

Table of Contents

EXPERIENCE the LIBRARY OF CONGRESS	3
Acquire Primary Sources	4
Introduction to Library of Congress American Memory Project & Online Primary Resources	5
Fill Up the Canvas - Lewis and Clark Expedition	6
Exhibitions	8
THOMAS	9
World Digital Library	11
myLOC.gov	13
America's Library	15
The Teachers Page	17
Copyright and Citing Sources	19
Finding, Accessing & Using Primary Sources for the Classroom	21
Leaving Evidence of Our Lives	22
Full Site Search	24
Exploring Multi-Media Items for a Single Topic	25
Searching Collections Using Keywords and Chunks of Text	27
Search and Explore - Tips and Guidelines	29
Locating the Correct URL	31
Creating Content with Primary Sources	33
Choosing and Downloading Audio	34
Choosing and Downloading Video	36
Choosing and Downloading Images	38
Choosing and Downloading Maps	40
Acquiring Skills and Resources for Creating an Annotated Resource Set	42
Annotated Resource Set (ARS): Phase I Development	43
Brainstorm about Using Primary Sources in the Classroom	45
Primary Source Analysis	46
Analysis of Different Primary Source Types	47
Analyzing Primary Source Photographs	49
Analyzing Photographic Images	50
Analyzing Primary Source Sound Clips	52
Radio Broadcast Analysis	53
Analyzing Music for Classroom Use	55
Analyzing Primary Source Video Clips	57
Historical Analysis	58

Diverse Perspective Analysis	59
Stereotype Analysis	60
Propaganda Analysis	61
Analyzing Primary Source Maps	62
Content and Reason Analysis	63
Map Comparison Analysis	64
A Moment in Time Analysis	65
Analyzing Primary Source Manuscripts	66
The Evolution of a Manuscript	67
Primary Source-based Learning Examples	69
Review an Exemplary Annotated Resource Set	70
Classroom Project Ideas	71
Create a Functional Annotated Resource Set	73
Annotated Resource Set: Completing Phase I & II	74
Annotated Resource Set: Phase I Revision and Phase II Development	75

EXPERIENCE *the* LIBRARY OF CONGRESS

The Library of Congress is America's oldest federal cultural institution, housing the largest collection of knowledge ever assembled in one place.

You can find something about every conceivable subject in every possible format - books, photos, periodicals, films, sound recordings, sheet music, maps, manuscripts or oral histories, along with millions of items online at LOC.gov.

The Library also hosts hundreds of tours, concerts, lectures and other events every year.

Best of all, it's all free and open to the public.

As part of a unique multi-media partnership with the Library of Congress, The History Channel created and produced a video called, "[The Library of Congress Experience](#)" with the goal of bringing the valuable collections of one of the nation's greatest institutions to future generations of users.

You can learn more at <http://www.loc.gov> or plan a visit and build your own personalized collection of artifacts at <http://myLOC.gov>.

Acquire Primary Sources

This series of workshops introduces the participant to Library of Congress digitized primary sources and other local and national digital collections. The activities teach techniques for searching, acquiring and downloading digital primary sources.

Introduction to Library of Congress American Memory Project & Online Primary Resources

This session introduces participants to the American Memory collection, teaches search strategies, and demonstrates basic instructional strategies for using primary sources.

Fill Up the Canvas - Lewis and Clark Expedition

This activity introduces participants to the Features and Activities section of the American Memory Learning Page by reviewing a Lewis and Clark feature.

Objectives - Participants will:

- Define primary sources and illustrate their value for classroom learning.
 - Locate the Library of Congress website on a desktop computer and view the American Memory online collection.
 - Use a presentation from the American Memory Teachers Page to view primary sources of the Lewis and Clark Expedition.
1. Go to the Library of Congress (LOC) website: <http://www.loc.gov/>.
 2. Click on the *AMERICAN MEMORY* tab on the LOC home page and click the *GO* button or click on the following link: <http://memory.loc.gov/>.
 3. Click on the *Teachers* link.
 4. Click on the *Classroom Materials* link.
 5. Click on *Go to Presentations and Activities* under Presentations & Activities.
 6. Click the *Presentations* link.
 7. Click on the *Fill up the Canvas* presentation link.
 8. Once the map is completely drawn on the page, the Lewis and Clark trail is outlined in red. Move your cursor over the numbers on the trail for a description of each marker.
 9. Click on trail marker 12 - *First View of Rockies*.
 10. Click on the *Resources* link in the bottom left side of the frame.
 11. View several of the other Lewis and Clark sources that are available: journals, maps, LOC images, etc.
 12. Click on the *GO BACK TO THE MOVIE* link at the left side of the page.
 13. Click the *Skip* link in the lower left corner of the frame to go back to the trail.
 14. Click on trail marker 12 - *First View of Rockies*. The American Memory digital resource of the Lewis and Clark journal will be displayed in a text version. Click *Full journal entry* in the lower right below the text.
 15. Click the Page Gg {*page image*} to view a scanned image of the book titled: History of the expedition under the command of Captains Lewis and Clark, to the sources of the Missouri: thence across the Rocky mountains and down the river Columbia to the Pacific ocean; performed during the years 1804-5-6; by order of the government of the United States, volume 1.
 16. Click the web browser's *Back* button and then close the pop-up web browser window by clicking the X in the upper right corner.
 17. Return to the Learning Page Lewis and Clark map and click on *Back to the map*.
 18. Click on marker 6 - *At the Sioux camps*.
 19. Click on the Dakota village drawing.
 20. Review information about the primary source.
 21. Close the pop-up web browser window by clicking the X in the upper right corner.
 22. Return to the Learning Page Lewis and Clark map and click on *Full journal entry* link and review the information.
 23. Close the pop-up web browser window by clicking the X in the upper right corner.
 24. Return to the Lewis and Clark map and click the *Back to the map* link.
 25. Review other markers along the trail following these procedures.

