

The Library of Congress Home Page

The screenshot shows the Library of Congress website home page. At the top left is the logo with the text "The LIBRARY of CONGRESS" and a small image of the building. To the right is a search bar with a "SEARCH" button and a link for "More Search Options". Below the header is a navigation menu titled "Resources for..." with links for Kids, Families; Librarians; Publishers; Researchers; Teachers; and Visitors. A "Library Resources" section lists various services like "About the Library", "Ask a Librarian", "Braille, Audio Materials", "Copyright Office", "Digital Preservation", "Jobs/Fellowships", "Kluwe Center", "Law Library of Congress", "Library Catalog", "Poetry", and "Support the Library". The main content area features a row of five colored boxes: "LIBRARY CATALOGS" (Physical holdings, online resources), "AMERICAN MEMORY" (Historic maps, photos, documents, audio and video), "ONLINE EXHIBITIONS" (Virtual tours of our galleries), "GLOBAL GATEWAY" (Multilingual digital resources on world culture), and "THOMAS" (Current legislative information). Below this is a "HIGHLIGHTS FROM THE LIBRARY" section with three columns: "Wise Guide" (Our monthly magazine features Civil War maps, 9/11, garlic), "Webcasts" (Ted Kooser & John Prine, More poetry events), "Veterans History Project" (Extraordinary wartime stories of ordinary Americans), "Today in History" (April 20, From the American Memory collections), "Shop at the Library" (Prints, photographs, Books, documents), and "LIBRARY NEWS & EVENTS" (New in the National Recording Registry, The James Madison Papers, Culture and History of the Americas, The Library Today - News, Events and Features).

The LIBRARY of CONGRESS

SEARCH

More Search Options

Resources for...

- Kids, Families
- Librarians
- Publishers
- Researchers
- Teachers
- Visitors

Library Resources

- About the Library
- Ask a Librarian
- Braille, Audio Materials
- Copyright Office
- Digital Preservation
- Jobs/Fellowships
- Kluwe Center
- Law Library of Congress
- Library Catalog
- Poetry
- Support the Library

LIBRARY CATALOGS
Physical holdings, online resources

AMERICAN MEMORY
Historic maps, photos, documents, audio and video

ONLINE EXHIBITIONS
Virtual tours of our galleries

GLOBAL GATEWAY
Multilingual digital resources on world culture

THOMAS
Current legislative information

HIGHLIGHTS FROM THE LIBRARY

Wise Guide
Our monthly magazine features Civil War maps, 9/11, garlic

Webcasts
Ted Kooser & John Prine
More poetry events

Veterans History Project
Extraordinary wartime stories of ordinary Americans

Today in History April 20
From the American Memory collections

Shop at the Library
Prints, photographs
Books, documents

LIBRARY NEWS & EVENTS

- New in the National Recording Registry
Fifty historic and significant sound recordings added
- The James Madison Papers
Father of the Constitution online
- Culture and History of the Americas
New exhibit opens April 20
- The Library Today - News, Events and Features
The latest from America's library

