Fall 2019 POWER Library Training

Teaching and Learning with Primary Sources

This project is made possible in part by Library Services and Technology Act (LSTA) funds from the U.S. Institute of Museum and Library Services and through the Commonwealth of Pennsylvania’s Library Access funds administered by the Pennsylvania Department of Education, Office of Commonwealth Libraries.
Learning Goals

At the end of this session you will be able to:

• Search and browse Pennsylvania Photos and Documents to find primary sources on various topics:
  • Cities and counties in Pennsylvania
  • Early Pennsylvania history and the Revolutionary War
  • Civil War
  • World War I and II
  • Industrial Revolution
  • ... and more!

• Learn searching tips for researching genealogy and family history
Learning Goals

At the end of this session you will be able to:

• Locate additional grade and age-appropriate primary sources within POWER Library e-resources

• Locate curated primary source sets for use in teaching at various grade levels, in library programming, or to share with patrons who wish to explore family, local, state, and national history
Agenda

• POWER Library E-resources Primary Sources
  • TrueFLIX
  • Gale Research In-Context (Middle/High School)
  • Gale Virtual Reference Library (Middle/High School)
  • AP Images

• PA Photos and Documents - Searching and browsing the new Islandora interface to discover primary source content

• Hands-on exploration
Agenda

• Archival Primary Source Sets
  • PA Photos and Documents – Civil War
  • PA Digital
  • Digital Public Library of America (DPLA)
  • Library of Congress
  • National Archives and Records Administration (NARA)

• Hands-on exploration
## POWER Library E-resources

<table>
<thead>
<tr>
<th><img src="image" alt="TRUE FLIX" /></th>
<th><img src="image" alt="GVRL" /></th>
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<tbody>
<tr>
<td><img src="image" alt="RESEARCH IN CONTEXT" /></td>
<td><img src="image" alt="AP IMAGES" /></td>
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</tbody>
</table>
• Digital Social Studies and Science units
• Contains 200 titles
• For students grades 3 through 6
• Can be used for students of various ages for learning support
• *Unlimited, simultaneous access*
• Promotes the instruction and development of 21st Century information literacy skills
• Built-in lesson plans and project ideas
Explore More Includes Primary Sources
Curriculum Correlations

Lesson Plan

Pennsylvania

Content Area(s): Social Studies
Grades: 3-5

Time
- Introduce the Topic: one 1-hour class period (two, if students need reading time)
- Classroom Activity: small groups; one 45-minute class period
- Project: 2-3 weeks
- Wrap-Up: one 45-minute class period

Materials
- TrueFlix eBook: Pennsylvania
- Computers with Internet access
- Projector or whiteboard

Learning Objectives

Students will:
- Watch a video about Pennsylvania.
- Learn key vocabulary.
- Build knowledge by completing a small-group activity based on the eBook.
- Complete a project by writing a fictional, eyewitness account of one of the major events in U.S. history that happened in Pennsylvania.
- Discuss and answer extension questions.

I. Introduce the Topic

Tell students that they will now study Pennsylvania, the 2nd state of the United States. Explain that they will first watch a video about Pennsylvania. They will also preview vocabulary before they read the TrueFlix eBook, Pennsylvania.

Watch the Video
Standards are tied to each title, and accessible from the Lesson Plan link.
Gale In Context

• While geared towards Middle School can also be used for various age and skill ranges as a topic introduction
• More visual interface offering videos, newspapers, magazines
• Primary sources are contained inside of topic and resource pages
• Clear category browsing
• APA, MLA, or Chicago-style citations
<table>
<thead>
<tr>
<th>Topics</th>
<th>Eisenhower, Dwight D.</th>
<th>Migrant Workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/11</td>
<td>Electricity and Magnetism</td>
<td>Monroe Doctrine</td>
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<td>Abolition of Slavery</td>
<td>Ellis Island</td>
<td>Montgomery Bus Boycott</td>
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<td>Abortion</td>
<td>Emancipation Proclamation</td>
<td>Music</td>
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<td>Absolutely True Diary of a Part-time Indian</td>
<td>Endangered Species</td>
<td>Narration</td>
</tr>
<tr>
<td>Adams, John (American president)</td>
<td>Energy</td>
<td>Narrative of the Life of Frederick Douglass</td>
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<tr>
<td>Adventures of Huckleberry Finn</td>
<td>Epics</td>
<td>Native American Struggles</td>
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<tr>
<td>Africa</td>
<td>Europe</td>
<td>Native Americans</td>
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<td>African Americans</td>
<td>Euthanasia</td>
<td>Natural Disasters</td>
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<td>Age of Exploration</td>
<td>Executive Branch</td>
<td>Natural Resources</td>
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<tr>
<td>Alcoholism</td>
<td>Fahrenheit 451</td>
<td>Navajo</td>
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<tr>
<td>Alexander the Great</td>
<td>Fast Food</td>
<td>New England Colonies</td>
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<tr>
<td>Algerians</td>
<td>Fault in Our Stars</td>
<td>New York</td>
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<tr>
<td>Ali, Muhammad (American boxer)</td>
<td>Federalist Papers</td>
<td>New Zealand</td>
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<tr>
<td>Alternative Energy</td>
<td>Federalists</td>
<td>Newton, Isaac (English physicist)</td>
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<td>American Colonies</td>
<td>Figurative Language</td>
<td>Nigeria</td>
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<td>American Dream</td>
<td>Fitzgerald, F. Scott</td>
<td>Nixon, Richard M.</td>
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<tr>
<td>American Government</td>
<td>Flowers for Algernon</td>
<td>North America</td>
</tr>
<tr>
<td>American Revolution</td>
<td>Football</td>
<td>Novels</td>
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<tr>
<td>Ancient China</td>
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</tbody>
</table>
The Underground Railroad was a network of people, escape routes, and safe houses that supported slaves fleeing from the South to the North and to destinations outside the country. The system appears to have had its beginnings in the late 1700s, but its peak operational period was from about 1831 (when it was dubbed "the Underground Railroad") until 1865, when the Civil War ended and the Thirteenth Amendment to the Constitution became law. The Emancipation Proclamation, issued by President Abraham Lincoln (1809-1865) in 1863, had freed slaves only in Confederate states occupied by Union forces. As a result, there were many slaves living in servitude in states not covered by this decree. So the Underground Railroad operated until the Thirteenth...
Underground Railroad