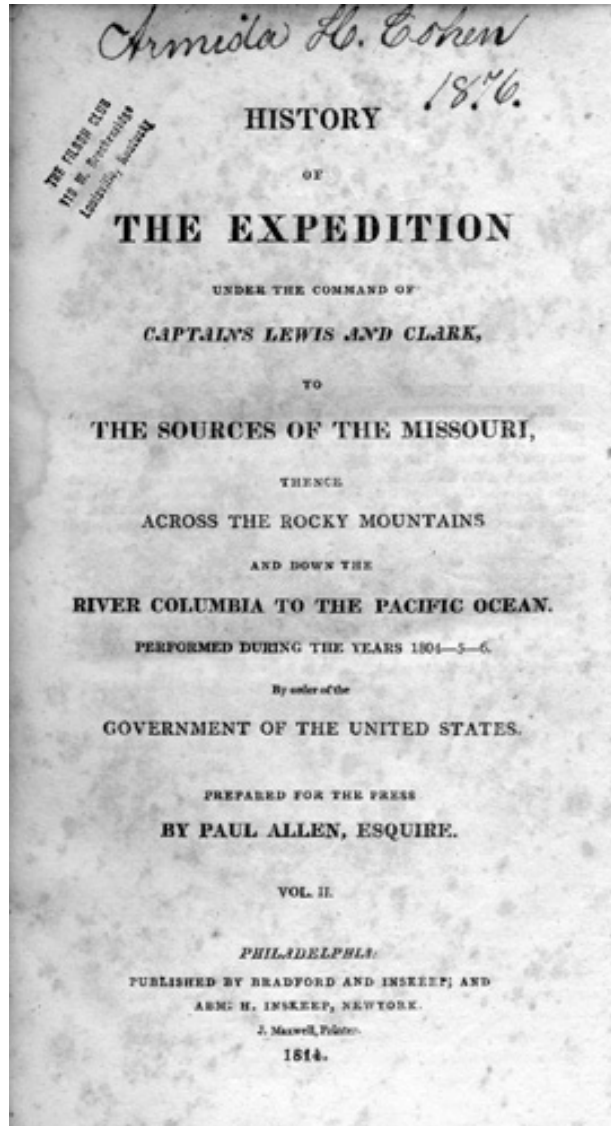
Notes:

This activity requires Macromedia Flash Player version 6 or later.

This activity uses pop-up web browser windows. Please disable any pop-up blocking software or configure your application to allow pop-ups from this site.

To access the "Lewis and Clark Expedition Flyer" on the LOC website go to:

<http://memory.loc.gov/cgi-bin/ampage?collId=icufaw&fileName=cbf0001b/icufawcbf0001b.db&recNum=0>.



Exhibitions

This activity introduces participants to the digitized exhibitions that are available on the Library of Congress Exhibitions website.

Objective - Participants will:

- Access the Library of Congress Exhibitions website and view several online exhibits.
1. Go to the Library of Congress website: <http://www.loc.gov/>.
 2. Click on the *EXHIBITIONS* tab on the LOC home page and click the *GO* button or click on the following link: <http://www.loc.gov/exhibits/>.
 3. Review the current exhibitions listed under *Current Exhibitions*. If you find items of interest that you would like to return to, visit <http://myLOC.gov> to create a personal account and bookmark those items.

Also explore past exhibitions by clicking *All Exhibitions*.

Note:

To access "The Wheel of Life" image from the Tibetan Collection in the Asian Reading Room on the LOC website go to: <http://www.loc.gov/exhibits/world/earth.html>.



THOMAS

This activity introduces participants to the legislative information on the Library of Congress THOMAS website.

Objective - Participants will:

- Use the THOMAS website to view federal legislative information available online.
1. Go to the Library of Congress website: <http://www.loc.gov/>.
 2. Click on the *THOMAS* tab on the LOC home page and click the *GO* button or click on the following link: <http://thomas.loc.gov/>.
 3. Review the following links on the left-hand menu:
 - *Bills, Resolutions* - Search a current database of all bills and resolutions
 - *Congressional Record* - Search the official record of the proceedings and debates of the U.S. Congress
 - *Presidential Nominations* - Search Presidential nominations for ambassadors, cabinet members, Supreme Court justices, and many other officials
 - *Treaties* - Search the advice and consent to all treaties negotiated by the president
 - *Committee Reports* - Search the activity reports from over two hundred congressional committees

Notes:

For legislative resources specific to K-12 teachers visit the For Teachers link at: <http://thomas.loc.gov/teachers/>

For other useful government resources visit: <http://thomas.loc.gov/links/>

To access "The Thomas Jefferson Papers Series 1. General Correspondence" on the LOC website go to: <http://memory.loc.gov/cgi-bin/ampage?collId=mtj1&fileName=mtj1page054.db&recNum=0011>.

been out of the public office about 80 years. I shall deposit them
 also them also, with the others in the same library of the University
 where they will be safer from injury than in a public office. I have
 promised however to trust them to Mr. Henry, if he will copy
 and publish them, when he shall have finished his collection of
 the laws, for this he is peculiarly qualified, as well by his diligence,
 as by his long acquaintance with the ancient manuscripts of this nation.
 I agree with you that it is the
 duty of every good citizen to use all
 the opportunities, which occur to him for
 preserving documents relating
 to the history of our country.

I decline all correspondence, which some moral duty does not expressly
 call on me to answer. I always trust that those who write them will
 read their answer in my age and silence, and see in these a mani-
 festation that I am done with writing letters. I am sorry therefore
 that I am not able to give any aid to the work you contemplate, other
 than my best wishes for it's success; and to these I add the assurance
 of my great respect.

W. Jefferson

World Digital Library

This activity introduces participants to the international resources at the World Digital Library website.

Objective - Participants will:

- Access the World Digital Library website and demonstrate the use of links to electronic resources from around the world.
1. Go to the Library of Congress website: <http://www.loc.gov/>.
 2. Click on the *WORLD DIGITAL LIBRARY* tab on the LOC home page and click the *GO* button.
 3. Click *Proceed to World Digital Library site* or click on the following link: <http://www.wdl.org/en>.
 4. Explore the *BROWSE* options at the top of the page:
 - *Place*
 - *Time*
 - *Topic*
 - *Type of item*
 - *Institution*
 5. Click the World Digital Library icon (top-left) to return to the home page.
 6. Experiment using the purple timeline below the map. Sliding the green sliders allow you to narrow your resource selection to a very specific time period.
 7. Click the + *Items* link under the Africa heading.
 8. Click on a thumbnail of interest to access the item details.
 - *Notice the items with a purple video icon. These resources have special video explanations by item curators.*
 9. Click the resource again to access an interactive view of the resource, or for multi-page resources, the entire volume. From this view you can:
 - *Use your mouse wheel or zoom controls to explore the resource in more detail.*
 - *Download the single resource or entire volume for multi-page items.*
 10. Click the World Digital Library icon (top-left) to return to the home page.
 11. You may also use the *SEARCH* field (top-right) to search the entire World Digital Library. Your term(s) will be highlighted in yellow for titles containing your term(s).