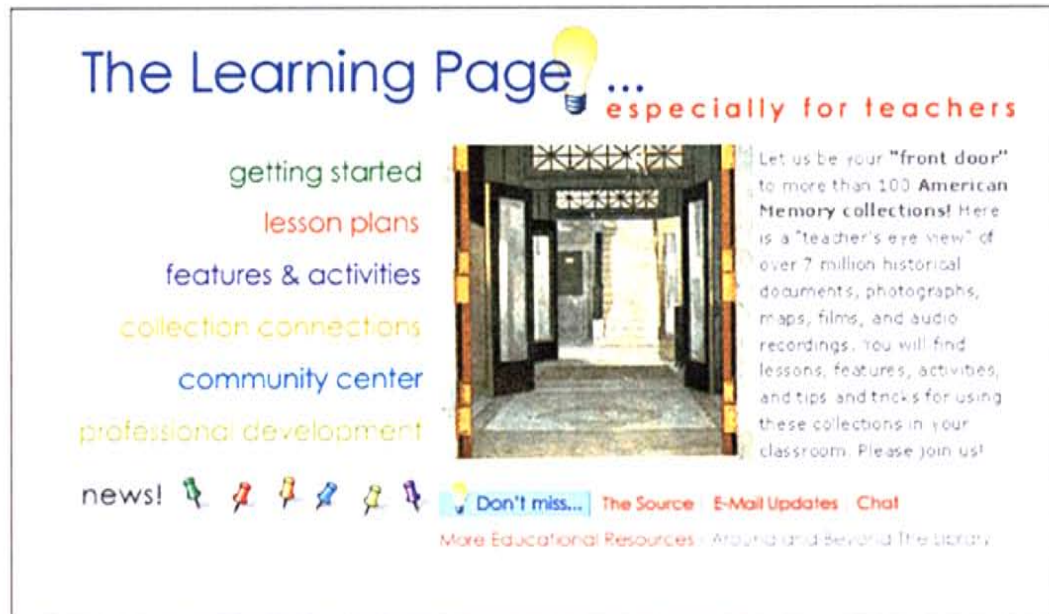
Site Map | Contact | Accessibility | Legal


www.loc.gov

Quick Reference Guide


Page	Key Features
 <p>Send the Librarian Welcome from the Office of the Librarian http://www.loc.gov/about/</p>	<ul style="list-style-type: none"> ➤ Welcome ➤ History, Mission, and Priorities ➤ Speeches and Statements ➤ Biography
 <p>American Memory US History & Culture http://memory.loc.gov/</p>	<ul style="list-style-type: none"> ➤ Collection Finder and Search Pages ➤ Today in History ➤ Featured Collection ➤ Frequently Asked Questions
<p>The Learning Page... <small>EXCLUSIVELY FOR TEACHERS</small></p> <p>http://memory.loc.gov/learn/</p>	<ul style="list-style-type: none"> ➤ Orientation and Search Tips ➤ Student Activities and Lesson Plans ➤ Educators' Programs and Resources ➤ Community Center
<p>Ask a librarian...</p> <p><small>an online reference service from the Library of Congress</small> http://www.loc.gov/rr/askalib/</p>	<ul style="list-style-type: none"> ➤ Online Reference Service ➤ Query Library Reading Rooms ➤ Links to Library Programs and Services ➤ Chat Service
 <p>America's Library <small>for Kids and Families</small> http://www.americaslibrary.gov/</p>	<ul style="list-style-type: none"> ➤ Meet Amazing Americans ➤ Jump Back in Time ➤ See, Hear, and Sing ➤ Explore the States
 <p>THOMAS <small>As the Spirit of Thomas Jefferson is written in the Library of Congress</small> http://thomas.loc.gov/</p>	<ul style="list-style-type: none"> ➤ Text and Status of Legislation ➤ Congressional Record ➤ Committee Information ➤ Historical Documents ➤ Congress & Legislative Agencies
 <p>GLOBAL GATEWAY <small>World Culture & Resources</small> http://international.loc.gov/intldl/</p>	<ul style="list-style-type: none"> ➤ Special International Guides ➤ Meeting of Frontiers Russia/USA ➤ Parallel Histories Spain/USA ➤ Portals to the World
 <p>Exhibitions <small>Online Galleries</small> http://www.loc.gov/exhibits/</p>	<ul style="list-style-type: none"> ➤ Featured Exhibits ➤ More Exhibitions Online ➤ Treasure Talks
 <p>Wise Guide <small>It's Fun to Know History</small> http://www.loc.gov/wiseguide/</p>	<ul style="list-style-type: none"> ➤ Online Magazine ➤ Timely Web Features ➤ Archives
 <p>THE CENTER FOR THE BOOK <small>LIBRARY OF CONGRESS</small> http://www.loc.gov/loc/cfbook/</p>	<ul style="list-style-type: none"> ➤ Affiliates and Partners ➤ Themes and Projects ➤ Publications ➤ Literary Events