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On the Underground Railroad, c. 1850
From: DISCovering U.S. History

Levi Coffin, a Quaker, was the reputed "president" of the Underground Railroad. The fugitives generally arrived in the night, and were secreted among the friendly colored people or hidden in the upper room of our house....

Excerpt from The Underground Railroad: 3
Author: William Still
From: The African-American Experience

Commentary on Excerpt from The Underground Railroad: 3 Not everyone who escaped from slavery was young. Jane Davis, a slave on the eastern Maryland shore, escaped north by the Underground Railroad at the age of "sixty...

Excerpt from The Underground Railroad: 1
Author: William Still
From: The African-American Experience

Commentary on Excerpt from The Underground Railroad: 1 William Still was born on a farm in New Jersey in 1821, the son of former slaves. As a young man, he joined the Philadelphia Vigilance Committee and began aiding...
Advanced Search

Search for: "Slavery" in Keyword
And in Keyword
And in Keyword

MORE OPTIONS
- Full Text Documents
- Document Contains Images
by publication date(s):
  - All Dates
  - Before
  - On
  - After
  - Between
by document type:
  - Select Document Type(s)

by content type:
  - Primary Sources

by publication title:

by publication subject:

by content level:
  - Select Content Level(s)

by Lexile measure:
  - Select Lexile Measure(s)

Lexile measure:
Among titles offered by POWER Library are the *American Eras: Primary Sources* volumes

- Each volume provides full or excerpted primary sources representing a diversity of views that provide insight into the seminal issues, themes, movements, and events from each era as well as background material and context.
- The primary sources fall into the following categories: the arts, business and the economy, communications, education, fashion and leisure, government and politics, law and justice, lifestyles and social trends, health, religion, science, medicine, and technology.
- Indexed by type of primary source, e.g., oral histories, songs, speeches, advertisements, letters, laws, legal decisions, newspaper articles, cartoons, and recipes
Each volume has TOC, Index and List of Illustration tabs as well as citation tools.
AP Images

*AP Images Collection* is a primary source database from the Associated Press. Coverage spans more than 185 years and more than 3500 photos are added daily.

- More than 12 million photographs dating back to 1826
- More than 36,000 audio sound bites
- More than 340,000 professionally-produced graphics
AP Images

- Use """" (quotation marks) to combine words into phrases, eg. "I have a dream speech"
- Use **and, or and not** to combine your keywords.
- Use * (asterisk) at the end of a word to find all variations (e.g., exam* finds exams, examiner, examination, etc.).
AP Images
PA Photos and Documents

- Statewide digital repository service enabling storage, retrieval, and use of historic and cultural heritage materials
- Over 437 collections currently available from more than 65 institutions
- Special repository for Pennsylvania State Archives
- **Free** for Access PA/POWER Library member institutions or those that partner with them.
- Currently under conversion from legacy system [CONTENTdm] to new system [Islandora]
PA Photos and Documents

https://www.powerlibrary.org/collections/
PA Photos and Documents

Also available on POWER Kids portal

https://kids.powerlibrary.org/
PA Photos and Documents

https://www.powerlibrary.org/kids-collections/
PA Photos and Documents

http://digitalcollections.powerlibrary.org/cdm/landingpage/collection/palap-hp
PA Photos and Documents

Current: CONTENTdm

http://digitalcollections.powerlibrary.org/cdm/singleitem/collection/palap-hp/id/20/rec/1
PA Photos and Documents

https://digitalarchives.powerlibrary.org/papd/islandora/object/papd%3Apalap-hp
PA Photos and Documents

Islandora

https://digitalarchives.powerlibrary.org/papd/islandora/object/pap%3Apalap-hp_20
PA Photos and Documents

Explore over one million digitized photographs and documents from unique collections in institutions throughout Pennsylvania.
PA Photos and Documents
PA Photos and Documents
PA Photos and Documents

Current: CONTENTdm
PA Photos and Documents

About This Collection

This collection of approximately 29,000 postcards from the 1880s to the 1970s includes images from across the U.S. and all 67 Pennsylvania counties and highlights cities, towns, buildings, local businesses and industries, parks, and scenic and street views. Additional images include business and industry advertising, highways, states, and foreign countries.

Displaying 6000 items

Bradford County, Athens, Pa., Boulder Engraved Marking Site of Fort Sullivan
postcards, Historical markers, Boulders
postcard, 3 1/2 in. x 5 3/8 in.