Note:

Global Gateway is another great website for international resources. Access Global Gateway here: <http://international.loc.gov>

Review the following links at Global Gateway:

- [*Collaborative Digital Libraries*](#) - *Bilingual collections built together with international partners*
- [*Individual Digital Collections*](#) - *LOC collections that focus on history and cultures around the world*
- [*Centers for International Research*](#) - *Access the LOC's 21 reading rooms*
- [*Portals to the World*](#) - *Resources selected by LOC subject experts*

To access the "Map of the peninsula of Macau off the coast of China" on the LOC website go to:
[http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field\(NUMBER+@band\(g7823m+ct000570\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER+@band(g7823m+ct000570))).



myLOC.gov

This activity introduces participants to the myLOC website.

Objective - Participants will:

- Create a myLOC account.
 - Access the myLOC website and explore the many online activities for teachers and students.
1. Go to the Library of Congress website: <http://www.loc.gov/>.
 2. Click on the *myLOC.gov* tab on the LOC home page and click the *GO* button.
 3. Click the *Register here* link next to the Sign In fields.
 - Notice the option for Windows Live ID users to sign in using Live ID.
 4. Enter your E-mail Address, choose a Password, select your User Type and enter a screen name. Click *SUBMIT*.
 5. Click the *Home* tab to return to your myLOC home page. Notice your personal myCollection area. For now, it should say *You have 0 items in myCollection*.
 6. Under the *Students* heading, choose *Featured Online Activity* by clicking on the image or title text.
 7. Click the *Add to myCollection* link to save this activity to your collection. Notice the *(1)* next to myCollection indicating you now have one item saved to your collection. This allows you to save items within myLOC which you can access anytime you login.
 8. Click *Launch Activity* to explore this featured activity. When finished, click the myLOC icon at the top of the page.
 9. Under the Teachers Featured Lesson Plan, click *More myLOC Lesson Plans*. Explore any lesson plans of interest and remember to click *Add to myCollection* if you would like to save the lesson.

Note:

Use the *My Account* link to change your myLOC account info and password.

Use the *myCollection* link to view, organize and delete your saved items.

To view certain portions of the myLOC site you will need [Silverlight 1](#) (or higher) and [Flash 9](#) (or higher).

Other questions can be answered using the *About myLOC* page here:

<https://myloc.gov/Pages/AboutmyLOC.aspx>.

LIBRARY OF CONGRESS

myLOC

Experience myLOC.gov!

- Collect your favorite treasures
- Turn the pages of rare manuscripts.
- Interact with priceless artifacts.
- Tour the magnificent Thomas Jefferson Building.
- Explore educational activities

Home
Exhibitions
Teachers & Students
Virtual Tour
Plan Your Visit
About myLOC

Discover the importance of the jaguar to Maya culture >

Explore Waldseemüller's 1507 world map, also called the "Birth Certificate of America" >

Peel off the layers of a famous world map to explore what might have been on the map-maker's mind >

*Interactive [Download [Microsoft Silverlight](#) to see more features]

Sign In

Remember Me

Not registered yet? [Register here](#) to take advantage of myLOC's many special features.

[Forgot Password](#) | [Help](#) | [Refer a Friend](#) | [Sign In](#) with Live ID

Play Knowledge Quest

Go on a quest to discover the hidden meanings of rare treasures from the Library of Congress. Examine historic objects, conquer every challenge, and claim a special reward. [View Quest\(s\)](#)

America's Library

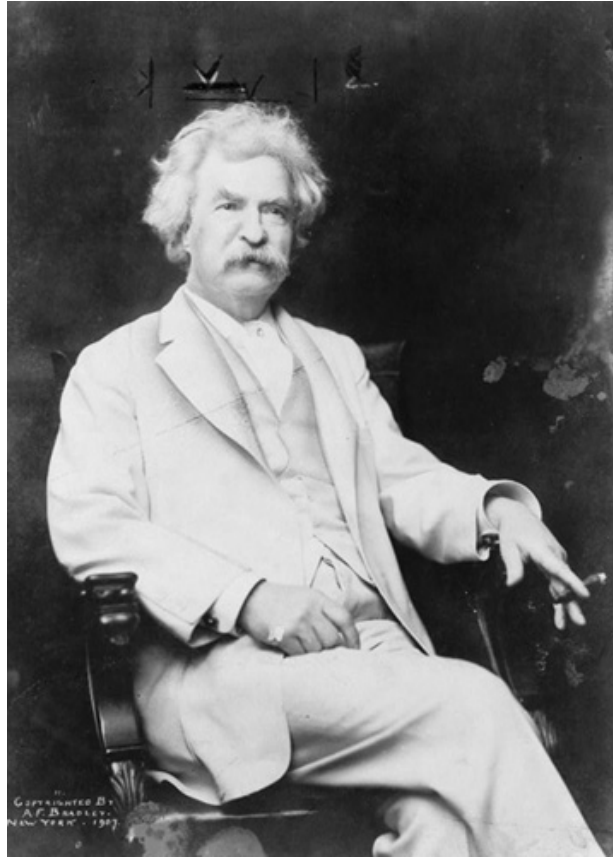
The Library of Congress America's Library website was made with children in mind, but it has great stories and activities for people of all ages.

Objectives - Participants will:

- Use the Library of Congress America's Library website to read stories of famous historical figures and identify some favorite primary sources.
 - Identify proper citation of primary sources.
1. Go to the Library of Congress website: <http://www.loc.gov/>.
 2. Under *Resources for*, select the *Teachers* link.
 3. Under *More Library Resources*, choose the *America's Library* link: <http://www.americaslibrary.gov>
 4. Click on the *Jump Back in Time* link.
 5. Review the different eras in the left hand bar.
 6. Scroll down and click on the *Gilded Age (1878-1889)* .
 7. Review the timeline at the top of the page (1840 to 1940+).
 8. Click on one of the story links on the right.
 9. Review the featured story. Scroll down and then click on the *NEXT* arrow. Repeat these steps until you have read all of the pages.
 10. Click on the *More Stories* link or scroll to the lower portion of the page.
 11. Scroll down the list of More Stories About the Gilded Age to the *Hello, Is the Sun Shining? "Alexander Graham Bell Invented the Photophone"* link and click on it.
 12. Review the story by clicking on the *NEXT* arrow at the bottom of each page.
 13. Click on the image of the *Alexander Graham Bell's design sketch of the telephone* for an enlarged view (page 2 of 3).
 14. Scroll down to the bottom of the image and note the citation below in MLA format.