The Learning Page










The Learning Page  ... especially for teachers

getting started
lesson plans
features & activities
collection connections
community center
professional development



Let us be your "front door" to more than 100 **American Memory collections!** Here is a "teacher's eye view" of over 7 million historical documents, photographs, maps, films, and audio recordings. You will find lessons, features, activities, and tips and tricks for using these collections in your classroom. Please join us!

news!        Don't miss... [The Source](#) [E-Mail Updates](#) [Chat](#)
[More Educational Resources](#) [Around and Beyond The Library](#)

www.loc.gov/learn

The Learning Page is an online resource, created especially for teachers.

It includes:

- Lesson Plans
- Classroom Activities
- Online Chat
- Self-paced Workshops
- How to Search
- How to Use Offline

What is a Primary Source?

Simply put, primary sources are the original items or records that have survived from the past – such as clothing, letters, photographs, and manuscripts. They were part of a direct personal experience of a time or event. The online collections of the Library of Congress American Memory project are comprised of primary sources. For the

purpose of contrast, it is important to note that secondary sources are created by documenting or analyzing someone else's experience to provide a perspective or framework of a past event. They may have been written long after an event took place and include items such as textbooks, encyclopedias, biographies, and documentaries.

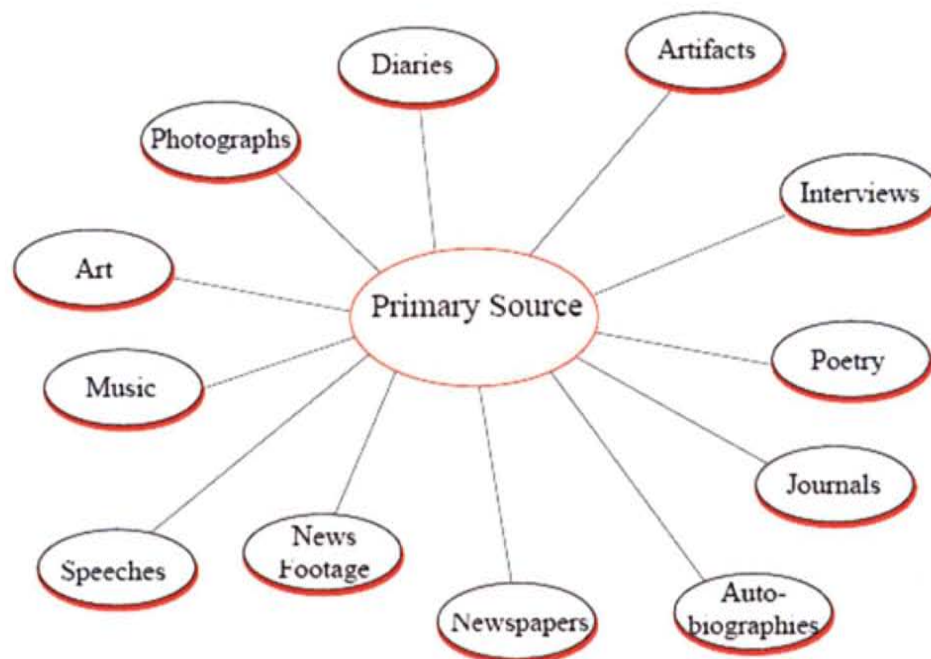
















Figure 2.1: Primary Source Examples

<p style="text-align: center;">Maps</p> 	<p style="text-align: center;">Pamphlets</p> 	<p style="text-align: center;">Posters</p> 	<p style="text-align: center;">Advertisements</p> 																																																
<p style="text-align: center;">Newspaper Articles</p> 	<p style="text-align: center;">Personal Letters</p> 	<p style="text-align: center;">Diaries</p> 	<p style="text-align: center;">Prescriptions</p> 																																																
<p style="text-align: center;">Wills</p> <p style="text-align: center;">LAST WILL & TESTAMENT OF BRIGHAM YOUNG, EXECUTED BY LAWYER MARKS AT SALT LAKE CITY</p> 	<p style="text-align: center;">School Records</p> 	<p style="text-align: center;">Guest Registers</p> 	<p style="text-align: center;">Memberships</p> <p style="text-align: center;">+ THE RED CROSS + WANTS YOU NEEDS YOU EXPECTS YOU TO ENROLL NOW FOR 1920 MEMBERSHIP ONLY \$1.00 NECESSARY</p> <p style="text-align: center;">WHAT FOR? TO KEEP UP ITS ACTIVITIES SUCH AS HOME SERVICE TO FAMILIES OF SOLDIERS AND SAILORS CARE FOR WAR ORPHANS AND SUFFERERS IN EUROPE RELIEF IN EPIDEMIC AND HOSPITALS HELP FOR WOUNDED IN MILITARY HOSPITALS CHILD WELFARE WORK HOME - WELFARE FIRST AID</p>																																																