Bradford County, Athens, Pa., Buildings, Episcopal Church
postcards, Church buildings, Episcopal Church
postcard, 3 1/2 in. x 5 1/2 in.

Bradford County, Athens, Pa., Buildings, Episcopal Church, Trinity
postcards, Church buildings, Episcopal Church
postcard, 3 1/2 in. x 5 1/2 in.

Bradford County, Athens, Pa., Buildings, First Baptist Church
postcards, Church buildings, Baptist church buildings, Baptists
postcard, 3 1/2 in. x 5 1/2 in.
PA Photos and Documents

Subject
- postcards
- Cities and towns
- Streets
- Buildings
- Scenic overlooks
- Postcards
- Parks
- Hotels
- (1878-1916) Industrialization and Imperialism
- Aerial views

Language
- English
- Swedish
- French
- German

Location Covered
- United States, Pennsylvania, Erie County
- United States, Pennsylvania, McKean County
- United States, Pennsylvania, Lycoming County
- United States, Pennsylvania, Venango County
- United States, Pennsylvania, Clearfield County
- United States, Pennsylvania, Lackawanna County
- United States, Pennsylvania, Monroe County
- United States, Pennsylvania, Jefferson County
- United States, Pennsylvania, Bradford County
- United States, Pennsylvania, Elk County

Apply Filters  Clear Filters  Show more
PA Photos and Documents

Active Filters: mods_subject_topic_ms = Parks | mods_subject_geographic_ms = United States, Pennsylvania, Lycoming County

Displaying 59 items

Lycoming County, Jersey Shore, Pa., Miscellaneous Views, Nippono Park
Postcards, Parks, Women, Park lodging facilities postcard, 5 1/2 in. x 3 1/2 in.

Lycoming County, Jersey Shore, Pa., Miscellaneous Views, Nippono Park
Postcards, Jersey Shore (Pa.), Parks, Park buildings, Trolley cars postcard, 5 1/2 in. x 3 1/2 in.

Lycoming County, Miscellaneous Towns and Places, Hughesville, Pa., Shady Nook Park
Postcards, Hughesville (Pa.), Park facilities, Parks postcard, 5 1/2 in. x 3 1/2 in.

Lycoming County, Montoursville, Pa., Star Island Park Entrance
Postcards, Parks, Cities and towns, Railroad tracks postcard, 5 3/8 in. x 3 3/8 in.
PA Photos and Documents

Citations available for every item

MLA citation style


APA citation style


Chicago citation style

PA Photos and Documents

Search strategies to maximize results:

- **Wildcard Searches:**
  - Use * to represent any character or characters
    - Obituar* finds obituary, obituaries

- **Boolean logic operators (CAPITALIZED in many systems):**
  - AND to search for multiple terms [= default]
    - Macaroni AND cheese, peanut butter AND jelly
  - NOT to eliminate options
    - Peanut butter NOT jelly

- **Quotation marks for exact phrases:**
  - “Ocean City”, “coat of arms”
PA Photos and Documents

Filtering strategies

- Filter by **Subject** to reduce result set but stay relevant
- Filter by **Location Covered** to isolate a geographic area
- Filter by **Type** to broadly select images vs. textual material, audio or video
- Filter by **Original Format** to isolate specific material types (e.g. newspapers, books, correspondence, maps)
- Filter by **Contributing Institution** if you are looking for items from a particular library
PA Photos and Documents

Key subject areas for education and genealogy

- Pennsylvania History
  - Civil War
  - Colonial Era
  - Industrial Revolution
  - Progressive Era
  - World War I
  - World War II
  - Cold War Era
  - New Millenium

- Church and Missionary History
- Local Newspapers
- Pennsylvania History
- Postcards
- School and College History
- Social Movements
- Women’s History
- Yearbooks

https://www.powerlibrary.org/collections/

N.B. Subject areas will be moved to Islandora late 2019
Genealogy and Family History

General Digital Research Tips and Strategies

• Save your own searches
• Follow breadcrumb trails to related resources
• Use subject headings/linked data to connect to more resources
• Traverse collection hierarchy and context
• Consult finding aids/collection guides to find online and offline materials
Genealogy and Family History

Save your searches!

- Some repositories allow you to create an account and save searches and/or item lists [e.g. DPLA]
- Copy and paste the result url to save
- Use bookmarks, shortcuts, documents and spreadsheets to track successful searches.
- Re-run searches at a later time when more content may be present.

https://dp.la/search?subject=%22Wissahickon%20Creek%20(Pa.)%22%7C%22Covered%20bridges%22

= Covered bridges in Wissahickon Creek (Pa.)
Genealogy and Family History

Breadcrumb trails

Pierogi with Cheese (Pierogi z Serem)

STUFFING:
1 pound farmer’s cheese, ground OR 1 pound dry cottage cheese, ground
1 egg yolk
Salt
Genealogy and Family History

Breadcrumb trails

→ 5K+ Historic Recipes!
Genealogy and Family History

Linked Data Subject Terms

World War I Draft Registration Card for Alphonse Capone

- **Level of Description:** Item
- **Type(s) of Archival Materials:** Textual Records
- **The creator compiled or maintained the series between:** 1917 - 1918
- **Access Restriction(s):** Unrestricted
- **Use Restriction(s):** Unrestricted
- **Subjects Represented in the Archival Material(s):**
  - *Capone, Al, 1899-1947*
  - Draft cards
  - Draft registration
  - World War, 1914-1918
Genealogy and Family History