Notes:

To access the "Photograph of Mark Twain" image on the LOC website go to:
http://www.americaslibrary.gov/aa/twain/aa_twain_subj_e.html.



The Teachers Page

This activity introduces participants to the Library of Congress Teachers page.

Objective - Participants will:

- Search for historical events that happened on the date of their birth.
 - Use the Teachers Page to access resources particularly useful to teachers and students.
1. Go to the Library of Congress website: <http://www.loc.gov/>.
 2. Click on the *Teachers* link on the LOC home page or click on the following link: <http://www.loc.gov/teachers>.
 3. Locate the *Class Starters* heading toward the bottom on right side of the page and click the *Today in History* link.
 4. After reviewing *Today in History*, click the *Archives* link located near the top of the web page.
 5. Using option #2, *Jump to a specific day in the archive*, select the month and day of your birth. Click the *Go* button. Read about the historical events that happened on your birthday!
 6. Return to the Teachers page and explore the other *Class Starters*. (You may be familiar with the *Jump Back in Time* activity.)
 7. Review the wealth of classroom materials by clicking the *See all...* link under the following:
 - *Primary Source Sets*
 - *Themed Resources*
 - *Lesson Plans*
 - *Collection Connections*
 8. Return to the Teachers page and click the *TPS Direct* link under *Professional Development*.
 9. Review the *PD Plan Builder* and *Self-Directed Modules* links for further professional development options for teachers.

Note:

To access the "Lincoln's Birthday Party" advertisement on the LOC website go to:



[http://memory.loc.gov/cgi-bin/query/h?ammem/ea:@field\(NUMBER+@band\(ncdeaa+B0217\)\)](http://memory.loc.gov/cgi-bin/query/h?ammem/ea:@field(NUMBER+@band(ncdeaa+B0217)))

35x17

Flowers
Collection



N.Y.
1896
Feb. 12

LINCOLN'S BIRTHDAY PARTY!

A Lincoln's Birthday Party will be held at the
CENTRAL 
 **HOUSE,**
NEW BOSTON,
ON THE EVENING OF
FEBRUARY 12TH, 1896,
FOR THE BENEFIT OF THE NEW CATHOLIC PAROCHIAL RESIDENCE
AT NEW BOSTON.

— FLOOR MANAGERS: —
D. E. SHEAHAN, J. H. MCGOWAN, FRED BURNES.

MUSIC, BOYD'S ORCHESTRA.

 **TICKETS, \$1.00.** 

BY ORDER OF COMMITTEE.

Tyler Brothers, Job Printers, Barrow Cross, N. Y.

Copyright and Citing Sources

This activity introduces participants to information on copyright and citation requirements.

Objectives - Participants will:

- Read information pertaining to Rights and Reproductions in using Library of Congress materials for educational purposes and how to cite electronic sources.
 - Discuss copyright and other restrictions associated with the use of primary sources.
 - Identify proper citation of primary sources.
1. Go to the Library of Congress website: <http://www.loc.gov/>.
 2. Click on the *AMERICAN MEMORY* tab on the LOC home page and click the GO button or click on the following link: <http://memory.loc.gov/>.
 3. Under *Browse Collections by Topic*, select *Advertising*.
 4. Select the *Advertising ~ Multiformat ~ 1850-1920* collection.
 5. Click on the Rawleigh's *Good Health Guide and Cook Book* image.
 6. Select the *Statement on Use and Reproduction* link near the bottom of the page.
 7. Review the restrictions of this donated collection.
 8. Click the web browser's *Back* button four times.
 9. Under *Browse Collections by Topic* select *Performing Arts, Music*.
 10. Scroll down the alphabetical list of collections and select the *African-American Music, Southern U.S. ~ Recordings ~ 1938-1943* collection.
 11. Scroll down to the *Working with the Collection* section and choose *Copyright and other Restrictions*.
 12. Review the following restrictions of this collection:
 - American Memory Copyright and Other Restrictions
 - Privacy and Publicity Rights
 - Any additional information posted by the American Folklife Center

Notes:

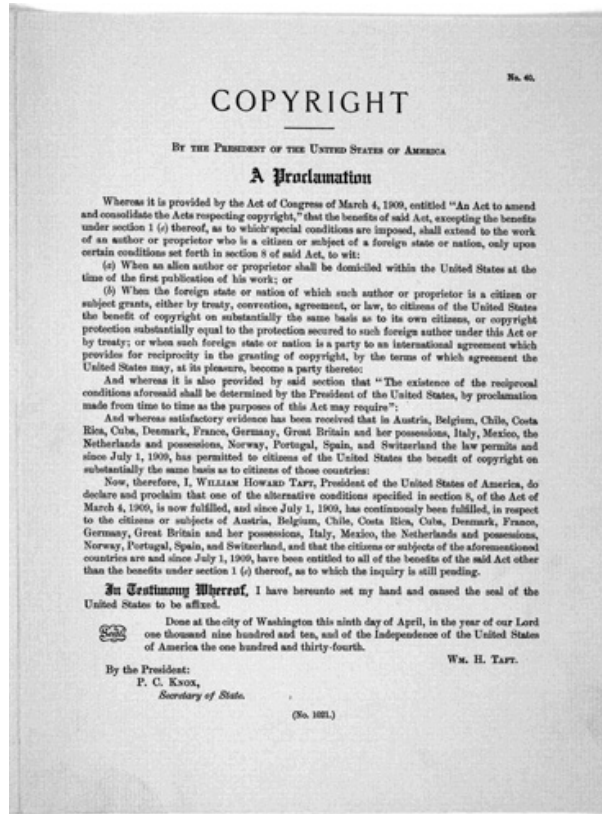
Visit the Copyright Office website for Fair Use and other definitions/policies <http://www.copyright.gov/>.