<p style="text-align: center;">Financial Records</p> 	<p style="text-align: center;">Census Records</p> <table border="1" data-bbox="503 1564 771 1900"> <tr> <td>Carroll, Frank</td> <td>20</td> <td>21</td> <td>3</td> </tr> <tr> <td>Lara, R.</td> <td>20</td> <td>2</td> <td>20</td> </tr> <tr> <td>Lara, B.</td> <td>20</td> <td>21</td> <td>2</td> </tr> <tr> <td>James, Ellen</td> <td>20</td> <td>7</td> <td>30</td> </tr> <tr> <td>Winters, George</td> <td>20</td> <td>21</td> <td>24</td> </tr> <tr> <td>Hiltner, A.</td> <td>20</td> <td>21</td> <td>22</td> </tr> <tr> <td>Clasme, E.</td> <td>20</td> <td>21</td> <td>2</td> </tr> <tr> <td>W. Marshall, George B.</td> <td>20</td> <td>21</td> <td>38</td> </tr> <tr> <td>W. George</td> <td>20</td> <td>21</td> <td>24</td> </tr> <tr> <td>W. Hill, Harry</td> <td>20</td> <td>21</td> <td>20</td> </tr> <tr> <td>W. L. Chas. P.</td> <td>20</td> <td>21</td> <td>30</td> </tr> <tr> <td>W. R. R.</td> <td>20</td> <td>21</td> <td>30</td> </tr> </table>	Carroll, Frank	20	21	3	Lara, R.	20	2	20	Lara, B.	20	21	2	James, Ellen	20	7	30	Winters, George	20	21	24	Hiltner, A.	20	21	22	Clasme, E.	20	21	2	W. Marshall, George B.	20	21	38	W. George	20	21	24	W. Hill, Harry	20	21	20	W. L. Chas. P.	20	21	30	W. R. R.	20	21	30	<p style="text-align: center;">Oral Histories</p> 	<p style="text-align: center;">Speeches</p> 
Carroll, Frank	20	21	3																																																
Lara, R.	20	2	20																																																
Lara, B.	20	21	2																																																
James, Ellen	20	7	30																																																
Winters, George	20	21	24																																																
Hiltner, A.	20	21	22																																																
Clasme, E.	20	21	2																																																
W. Marshall, George B.	20	21	38																																																
W. George	20	21	24																																																
W. Hill, Harry	20	21	20																																																
W. L. Chas. P.	20	21	30																																																
W. R. R.	20	21	30																																																

Why use primary sources?

In words, pictures and sounds the Library of Congress American Memory collections... bring living history into our classrooms.



Develop critical thinking skills...