Linked Data Subject Terms

Capone, Al, 1899–1947
Person Authority Record

Person Name: Capone, Al, 1899-1947

Role(s):
- Related to 13 catalog description(s)
- Contributor in 1 description(s)
- Subject in 12 description(s)

Variant Name(s):
- Capone, Alphonse, 1899-1947
- Scarface, 1899-1947
Genealogy and Family History

Linked Data Subject Terms
Genealogy and Family History
Finding Aids and Collection Guides
Genealogy and Family History
Finding Aids and Collection Guides


MS 312
294 boxes (122.59 linear ft.)
99,664 digital items

Overview
Scholar, writer, editor of The Crisis and other journals, co-founder of the Niagara Movement, the NAACP, and the Pan African Congresses, international spokesperson for peace and for the rights of oppressed minorities, W.E.B. Du Bois was a son of Massachusetts who articulated the strivings of African Americans and developed a trenchant analysis of the problem of the color line in the twentieth century.

Includes over 100,000 items of correspondence (more than three quarters of the papers), speeches, articles, newspaper columns, nonfiction books, research materials, book reviews, pamphlets and leaflets, petitions, novels, essays, forewords, student papers, manuscripts of pageants, plays, short stories and fables, poetry, photographs, newspaper clippings, memorabilia, videotapes, audiotapes, and miscellaneous materials.
# Genealogy and Family History

## Finding Aids and Collection Guides

<table>
<thead>
<tr>
<th>Series 16. Miscellaneous Material</th>
<th>1803-1964</th>
<th>2.25 linear feet (Microfilm reels 88 - 89)</th>
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<tbody>
<tr>
<td><strong>Link to online content:</strong></td>
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<tr>
<td>- <a href="#">Series 16. Miscellaneous, 1803-1964</a></td>
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</tbody>
</table>

Genealogical records include vital, military, financial, and land records; lists of relatives and important family dates, two diaries (1856 and 1861) of Du Bois' paternal grandfather Alexander Du Bois; and correspondence of his (1875 and 1878). There are manuscript and printed materials from Du Bois' years at Great Barrington High School; Fisk University, including his certificates and contracts for teaching in Tennessee in 1886 and 1887; Harvard University; the University of Berlin; and Wilberforce and Atlanta University. Also included are brief biographies of Du Bois, bibliographies of his writings, a list of books in his personal library, and a typed transcription of an unpublished oral history interview with Du Bois by William Ingersoll in 1960. Works by others include Shirley Graham Du Bois' notes and fragments of speeches for the legal defense of Du Bois in 1951; six poems by Yolande Du Bois; manuscript speeches and published articles by one of Du Bois' assistants, Hugh Smythe; handwritten and typed articles and speeches by others; and printed materials dealing in the main with the status, education, and economics of Blacks.

<table>
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<tr>
<th>Series 17. Photographs</th>
<th>1864-1963</th>
<th>2.5 linear feet (Microfilm reel 89)</th>
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<td><strong>Link to online content:</strong></td>
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<tr>
<td>- <a href="#">Series 17. Photographs, 1864-1963</a></td>
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</tbody>
</table>
Genealogy and Family History
Pennsylvania State Archives Finding Aids

https://www.phmc.pa.gov/Archives/Research-Online/Pages/default.aspx
Hands-on time!

POWER Library E-resources Primary Sources
eCard for using the eResources:

2475 2000 1894 70

(no spaces)

Choose a topic of interest to your students/library users

- Is this topic covered in TRUEFlix? If so check out the Explore More, Project Idea, Activity Center, Internet Links and Lesson Plan buttons
- Is there enough visual material? If not, search for topic in AP Images. For example, TRUEFlix mentions Henrietta Lack and the HeLa cells with no images. AP offers images of Henrietta Lacks and the cells.
Hands-on time!

POWER Library E-resources Primary Sources
eCard for using the eResources:
2475 2000 1894 70
(no spaces)

Choose a topic of interest to your students/library users
• In Gale In Context: Middle School, browse for your topic
  • Check what’s available as primary sources, video, audio
  • Make sure the sources are at an appropriate age level for your needs
Hands-on time!

POWER Library E-resources Primary Sources
eCard for using the eResources:
2475 2000 1894 70
(no spaces)

Go to GVRL
• Select one of the American Eras: Primary Sources volumes
  • Select the Primary Source Type index to view the different types of sources available.
  • Also select the list of illustrations to view image and associated text.
Hands-on time!

PA Photos and Documents

Go to https://digitalarchives.powerlibrary.org/papd/
or https://digitalarchives.powerlibrary.org/psa/

• Try a Basic search using wildcard or quotation marks
• Filter search by location or subject
• Try an Advanced search with two fields. Try first with the AND between terms, then with OR
Break Time!
Primary Source Sets

- Primary source sets are designed to help students develop analytical and critical thinking skills by exploring topics in history, literature, and culture through primary sources.

- Each set generally contains a topic overview, suggested grade level, list of standards addressed and a set of primary sources, links to related secondary sources, and a teaching guide with classroom discussion questions and activities.
Archival Primary Source Set Providers

DPLA contains digital collections from libraries, archives, and museums from all over the United States. Items include millions of photographs, books, manuscripts, sounds, and more that are freely available. DPLA is very useful for digital collections across the United States and provides primary source sets along with teaching materials.