See general LOC resources about citing and copyright at the Teachers page under the *Using Primary Sources* link:

- Citing Primary Sources: <http://www.loc.gov/teachers/usingprimarysources/citing.html>
- Copyright and Primary Sources: <http://www.loc.gov/teachers/usingprimarysources/copyright.html>

To access the "Copyright" image on the LOC website go to:

[http://memory.loc.gov/cgi-bin/query/h?ammem/rbpebib:@field\(NUMBER+@band\(rbpe+2080130a\)\)](http://memory.loc.gov/cgi-bin/query/h?ammem/rbpebib:@field(NUMBER+@band(rbpe+2080130a))).



Finding, Accessing & Using Primary Sources for the Classroom

This session instructs educators how to locate primary sources in the American Memory Collections on the Internet, download the sources, save the URLs for future use, and use search strategies.

Leaving Evidence of Our Lives

This activity introduces the participant to the concept that evidence of their own activities are primary sources.

Participants will:

- Define primary and secondary sources.
 - Recognize that primary sources are created daily and provide insight into personal lives.
1. Think about all of the activities you were involved in during the past 24 hours. List as many of these activities as you can remember.
 2. For each activity on your list, write down what evidence, if any, these activities might have left behind. Examples might include receipts, notes, text messages, security surveillance data, signed credit card documents, voice messages, etc.
 3. Review the "[How to Use Primary Sources](#)" document. Think about what constitutes a primary source. Consider that the evidence of your activities are examples of primary sources.
 4. Review your list and what you wrote about the evidence your activities left behind and answer these questions:
 - Which of your daily activities were most likely to leave trace evidence behind?
 - What, if any, of that evidence might be preserved for the future? Why?
 - What would a person from the future be able to tell about your life and your society based on evidence of your daily activities that might be preserved for the future?
 5. Think about a current public event (a court case, election, public controversy, law being debated) and answer these questions:
 - What kinds of evidence might this event leave behind? Primary sources? Secondary sources?
 - Who records information about this event? How might their perspective impact their recording? Give a possible example.
 - For what purposes are different records of this event made?
 6. Based on what you have learned from this activity, describe your criteria for primary and secondary sources. Think about how your criteria compares to the definitions offered under the "quick start" section of the "[How to Use Primary Sources](#)" document.
 7. Consider the importance of primary sources in daily life and how you might use this activity in your classroom.

Notes:

Watch a Library of Congress curator present the actual items Abraham Lincoln was carrying when he was assassinated which include two pairs of spectacles and a lens polisher, a pocketknife, a watch fob, a linen handkerchief, a brown leather wallet containing a five-dollar Confederate note, and nine newspaper clippings, including several favorable to the president and his policies. The video is located at http://myloc.gov/Multimedia/LincolnPockets.aspx?s_cid=600000 on the LOC website.

To access images of the items found in Abraham Lincoln's pockets on the evening of his assassination as well as other items from The Alfred Whital Stern Collection of Lincolniana go to: <http://memory.loc.gov/ammem/collections/stern-lincoln/objects.html>.



Full Site Search

This activity introduces participants to the search feature on the homepage of the Library of Congress.

Objective - Participants will:

- Complete an overall search from the Library of Congress homepage.
 1. Go to the Library of Congress website: <http://www.loc.gov>.
 2. In the search box at the top of the page enter *Alexander Graham Bell*.
 3. Review the descriptive text with your highlighted search term to decide which result may be useful.
 4. Click on the title of a few results to see the variety of collections and exhibitions where "Alexander Graham Bell" can be found.

Note:

To access the "Main Reading Room" image on the LOC website go to:

[http://lcweb2.loc.gov/cgi-bin/query/i?pp/ils:@filreq\(@field\(NUMBER+@band\(highsm+03187\)\)+@field\(COLLID+highsm+03187\)\)](http://lcweb2.loc.gov/cgi-bin/query/i?pp/ils:@filreq(@field(NUMBER+@band(highsm+03187))+@field(COLLID+highsm+03187)))

Exploring Multi-Media Items for a Single Topic

This activity introduces participants to methods for searching various primary source media types.

Objectives - Participants will:

- Search for primary sources by media type.
- Locate specific primary source text, video, maps, photos, prints, and audio.

Search for civil war by original format:

1. Go to the Library of Congress (LOC) Web site: <http://www.loc.gov/>.
2. Click on the *American Memory* tab on the LOC home page and click the GO button: <http://memory.loc.gov/>.
3. Select *Browse* at the top of the American Memory home page.
4. The *Browse Collections Containing* section provides quick search links to collections containing:

a. Maps

- i. Click on the *Maps* link (under *Browse Collections Containing*).
- ii. Type **civil war** in the *Search selected collections* text box and click *SEARCH*. Examine the search results when they appear.

a. Manuscripts

- i. Click *Browse* to return to browse page. Click on the *Manuscripts* link (under *Browse Collections Containing*). A list of all collections containing manuscripts appears.
- ii. Type **Lincoln** in the *Search selected collections* text box and click *SEARCH*. Examine the search results when they appear.

b. Motion Pictures

- i. Click *Browse* to return to browse page. Click on the *Motion Pictures* link (under *Browse Collections Containing*).
- ii. Type **civil war** in the *Search selected collections* text box and click *SEARCH*. Examine the search results when they appear.

c. Sheet Music, Song Sheets

- i. Click *Browse* to return to browse page. Click on the *Sheet Music, Song Sheets* link (under *Browse Collections Containing*).
- ii. Type **civil war** in the *Search selected collections* text box and click *SEARCH*. Examine the search results when they appear.

d. Photos and Prints

- i. Click *Browse* to return to browse page. Click on the *Photos, Prints* link (under *Browse Collections Containing*).

- ii. Type **civil war soldiers** in the *Search selected collections* text box and click **SEARCH**. Examine the search results when they appear.

e. **Sound Recordings**

- i. Click *Browse* to return to browse page. Click on the *Sound Recordings* link (under *Browse Collections Containing*).
- ii. Type **folk** in the *Search selected collections* text box and click **SEARCH**. Examine the search results when they appear.

f. **Books, Other Printed Texts**

- i. Click *Browse* to return to browse page. Click on the *Books, Other Printed Texts* link (under *Browse Collections Containing*).
- ii. Type **civil war** in the *Search selected collections* text box and click **SEARCH**. Examine the search results when they appear.

Note:

Item Titles are links to individual primary sources and *Collection Titles* are links to the collection in which a primary source is associated.