Primary sources are snippets of history. They are incomplete and often come without context. They require students to be analytical, to examine sources thoughtfully and to determine what else they need to know to make inferences from the materials.

A high school student states, "I learned that in order to do history, one must be objective and be able to look at a puzzle of historical events and put them together in order."

Understand all history is local...



Local history projects require students to "tell their own stories" about familiar people, events, and places. Memories from an adults' perspective provide a rich glimpse of history that is not available in a textbook. What evolves is the sense that world history is also personal family history, which provides a compelling context for student understanding.

An elementary/middle school teacher reports that, "...finding information about topics that are of importance to our local history is invaluable. Students are excited by the fact that our local history is archived nationally. This gives their immediate cultural area importance in their eyes."

Acquire empathy for the human condition...

*William Cochran (July 11th) 5th av.
is aged 30, was born in Nova Scotia
lived there till 16 - went to Boston
was clerk Va - made some money -
married - went back to Nova Scotia -
went into business - lost all - has a
family of wife & two children - middle
aged - clean shaven (highly in fact looked
at Water House)*

Primary sources help students relate in a personal way to events of the past coming away with a deeper understanding of history as a series of human events.

A high school teacher reported that, "In sharing the Whitman hospital letters, I clearly saw a sheen of tears in students' eyes and noted an avid interest in Civil War soldiers as 'people,' not simply as pallid historical figures."

Consider different points of view in analysis...



In analyzing primary sources, students move from concrete observations and facts to making inferences about the materials. "Point of view" is one of the most important inferences that can be drawn. What is the intent of the speaker, of the photographer, of the musician? How does that color one's interpretation or understanding of the evidence? *A high school teacher states that, "Discovering that two people seeing the same primary source differently creates a kind of dissonance that opens up the meaning of the source and creates new understanding in learners."*

Understand the continuum of history...

Train you ~~your~~ ^{head} /
Your ~~best~~ ^{heart}, ~~and~~ ^{and} your hand.
To help yourself
And your fellowmen
Thus Booker T.
Built a school
With book-learning there
And the workman's tool.
He started out
In a simple way--

For ~~us~~ ^{us} smart alone
Is ~~not~~ ^{not} next---
~~you~~ ^{you} haven't ~~got~~ ^{got} ~~it~~ ^{it}
~~got~~ ^{got} something to eat.

It is difficult for students to understand that we all participate in making history everyday, that each of us in the course of our lives leave behind primary source documentation that scholars years hence may examine as a record of "the past." The immediacy of first-person accounts of events is compelling to most students.

"Comparisons of events of the past to events our are students are engaged in daily helps to bring "history" to the present and make it 'live' for our students."

Why Would I Use a Primary Source in Teaching and Learning Activities?

For years, historians and educators across the curriculum have understood the value of primary sources in K-12 education. Two key reasons for including primary sources in the curriculum are:



1. Primary sources expose students to multiple perspectives on great issues of the past and present. The human experience, after all, deals with matters that were furiously debated by the participants. Interpretations of the past are furiously debated as well, among historians, policy makers, politicians, and ordinary citizens. By working with primary sources, students can become involved in these debates.

2. Primary sources help students develop knowledge, skills, and analytical abilities. By dealing directly with primary sources, students engage in asking questions, thinking critically, making intelligent inferences, and developing reasoned explanations and interpretations of events and issues in the past and present. Primary sources also often provide a real-life framework to apply skills learned in the classroom. For example, using a chart documenting production from a copper mine in Bryson City, NC, students can calculate information such as profits and losses, and cycles of production.

Activity Ideas to Enhance Curriculum

The following suggestions for student activities can help you enhance your curriculum using authentic artifacts, photographs, audio, music, and documents from the Library of Congress and other sources.

Artifacts

Make a hypothesis about the use of an unknown artifact pictured in an old photograph. Use online and library research to support or refute the hypothesis. Make a presentation to the class to “show and tell” the object, hypothesis, search methods, and results.