PA Photos and Documents contains unique collections from libraries across Pennsylvania. Items include historic local newspapers, yearbooks, histories of schools and other PA institutions. While smaller than DPLA and PA Digital, PA Photos and Docs is useful when looking for local digitized collections.
PA Photos and Documents

• Civil War Primary Sources

• Includes correlation to state standards

• Highlights Pennsylvania Photos and Documents collections with items pertaining to the topic: The State Library of Pennsylvania – Civil War and Abraham Lincoln; Pennsylvania Highlands Community College - Cambria Civil War 150; Indiana University of Pennsylvania - Indiana, Pennsylvania in the Civil War

• Points to additional sources

• More primary source sets planned for the future and will be highlighted in [Access Pennsylvania News](#)
Welcome to PA Digital

PA Digital is the Pennsylvania service hub for the Digital Public Library of America (DPLA). We work with libraries, historical societies, museums, and related cultural heritage institutions in the Commonwealth to showcase their historical collections and resources through the DPLA portal. Our mission is to make the digital collections of the Commonwealth's cultural heritage institutions widely discoverable.

Explore Our Content in the DPLA
PA Digital

https://padigital.org/primary-source-sets/
PA Digital

World War II and the Pennsylvania Homefront

Set created by Devin Johnson, Temple University College of Education https://padigital.org/world-war-ii-and-the-pennsylvania-homefront/

Source Set

1. Women in the Air Force selling and buying war bonds, 1944.
2. A woman at work in a Philadelphia war factory, 1943.
3. African American women holding war bonds they just purchased, 1943.
4. Women making bandages to send overseas to troops in need, 1943.
6. Young boys in 1943 preparing canned fruit for the United States War Chest Salvage Drive, 1943.
Digital Public Library of America (DPLA)

• **141** curated sets for US and world history, culture and literature
• No stated grade levels but suitable for Middle to High School
• Sortable by subject and time period
• Google Classroom integration for all sets
• Teaching Guides – shareable and adaptable
• Citation for individual items or entire set
• Links to related sets and external related resources

• [https://dp.la/primary-source-sets](https://dp.la/primary-source-sets)
Primary Source Sets

Primary source collections exploring topics in history, literature, and culture developed by educators — complete with teaching guides for class use.

Subject
All Subjects

Time Period
All Time Periods

Sort by
Recently Added
In late June 1863, more than two years into the American Civil War, Union and Confederate military forces converged on the town of Gettysburg, Pennsylvania. After a series of military successes, Confederate Commander Robert E. Lee led his...

A photograph of the headquarters of General Meade, commander of the Union Army, by Alexander Gardner and Timothy O'Sullivan, July 1863.

A map of military action during the Battle of Gettysburg, July 1-3, 1863.

A map of military action, graves, and local landmarks during the Battle of Gettysburg, 1863.

A letter from Union soldier Samuel Hodgman to his brother about his experience during the Battle of Gettysburg, July 16, 1863.

A letter from Confederate soldier Edwin Kerrison to his sister about his experience during the Battle of Gettysburg, July 7, 1863.

Excerpts from the diary of Union soldier Nathaniel Rollins about being taken prisoner during the Battle of Gettysburg, June 30-July 6, 1863.

A letter from Confederate soldier George Franklin Robinson to his wife describing army morale and movements after Gettysburg, July 18, 1863.
A box of relics collected at the battlefield at Gettysburg.

This wooden box full of metal shrapnel and debris from Gettysburg was presented in 1885 to Major General Winfield Scott Hancock. A little more than two decades earlier, Hancock led Union troops on the battlefield in order to repel Pickett's Charge. On July 3, 1863 he was shot through the thigh. Engraved names identify where the relics were found in different areas of the battlefields of Gettysburg.
<table>
<thead>
<tr>
<th>SOURCE SET</th>
<th>ADDITIONAL RESOURCES</th>
<th>TEACHING GUIDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gettysburg [🔗], Civil War Trust.</td>
<td></td>
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</tr>
<tr>
<td>2. Gettysburg National Military Park [🔗], National Park Service.</td>
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</tbody>
</table>
Discussion questions

1. In July 1863, Gettysburg, Pennsylvania was a town of 2,400 people who happened to live at the place where Union and Confederate forces engaged. What was the impact of the Battle of Gettysburg on the people of Gettysburg? Cite specific evidence from the photograph of Gettysburg in early July 1863, the photograph of the headquarters of General Meade, the map of military action during the Battle of Gettysburg, or other sources in this set to support your answer.

2. Examine the map of military action during the Battle of Gettysburg and the map of military action, graves, and local landmarks during the Battle of Gettysburg. Which army appears to have the offensive position and which the defensive? Thinking strategically, why were hills like Cemetery Hill, Culp’s Hill, and Big Round Top important sites for battle?

3. Read the soldiers’ accounts of the Battle of Gettysburg in the letter from Samuel Hodgman, the letter from Edwin Kerrison, the excerpts from Nathaniel Rollins’s diary, the letter from George Franklin Robinson, the letter from Francis Deleglise, and the letter from John Futch. Collectively, what do they tell us about the experience of soldiers during the Battle of Gettysburg? What similarities and differences exist among the Union and Confederate soldiers’ accounts of Gettysburg? How might these letters have been received at home?