To access the "Camp of 31st Pennsylvania Infantry near Washington, D.C." image on the LOC website go to: <http://hdl.loc.gov/loc.pnp/cph.3g07983>.



Searching Collections Using Keywords and Chunks of Text

This activity introduces participants to methods for searching inside collections using keywords and chunks of text.

Objectives - Participants will:

- Conduct effective searches within collections using keywords.
- Demonstrate a search using sentences and paragraphs of text.

Search Collections by Keywords

1. Go to the following URL to locate the Collection "African American Perspectives"
<http://memory.loc.gov/ammem/aap/aaphome.html>
 - a. Click on *Search by Keywords*.
 - b. Find the *Search Descriptive Information* text box, type **suffrage** into the text box and click **SEARCH**.
 - What types and how many items do you get?
 - c. Click your web browser's *Back* button to take you back to the Search page.
 - d. Above the text box, click on *Full Text* link.
 - e. In the *Full Text* box, type **suffrage** and click **SEARCH**.
 - What types and how many items do you get?

Searching using Chunks of Text

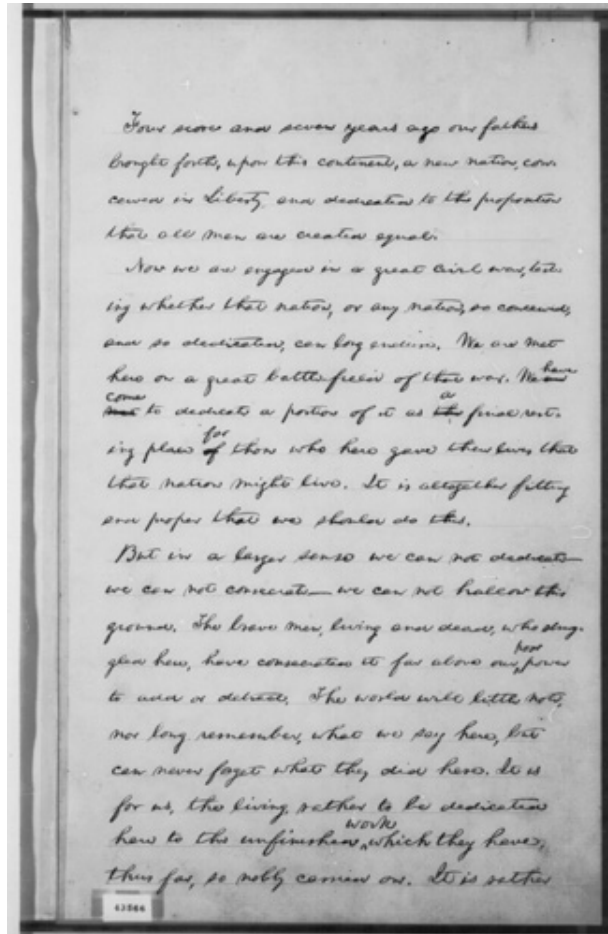
1. Go to the following URL to locate the collection "Abraham Lincoln Papers"
<http://memory.loc.gov/ammem/alhtml/malhome.html>
2. Click *Search by Keyword*.
3. Type this text in the *Search Descriptive Information* and/or *Full Text* box: "**Four score and seven years ago.**" Click **SEARCH**.
4. Click your web browser's *Back* button until you are back at the Search page.
5. Type the following text into the *Search Full Text* box and click **SEARCH**: "**be compensated for the losses by acts of the United States, including the loss of slaves.**"
6. Alternately use the *match any of these words* feature and the *match this exact phrase* feature.
 - What types and how many items do you get with these respective tools?

Note:

Search Descriptive Information searches only the title and summary (bibliographic) information of a primary source. *Full Text* searches the title, summary and content of primary source material.

To access the "Gettysburg Address: Hay Copy" image on the LOC website go to:

<http://memory.loc.gov/cgi-bin/ampage?collId=mal&fileName=mal3/435/4356600/malpage.db&recNum=0>.



Search and Explore - Tips and Guidelines

Searching in general

- American Memory has many aids to finding information; searching is only one of them.
- Search results differ with different searching tools.

Collection characteristics

- The collections have unique characteristics.
- Collections contain surprises.
- Collections are not encyclopedic in scope.
- Searching a historical archive is not like searching *Google* or a modern library catalog.

Choosing words or phrases for searching

- Language changes over time; places change names. You need to put yourself in the time frame of the collection to think of good keywords to use in a search.
- History has labeled events and time frames, but people living through the time or event did not refer to their "present" by these labels. Searching by these labels will not be as productive.
- Subject terms and cataloging practices change over time as society changes and evolves.
- With people's names, putting the last name first usually pulls up things about the person. Subject terms follow this pattern. Putting the first name first usually pulls up references to the person or comments by the person.
- To select the best keywords for searching, research the subject, time, and location for possibilities. For subject terms, scan the subject index with the collection.
- With phrases or multiple words, put the most important word first.

Conducting a search

- Narrow the number of collections before beginning the search process.
- Search results may yield many hits, but the most relevant will be at the top of the hit list.
- Variants in word forms produce different results.
- Any search is limited to 5000 hits.
- A search does not include *Special Presentations* or other supporting information.
- A full-text search may use simple phrases to several sentences.
- Use a full-text search for concepts where several words are needed to describe a concept.
- The search strategy, *Best Match and Find*, locates search words in the document text.
- Descriptive information, because it is on a limited amount of information, is faster than full-text searching. Use a search on *Descriptive Information* for known words, people, places, etc.
- Use *Descriptive Information* searching for works by someone. Use *Full Text* searching for works about someone.
- Subject terms in indexes and on item record pages are linked to more pages on the same topic. Clicking the subject terms of an item will yield more items of similar content.

Note:

To access the "Buffalo Bill's Wild West and Congress of Rough Riders of the World" image on the LOC website go to:

[http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field\(NUMBER+@band\(codhawp+00105240\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field(NUMBER+@band(codhawp+00105240))).



Locating the Correct URL

This activity introduces participants to the process of finding and recording the permanent URL of a primary source.