Study an artifact and trace the development of this invention over time (examples: automobiles, tractors, trains, airplanes, weapons). What can you find about the technology, tools, and materials available through time? Who used the invention in the past? How is the invention used today?





Select a piece of fine art that appeals to your senses. Research the artist, the date of the piece, and the medium. What does information about the artist, the medium, the subject, and the composition tell you about the prevailing attitudes and conditions of the time period? (For example, What symbolism is used? How is perspective used? In what roles are people portrayed? What is left out of the composition?)

Use resources to study fashion trends. How has fashion changed over time? How did clothing styles reflect people's work and their roles in society? What clothing styles have carried over into present times?

Photographs

Use an historic photograph or film of a street scene. Give an oral description of the sights, sounds, and smells that surround the scene, presenting evidence from the photograph itself and other sources about the time period. Examine the image to find clues about the economics and commerce of the time.

Select a historical photograph or film frame. Predict what will happen one minute and one hour after the photograph or film was taken. Explain the reasoning behind your predictions.

To encourage focus on detail, show a photograph or film frame to the classroom for three minutes and then remove it. Have students draw the contents of the image on a piece of paper divided into a grid of nine sections. Repeat this exercise with new images and watch students' ability to recall detail improve.



Audio

Research your family history by interviewing relatives. Use letters, audio recordings, and videotape to compile a report on an important time for your family. Make note of differing recollections about the same event.

Work in teams to record interviews of older citizens in the community. Focus on and compile interviews on one aspect of community life such as work, family, or schools. Combine class reports with historical images and documents to produce a documentary on the history of your community.

Introduce an audio recording of a famous political speech. Ask students to think about and write down impressions while they listen to the speech. What is the speaker's key message? What is the speaker's point of view? How does the speaker's oratory style affect the impact of the message? If the text of the speech is available, have students compare impressions from hearing the speech to impressions from reading the speech.



Have students listen to audio recordings from old radio broadcasts. Compare the language, style of speaking, and content to radio and television programs of today. How does the content of the older radio broadcast exemplify the events and prevailing attitudes of the time? How does modern radio and television programming exemplify events and attitudes of the present time?

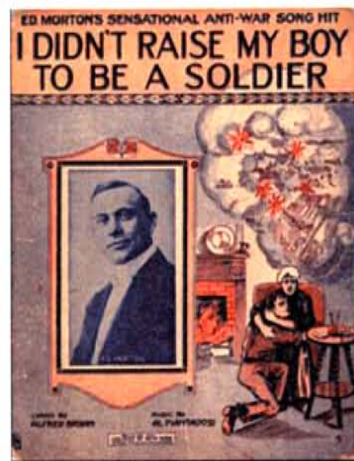
Music

Research and study lyrics of popular songs from the periods of World War II, the Korean War, and the Vietnam War. What do the lyrics tell you about public attitudes toward the war? Interview veterans of these wars about their perception of the accuracy of the information in the lyrics.

Have students search for events that have inspired lyrics in current popular music. Have students compare present day events and music to lyrics from the past inspired by historical events. What are the similarities and differences between present day and historical songs and the events that inspired them?

Documents

Study historical maps of a city, state, or region to find evidence of changes in population, industry, and settlement over time. Use other resources to find and report on causes for the changes you find. Use maps to illustrate your descriptions of these changes.