4. Read the letter from Samuel Hodgman closely. What changed for the Union Army on July 2 at Gettysburg? How did this shape Samuel Hodgman’s ideas about the battle before and after July 2?

5. How do the letter from Edwin Kerrison and the letter from George Franklin Robinson describe Confederate morale during the battle and in its aftermath? Use specific textual evidence to support your analysis.

6. The excerpts from Nathaniel Rollins’s diary and the letter from Francis Deleglise describe the prisoner-of-war experience for Union soldiers at Gettysburg. Compare and contrast the two
Harper Lee’s *To Kill a Mockingbird*, published in 1960, quickly became a success with both critics and the public. Winner of the Pulitzer Prize in 1961, the novel has been translated into forty different languages and sold more than 40 million copies, earning its description as “one of the best novels of the twentieth century.” In *To Kill a Mockingbird*, set in the deeply prejudiced South in the midst of the Great Depression, an adult Jean Louise “Scout” Finch tells her story of growing up in Maycomb, Alabama. Scout learns about prejudice and empathy as events unfold around her. Her father, Atticus Finch, is the court-appointed lawyer for Tom Robinson, a black man accused of rape. Lee takes the story straight from the headlines in the 1930s when the Scottsboro boys (nine young men) were falsely accused of raping two white women on a train. The social iniquities of a small Southern town are brought to life through the innocent eyes of a young girl. This primary source set includes photographs, documents, and objects that provide context for historical and thematic elements within *To Kill a Mockingbird*. 
During the eighteenth and nineteenth centuries, the United States, Caribbean, and South America experienced several major outbreaks of yellow fever, devastating local populations. Yellow fever takes its name from the yellowish color of affected patients' skin and eyes. The virus affects multiple organ systems and causes internal bleeding; it can be fatal. Yellow fever broke out in Boston in 1693, Philadelphia in 1793 and Norfolk, Virginia in 1855, but the worst American outbreak of yellow fever occurred in the Mississippi River Valley in 1878.

Over the course of spring and summer of 1878, this region recorded 120,000 cases of yellow fever and between 13,000 and 20,000 deaths from the disease. The outbreak originated in New Orleans and spread up the Mississippi River and inland. The yellow fever epidemic impacted nearly all aspects of life in affected cities as residents fled, economies suffered, and thousands died. Memphis, Tennessee, was hit particularly hard, with over 20,000 residents fleeing the city. In the wake of the epidemic, cities implemented new public health and sanitation practices in an effort to prevent another outbreak. In 1900, researchers confirmed that yellow fever is transmitted by a species of mosquito, *Aedes aegypti*, which is native to Africa and flourishes in tropical and subtropical climates.
Library of Congress

• Portal offering classroom materials searchable by Common Core or State standards
• Primary Source Sets
• Teachers Guides with recommended grade levels tied to standards
• Primary Source analysis tools for educators
• Professional Development videos and shareable train-the-trainer programs
• http://www.loc.gov/teachers/
Teachers

The Library of Congress offers classroom materials and professional development to help teachers effectively use primary sources from the Library's vast digital collections in their teaching.

Find Library of Congress lesson plans and more that meet Common Core standards, state content standards, and the standards of national organizations.

Search Our Classroom Materials by Standards  Common Core  State Content  Organizations
### Pennsylvania and US Government: Declaration of Independence

#### 9 Classroom materials:

- 1 Primary Source Set
- 3 Lesson Plans
- 5 Collection Connections
Washington, Jefferson, and Lincoln

Teacher's Guide

Start here for historical context, teaching suggestions, links to online resources, and more.

Washington, Jefferson, and Lincoln Teacher's Guide (PDF, 1,08 MB)

To help your students analyze these primary sources, get a graphic organizer and guides:

Analysis Tool and Guides

Student Discovery Set — free ebook on iBooks

Primary Sources

Click the thumbnail for the original item, the caption for information on the item, or download a PDF.

George Washington
View PDF (115 KB)

The Washington Family
View PDF (120 KB)

George Washington, School Copy Book
View PDF (118 KB)

A plan of my farm on Little Huntg, Creek & Potomk, R.
View PDF (333 KB)

Washington at Valley Forge
View PDF (196 KB)
The Constitution: Drafting a More Perfect Union

Lesson Overview

"Back to Lesson Plans"

Overview | Preparation | Procedure | Evaluation

Lesson Overview

This lesson focuses on the drafting of the United States Constitution during the Federal Convention of 1787 in Philadelphia. Students will analyze an unidentified historical document and draw conclusions about what this document was for, who created it, and why. After the document is identified as George Washington’s annotated copy of the Committee of Style’s draft constitution, students will compare its text to that of an earlier draft by the Committee of Detail to understand the evolution of the final document.

Objectives

Upon completion of this lesson students will be able to:

- Examine documents as primary sources;
- Analyze and compare drafts;
- Describe the significance of changes to the document’s text.
"We Hold These Truths To Be Self Evident . . ."

The "original Rough draught" of the Declaration of Independence, one of the great milestones in American history, shows the evolution of the text from the initial "fair copy" draft by Thomas Jefferson to the final text adopted by Congress on the morning of July 4, 1776.