Objective - Participants will:

- Practice finding the correct URL and saving for replication and modification of primary sources.
1. Open the Library of Congress (LOC) website <http://www.loc.gov/>.
 2. Click on the *American Memory* tab on the LOC home page and click the *GO* button or click on the following link: <http://memory.loc.gov/>.
 3. Type **bicycles** in the Search text box at the top of the screen and click *SEARCH*.
 4. When the results for this search appear, click on the 5th item in the list, *The 1896 Butler Bicycle*. A picture of the Butler Bicycle advertisement appears from an 1896 leaflet advertising this product.
 5. Click on the *[Rights and Reproductions]* link at the top of the page with the bicycle picture on it. Read this material to see what rights are offered to you and what restrictions are placed upon these rights.
 6. When you are done reading this information, click your web browser's *Back* button to return to the original picture of the Butler Bicycle.
 7. Click the *View* drop down menu on the web browser's menu bar.
 - a. In Microsoft Internet Explorer: Select the *Source* option.
 - b. In Mozilla Firefox: Select the *Page Source* option (or use the keyboard shortcut Ctrl + U).
 8. A new window will open showing the HTML source code for the page you want to save.
 - a. In Microsoft Internet Explorer: Choose *Format* from the menu and then select the *Word Wrap* option.
 - b. In Mozilla Firefox: Choose *View* from the menu and then select the *Wrap Long Lines* option.
 9. Scroll to the bottom of the HTML document until you see: `<!-- The following URL will result in display of this document -->` and on the next line a long URL enclosed between HTML comment tags `<!--` and `-->`.
 10. Highlight and copy the complete URL, including the final parentheses (but NOT the HTML comment tags `<!--` or `-->`).
 11. You should have the following URL highlighted (if you are saving the first image of the Butler Bicycle brought up with the original URL):
[http://memory.loc.gov/cgi-bin/query/r?ammem/eea:@field\(DOCID+@lit\(eaa000569\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/eea:@field(DOCID+@lit(eaa000569))).
 12. Close the window displaying the HTML source code.
 13. Paste the URL you have copied into the web browser's *Address Bar* or *Location Bar* as you would any other URL.
 14. Test the URL by pressing *Enter* on your keyboard to bring up the Butler Bicycle advertisement again.
 15. Bookmark this page **ONLY** after you have copied and tested this URL in the *Location* field of your web browser.
 - a. In Microsoft Internet Explorer: Click the *Favorites* menu and select *Add to Favorites*. Type

a recognizable name to save this page.

- b. In Mozilla Firefox: Click the *Bookmarks* menu and select *Bookmark This Page*. Type a recognizable name to save this page.

16. If you want to use this URL to link to the picture from another program, paste the permanent URL into the document or webpage from which you want to link.

**With your new knowledge of how to search the Library of Congress, American Memory, and other online collections of primary sources; begin to search for collections or specific primary sources that may aide in the enhancement of your specific lesson or topic of interest.*

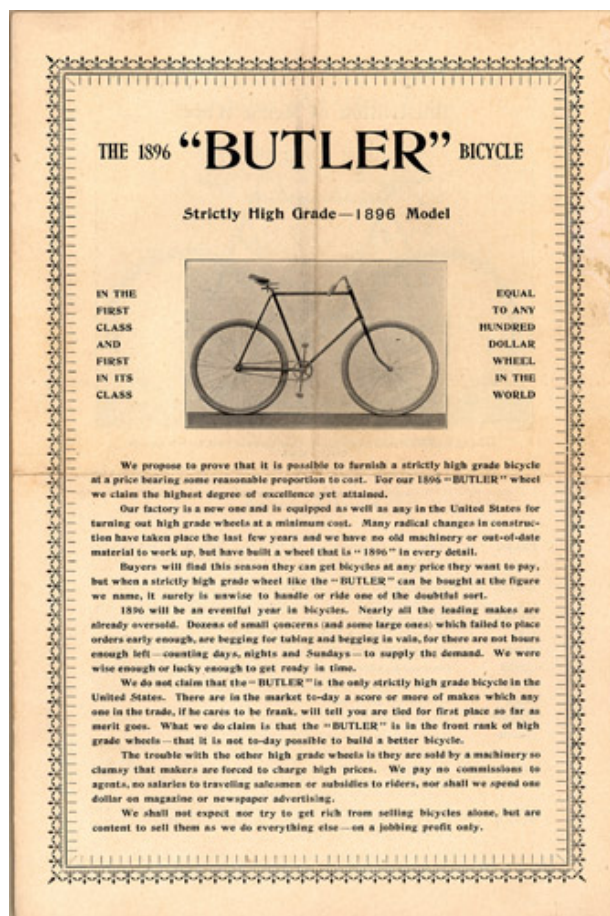
Notes:

Especially for educational purposes, you may use these images providing you cite the source collection as indicated on this page.

In this case, the picture of the Butler Bicycle is owned by the Duke University collections.

To access the "The 1896 Butler Bicycle" image on the LOC website go to:

<http://scriptorium.lib.duke.edu/ea/ephemera/A00/A0051/A0051-01-72dpi.html>.



Creating Content with Primary Sources

This workshop covers the history of digital primary source creation at the Library of Congress. Participants learn the details of the digital formats available for images, audio, and video and how the primary sources were converted to those formats. In addition, participants will be able to make informed decisions about selecting the right digital formats of a primary sources for their lessons or other projects.

Choosing and Downloading Audio

Digital Audio Formats

Sound recordings are offered in three different formats for listening:

- RealAudio (.rm)
- Mpeg 2, Layer 3(.mp3)
- WaveForm (.wav)

Each of these formats requires special players or plug-ins to listen. The RealAudio format can be played on a Mac or PC, but requires the Real One Player to listen. The Real One Player is available at <http://www.real.com>. Mp3 files provide great sound in a smaller file size and can be played on a Mac or PC. A computer's default player (QuickTime on a Mac or Windows Media Placer on a PC) will play Mp3 files. Finally, WAV files are the highest quality and largest files available for download at the Library of Congress and take longer to download than the previous two file types. QuickTime and Windows Media Player will both playback WAV files.