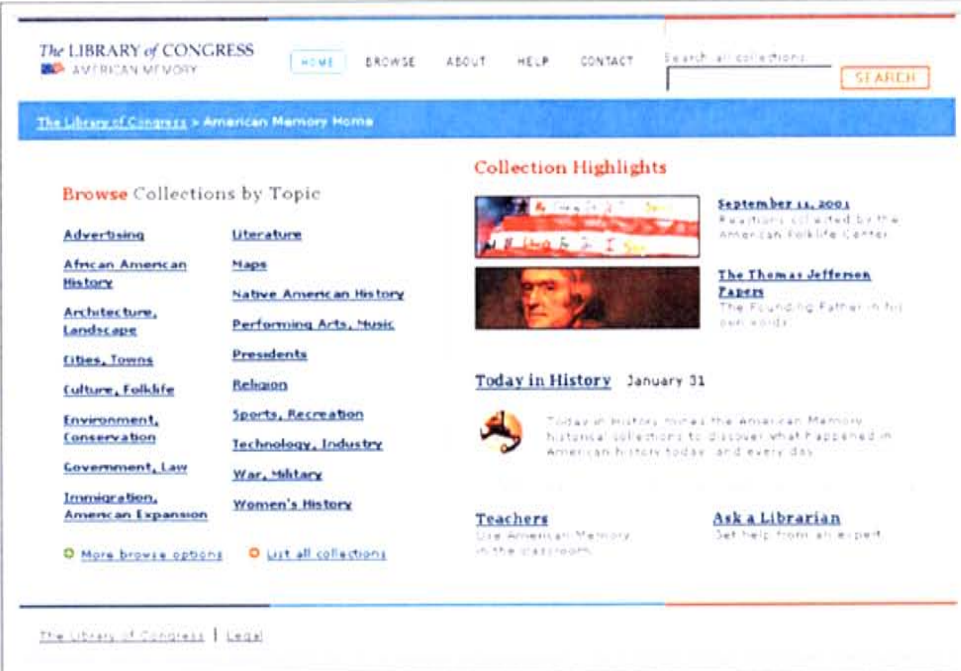


Choose a famous, historical, public building in your area. Research blueprints or architectural drawings of the building. With help from an architect or librarian, compare the plans to the building as it exists today. What changes do you see? Why do you think the changes occurred?

Suggestions for using primary sources were compiled from the National Digital Library's Educators' Forum held in July, 1995 and from the Library staff. Educators at the Forum, like many throughout the country, know that history comes alive for students who are plugged into primary sources. These suggestions for student activities can help you enhance your curriculum using authentic artifacts, documents, photographs, and manuscripts from the Library of Congress and other sources.

Exploring American Memory

American Memory is an online gateway to rich primary resources relating to the history and culture of the United States. The site offers more than 10 million digital items from more than 100 historical collections. Special collections include documents, film, manuscripts, photographs, and sound recordings that tell the American story.



The screenshot shows the homepage of the American Memory website. At the top, it features the logo for 'The LIBRARY of CONGRESS AMERICAN MEMORY' and a navigation menu with links for HOME, BROWSE, ABOUT, HELP, and CONTACT. A search bar is located on the right side of the header. Below the header, a blue banner reads 'The Library of Congress > American Memory Home'. The main content area is divided into several sections: 'Browse Collections by Topic' with a grid of topic links such as Advertising, African American History, Architecture, Landscapes, Cities, Towns, Culture, Folklife, Environment, Conservation, Government, Law, Immigration, American Expansion, Literature, Maps, Native American History, Performing Arts, Music, Presidents, Religion, Sports, Recreation, Technology, Industry, War, Military, and Women's History; 'Collection Highlights' featuring a featured collection 'September 11, 2001' and 'The Thomas Jefferson Papers'; 'Today in History' for January 31; 'Teachers' resources; and an 'Ask a Librarian' link. At the bottom, there are links for 'More browse options' and 'List all collections', and a footer with 'The Library of Congress | Legal'.

memory.loc.gov

Important Components on the American Memory Site

Browse Collections by Topic

This box presents a list of all of the digital collections of the American Memory project organized by broad topics. The collection finder is a good place to begin exploring the vast collections of American Memory, however, in order to find more specific sources, you will need to use the "Search All Collections" box (see Figure 1.).