[Image of the Declaration of Independence]

http://www.loc.gov/teachers/primary-source-analysis-tool/
TEACHER’S GUIDE
ANALYZING NEWSPAPERS

OBSERVE
Ask students to identify and note details.
Sample Questions:
- What do you see?
- What do you notice first?
- What text do you notice first?
- What do you see other than news articles?
- How is the text and other information arranged on the page?
- What details indicate when this was published?
- What details suggest where this was published?

REFLECT
Encourage students to generate and test hypotheses about the source.
Sample Questions:
- Who do you think was the audience for this publication?
- What can you tell about what was important at the time and place of publication?
- What can you tell about the point of view of the people who produced this?
- How would this be different if produced today?
- How would this be the same?

QUESTION
Invite students to ask questions that lead to more observations and reflections.
Sample Questions:
- What do you wonder about...?
- who?
- what?
- when?
- where?
- why?
- how?

FURTHER INVESTIGATION
Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.
Sample Question:
What more do you want to know, and how can you find out?

A few follow-up activity ideas:
Beginning
Read one article without its headline. Write a headline for the article. Compare this to the original headline.

Intermediate
Look at individual stories from a newspaper front page. Which is the most important? Why do you say that? How would you organize the stories on the page? What factors might explain any differences between your version and the original?

Advanced
Choose one news item. Find another item on the same topic published on a different day, in a different place, or both. Compare the coverage of the same topic in the two news items. What is different? What is the same? What are possible explanations for the differences?

For more tips on using primary sources, go to:
http://www.loc.gov/teachers
Professional Development

The Library of Congress Teaching with Primary Sources program provides primary source-based staff development to teachers across the country.

Use PD Content

Explore the professional development content from the Library's professional development institutes and workshops.

PD Activities

Download and facilitate ready-to-present professional development modules.

PD Videos

Explore short videos on using resources and teaching strategies for using primary sources in the classroom.

Learn with the Library of Congress

Experts from the Library of Congress work directly with small groups of educators using material from the Library's Teaching with Primary Sources professional development program.

- Webinars and Workshops
  - Facilitated workshops by education resource specialists
- Summer Teacher Institutes
  - Week-long programs at the Library of Congress

Work with Our Partners

Network with the Library's educational consortium — schools, universities, libraries, and foundations from around the country.

- Participating Partners
  - Find a partner near you
- Grant program available
  - Learn about regional grants
National Archives and Records Administration (NARA)

- Portal offering classroom activities with primary sources searchable by grade levels, historical periods, and activity types that students can respond to online or via email.
- Portal offering search for individual primary sources that can then be used in lessons and activities
- Primary Source analysis tools and downloadables for educators
- Ability to create free account and login to access non-NARA activities and to create your own activities for your classes.
- Professional Development videos and in-person trainings
- [https://www.docsteach.org/](https://www.docsteach.org/)
Educator Resources

DocsTeach

- **Congress and Civility by Design**
  The Center for Legislative Archives has published a new lesson plan called Congress and Civility by Design. The First...
  8/13/2019

- **New Webinars from the National Archives**
  Get ready to go back to school with new professional development webinars from the National Archives! Recorded Webinars…
  8/16/2019

Subscribe to our Education Updates blog to hear about new teaching tools, lesson plans, field trips, professional development, and newly available primary sources.

Education Connections

Tweets by @DocsTeach

And...the #1 most-viewed activity of last school year: Impact of #WestwardExpansion on Native American Communities. Students explore #primarysources to see some issues American Indians faced due to settlement & federal policy. docsTeach.org/activities/tea...

Working with Primary Sources

Teach students how to analyze primary sources using our worksheets for a variety of media types.

Student Visits

Experience hands-on document-based programs, and visit National Archives exhibits at our locations around the country.

Professional Development

Join us around the country in workshops and at conferences to learn about teaching with documents.
Access Primary Sources

Uncover thousands of documents, photos, maps, videos, and more.
Classroom activities can be searched by keyword.

Filter by:
- Grade Level
- Historical Era
- Thinking Skill (Research, analysis, interpretation...)
- Activity Type (Analyzing documents, focus on details, mapping history...)

Students doing activity can email teacher with results.

Create free account at NARA.gov to access activities created by non-NARA teachers.
The Suffrage and the Civil Rights Reform Movements

Focusing on Details: Compare and Contrast

Created by the National Archives

Suggested Teaching Instructions

This activity is intended as a warm-up or introduction to a study of reform movements, or for use when studying women’s suffrage (also known as “woman suffrage”) or the Civil Rights movement. For grades 6-12. Approximate time needed is 15-20 minutes.

Present the activity to the entire class. Model careful analysis with students. Ask one half of the class to focus on one photograph, and the other half to tackle the other. Remind them to use the blue buttons at the bottom of the photographs to look more closely at each one.

Students will be instructed to create a list of the people, objects, and activities in each photograph.

Note: For the list of people, ask students to look at the types of people, specific famous people, and any other details about the people in the photographs (e.g. size of group, clothing, ethnicities, etc).

Bring the class back together and ask students to report on each individual photograph as you list the people, objects, and activities for the entire class to see.

After this discussion, have students pair off and discuss similarities and differences between the photographs in a small group. Next, discuss the similarities and differences between these photographs together as a class.

Some of the similarities they may notice include:

• Both groups are protesting in the nation’s capital.
• Both groups are using banners and slogans to spread their message.
• Both groups appear peaceful and well mannered.

