon Papers, History.com](http://www.history.com/topics/vietnam-war/pentagon..)

Source:

History.com Staff. (2011) the Pentagon Papers [video]. Retrieved from <http://www.history.com/topics/vietnam-war/pentagon..>

Supporting Question 3

Featured Source G

House Joint Resolution, Declaring War, US Congress, 2001

Excerpt

[HJ Res. 62, Declaring War, US Congress, 2001](#)

Source:

Declaring a state of war between the United States and international terrorists and their sponsors, H.R. 62, 107th Congress. (2001). Retrieved from <https://www.congress.gov/107/bills/hjres62/BILLS-1..>

Summative Performance Task

Compelling Question	What is the right balance between security and personal freedom?
Argument	Construct an argument (e.g., detailed outline, poster, essay) in response to the compelling question using specific claims and relevant evidence from historical sources, while acknowledging competing views.
Extension	Create a visual representation of a scale/balance with each side representing the two parts of the compelling question. Fill each side with “must-haves” for security and liberty. Try to find the balance.

Argument

Students should use the thesis statement they created for formative task #3 to write a full length essay responding to the compelling question.

Extension

Students should debate differing issues to try to find the balance.

Taking Informed Action

Understand	Debate to what extent teenagers have privacy from their parents. What measures must parents take to keep their children safe while giving them the freedom to be themselves? Topics could include internet access, driving, phone use, etc.
Assess	Determine how important the issue of privacy is to students in the class.
Action	Write a letter to the editor of the local paper, member of the local school board, or the Parent-Teacher Association with recommendations for balancing freedom and security for teenagers.

Allow students to apply the concept of balancing liberty and security in their own lives by assessing their right to privacy.

- [Aug IDM Bibliography pdf.pdf](https://s3.amazonaws.com/idm-dev/u/8/8/3/6/5602/88362ef10721bcfa8f1aba09bcc687a0f6534bef.pdf) (https://s3.amazonaws.com/idm-dev/u/8/8/3/6/5602/88362ef10721bcfa8f1aba09bcc687a0f6534bef.pdf)
- [GHS Archival Records Online AUG IDM.pdf](https://s3.amazonaws.com/idm-dev/u/0/5/9/9/5602/0599328a43a1d46beddc2913c3451a49e00b96bf.pdf) (https://s3.amazonaws.com/idm-dev/u/0/5/9/9/5602/0599328a43a1d46beddc2913c3451a49e00b96bf.pdf)