Search All Collections

The Search All Collections box allows you to search by keyword for items across all of the collections. Here is where you will need to go to find specific items. For example, if you wanted to find items on the Civil War in North Carolina, you could type "Civil War in North Carolina" into the search box and find specific items. Sometimes you have to be persistent and creative with the search, because there are millions of items the search engine searches through.

"Browse Collections by Topic" Box

"Search All Collections" Box

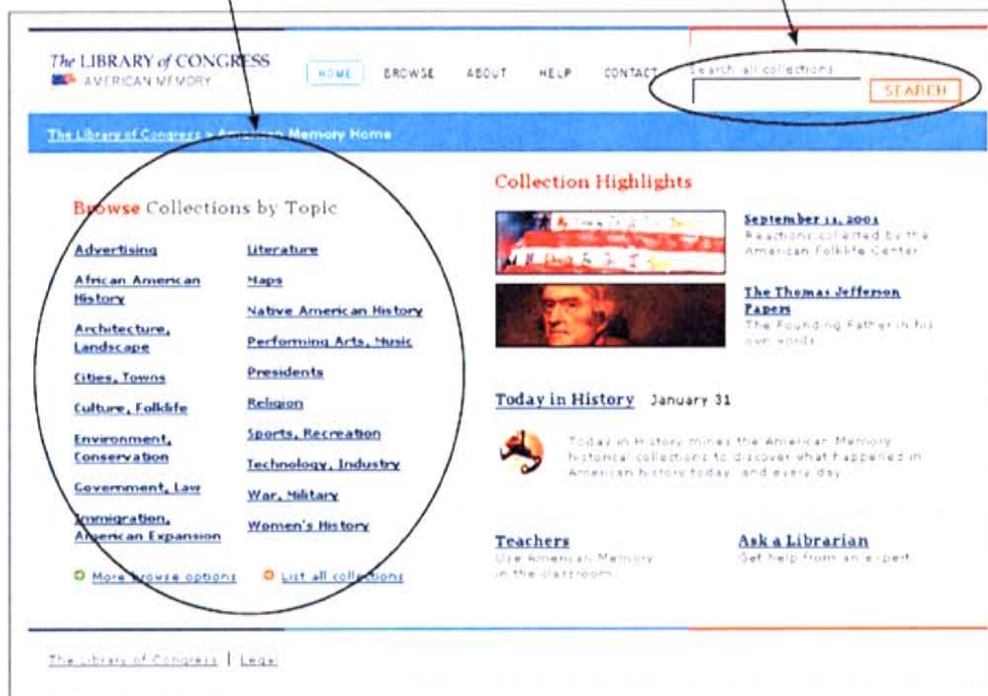


Figure 1. Browsing and Searching the LOC.

What Do You See: Photo Analysis Guide

What Do You See?	Photo Analysis Guide	Activities
<p>Observation</p> <p>Describe exactly what you see in the photo.</p> <p>What people and objects are shown?</p> <p>How are they arranged?</p> <p>What is the physical setting?</p> <p>What other details can you see?</p>	<p>Knowledge</p> <p>Summarize what you already know about the situation and time period shown, and the people and objects that appear.</p>	<p>Interpretation</p> <p>Say what you conclude from what you see.</p> <p>What's going on in the picture?</p> <p>Who are the people and what are they doing?</p> <p>What might be the function of the objects?</p> <p>What can we conclude about the time period?</p>
<p>Further Research: What questions has the photo raised? What are some sources you can use to find answers?</p>		

Wreck on I.C.R.R., near Farmer City, Ill., Oct. 6, '09

CREATED/PUBLISHED: 1909 October 6

NOTES: Copyright deposit; International Stereograph Co.; October 11, 1909.
Copyright claimant's address: Decatur, Ill.

Illinois Central Railroad.

No. 1.

Cleanup crew and onlookers surround wreckage.

From Taking the Long View: Panoramic Photographs, ca.1851-1991
(<http://memory.loc.gov/ammem/pnhhtml/pnhome.html>)