Some of the differences they may notice include:

• In the suffragist photo, men do not seem to be a part of the marchers (instead, merely spectators). Civil Rights marchers includes both men and women, as well as African Americans and Whites.
• Suffragist marchers seem to be a smaller group.
• The original caption of the suffragist photograph (“Bastille Day spells prison for sixteen suffragettes who picketed the White House”), seen if students click on View Entire Document, explains a negative reaction to their march: prison.
The Suffrage and the Civil Rights Reform Movements

Focusing on Details: Compare and Contrast

The protest march was – and still is – a commonly used and effective means of enacting social change. Explore these two photographs. One is from the women’s suffrage movement; and one is from the Civil Rights movement.

Identify similarities and differences between the images. Use the blue buttons at the bottom of the photographs to look more closely at each one.

Discussion

1. For each photograph, make a list of the people, objects, and activities shown.

2. Based on the photographs, what are some of the similarities and differences between these two marches? Consider aspects such as the groups, facial expressions, signs, etc. in your answer.

When You’re Done

Answer the following:

1. Based on your observations of similarities and differences, do these two photographs explain differences between the women’s suffrage and Civil Rights movements?

2. If so, what are the differences?

3. What do you think was the biggest and most important difference between these two movements? Citing specific evidence from the primary sources, explain your opinion.
Access Primary Sources

Uncover thousands of documents, photos, maps, videos, and more.
Choose from Thousands of primary sources for use in classroom activities

Suffrage

SEARCH NOW

- All Words  - Any Word  - Exact Phrase  - Partial Word

- Search only documents featured in activities created by the National Archives

Refine by Historical Era or Document Type

Historical Era  Document Type

Your Filter Selections [clear all]:

- The Emergence of Modern America (1890-1930)
- Photograph
Central Pennsylvania Women's Suffrage Association Joins the Red Cross Parade

2/18/1919

The original caption for this photograph reads: Red Cross Parade, Harrisburg, PA. Central Pennsylvania Women's Suffrage Association joins the parade.
Document Analysis Worksheets

Document analysis is the first step in working with primary sources. Teach your students to think through primary source documents for contextual understanding and to extract information to make informed judgments.

Use these worksheets — for photos, written documents, artifacts, posters, maps, cartoons, videos, and sound recordings — to teach your students the process of document analysis.

Follow this progression:

1. The first few times you ask students to work with primary sources, and whenever you have not worked with primary sources recently, model careful document analysis using the worksheets. Point out that the steps are the same each time, for every type of primary source:
   1. Meet the document.
   2. Observe its parts.
   3. Try to make sense of it.
   4. Use it as historical evidence.

2. Once students have become familiar with using the worksheets, direct them to analyze documents as a class or in groups without the worksheets, vocalizing the four steps as they go.

3. Eventually, students will internalize the procedure and be able to go through these four steps on their own every time they encounter a primary source document. Remind students to practice this same careful analysis with every primary source they see.

Don't stop with document analysis though. Analysis is just the foundation. Move on to activities in which students use the primary sources as historical evidence, like on DocsTeach.org.

**Worksheets for Novice or Younger Students, or Those Learning English**

- Photograph (PDF) (HTML)
- Written Document (PDF) (HTML)
- Artifact or Object (PDF) (HTML)
- Poster (PDF) (HTML)
- Map (PDF) (HTML)
- Cartoon (PDF) (HTML)
- Video (PDF) (HTML)
- Sound Recording (PDF) (HTML)
- Artwork (PDF) (HTML)

**Worksheets for Intermediate or Secondary Students**

- Photograph (PDF) (HTML)
- Written Document (PDF) (HTML)
- Artifact (PDF) (HTML)
- Poster (PDF) (HTML)
- Map (PDF) (HTML)
- Cartoon (PDF) (HTML)
- Video (PDF) (HTML)
- Sound Recording (PDF) (HTML)
- Artwork (PDF) (HTML)
## Analyze a Photograph

### Meet the photo.
What do you see?

- Is the photo?
  - [ ] **BLACK AND WHITE**
  - [ ] **COLOR**

- Is there a caption?
  - [ ] **YES**
  - [ ] **NO**

- If so, what does the caption tell you?

### Observe its parts.
Circle what you see in the photo.

- What are the people doing in the photo?
- What are the objects used for in the photo?
- Write two words that describe the photo.

### Try to make sense of it.
Who do you think took this photo?

- Where do you think this photo was taken?
- List something that helps you prove where it was taken.
- Why do you think the photo was taken?
- How does this photo compare to modern times?

### Use it as historical evidence.
Where do you think we could find out more information about the people or objects in the photo?
• Advanced: Create your own activities!
• Educators can create interactive learning activities and save them on NARA.gov for students to access, and submit online or via email.
Online and in-person professional development opportunities exist for teachers and librarians.
Hands-on time!

**Primary Source Sets**

• Explore the PA Digital Source Sets – Where could you incorporate them into your classroom?

• Search the DPLA Source sets for a subject of your choice that matches programming or classes that you provide. Review the lesson plan and how you might adapt it for your needs. Test sharing a set via Google Classroom.

• Search the Library of Congress or NARA for materials matching a standard that you teach or provide reference support for. Review at least one tool for using Primary Sources (images, newspapers, oral histories...) at the age-level you support
Questions?

Delivering the Mail, Ulysses Library Association
https://ingest-digitalarchives.powerlibrary.org/papd/islandora/object/pap%3Apulpl-pbc_69
Thank you!

Teaching and Learning with Primary Sources

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