Objective - Participants will:

- Distinguish between the various audio formats.
 - Execute the process of downloading audio from a website.
1. Open the Library of Congress website: <http://www.loc.gov/>.
 2. Click on the *American Memory* tab on the LOC home page and click the GO button or click on the following link: <http://memory.loc.gov/>.
 3. Select the *Browse* button.
 4. Choose *Sound Recordings* under *Browse Collections Containing*.
 5. Click on the first collection listed, *African-American Music. Southern U.S. ~ Recordings ~ 1938-1943*.
 6. Next to *Browse by*, select the *Audio Title* option.
 7. Select the first title "*Ain't but Me One*."
 8. Notice the first option offered is the Mp3 format. Click on *Additional audio formats* below the Mp3 example. This is where you will find the Real Audio and WAV versions.
 - a. Pros and cons of Mp3 files:
 - i. Adequate audio quality (especially music primary sources)
 - ii. Faster download / smaller file size
 - iii. Not good for reuse in another digital presentation (PowerPoint or video)
 - iv. Voice only files may sound "tinny"
 - b. Pros and cons of Real Audio files:
 - i. One time listen only
 - ii. Cannot be downloaded to a computer
 - iii. Great for dial-up or low-bandwidth conditions
 - iv. Real Player required
 - v. Not a good choice if you plan to use the file again

c. Pros and cons of WAV files:

- i. Higher-quality format
 - ii. Reuse in PowerPoint or video presentations
 - iii. Longer download time / larger file size than Mp3
 - iv. Windows compatible (will play in Mac OS 9 and above)
9. Return to the Mp3 file option, right-click on the icon next to *Listen to this recording*. (Mac users should hold down the control button.)
 10. Choose the *Save target as...* option.
 11. In the *File Name* text box, rename the audio file *AintButMeOne*.
 12. In the *Save In* dropdown box, select where you want to save the file (for this lesson save the file to your *Desktop*).
 13. Click *Save*.
 14. Locate the audio file on your desktop folder and double-click it to listen.

Note:

For an informative and entertaining history of sound recording's profound impact on the musical life of the past century, check out a webcast that was sponsored by the Library's John W. Kluge Center, the Music Division and the Motion Picture, Broadcasting and Recorded Sound Division. In the webcast, Mark Katz discusses his book, "Capturing Sound: How Technology Has Changed Music." According to Katz, who teaches in the Department of Musicology at Peabody Conservatory of Music at The Johns Hopkins University, there is more to sound recording than just recording sound. Not just a tool for the preservation of music, the technology is a catalyst for change. To access the webcast go to: http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=3825.

To access the "President Harding's voice has been preserved in phonograph records in the government archives" image on the LOC website go to: [http://memory.loc.gov/cgi-bin/query/r?ammem/presp:@field\(NUMBER+@band\(cph+3b11977\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/presp:@field(NUMBER+@band(cph+3b11977))).

To access the "Government Camp Song" audio file on the LOC website go to: [http://memory.loc.gov/cgi-bin/query/r?ammem/toddbib:@field\(DOCID+@lit\(5099a1\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/toddbib:@field(DOCID+@lit(5099a1))).

Choosing and Downloading Video

Digital Video Formats

Movie formats are offered through the Library of Congress in three versions for viewing: RealMedia (.rm), Motion Picture Experts Group (MPEG or .mpg) and QuickTime (.mov). As with the audio formats, each video format requires a specific player or plug-in to view. The RealMedia format can be played on a Mac or PC, but requires the RealPlayer to view. Once again, the RealPlayer is available at <http://www.real.com>.

The MPEG format is related to the Mp3 format in that it is Mp3's older visual sibling created by the same techie wizards at the Motion Picture Experts Group. MPEG is one of the oldest, but better quality formats available. To view MPEG files, a high-end, high-speed computer (such as a Pentium 90 or better with a PCI or AGP graphics card and Windows Media Player, or a PowerMac with QuickTime Player) is needed. Finally, the QuickTime format is available for low-end playback on machines with less power and can be viewed best in the QuickTime Player. The image quality of the QuickTime movies is not as good as the MPEG format and not recommended for downloading. In fact, the best option for downloading video is the MPEG format. This type of download will take longer, but the quality is much better in the long run. Use the following steps to download an MPEG video file.

Objectives - Participants will:

- Distinguish between the various movie formats.
- Execute the process of downloading movies from a website.

1. Open the Library of Congress website: <http://www.loc.gov/>.
2. Click on the *American Memory* tab on the LOC home page and click the GO button or click on the following link: <http://memory.loc.gov/>.
3. Click on the *Browse* button.
4. Choose *Motion Pictures* under *Browse Collections Containing*.
5. Select *Film, Animated ~ 1900-1921*.
6. Next to *Browse Index* select the *Alphabetical Title List* option.
7. Scroll down and select "*The Enchanted Drawing*."
8. Notice that there are three video options available and that each has an indication of the file size or purpose (the Real format is for dial-up modems or higher Internet connections).

a. Pros and cons of the Real Media format:

- i. One time viewing only
- ii. Does not download to a computer
- iii. Great for dial-up or low bandwidth conditions
- iv. RealPlayer is required
- v. Not reusable in other applications

b. Pros and cons of the MPEG format:

- i. Highest Quality with a larger screen size
- ii. Reuse in PowerPoint, video or other applications
- iii. Longer download time
- iv. One minute of video = about 9 MB

c. Pros and cons of the QuickTime format:

- i. Smaller, downloadable files
 - ii. Not as clear as MPEG files
 - iii. Not reusable in other applications (PowerPoint)
 - iv. Requires QuickTime Player for either a Mac or PC
 - v. One minute of video = about 6 MB
-
9. Right-click on the icon next to *Quick Time format...5 megabytes*.
 10. Choose the *Save target as...* or the *Save link* option.
 11. In the *File Name* text box, rename the video file *TheEnchantedDrawing*.
 12. In the *Save In* dropdown box, select where you want to save the file (for this lesson save the file to the *Desktop*).
 13. Click *Save*.
 14. Minimize all open windows.
 15. Locate the MPEG file on your desktop and double-click it to view.

Note:

To access the "Krazy Kat goes a-woooing" video on the LOC website go to:

[http://memory.loc.gov/cgi-bin/query/r?ammem/papr:@filreq\(@field\(NUMBER+@band\(animp+4070\)\)+@field\(COLL](http://memory.loc.gov/cgi-bin/query/r?ammem/papr:@filreq(@field(NUMBER+@band(animp+4070))+@field(COLL)

Choosing and Downloading Images

Digital Image Formats

Most images of maps, text/pages, photos, and other images are either GIF or JPEG formats. No special plug-ins or media players are necessary to view either of these formats. Occasionally, some images (such as maps) are also offered in a high-quality TIFF format that is more suitable for printing. TIFF files are much larger in size and require a special viewer or image software to view. Use the following steps to download an image file.

Objective - Participants will:

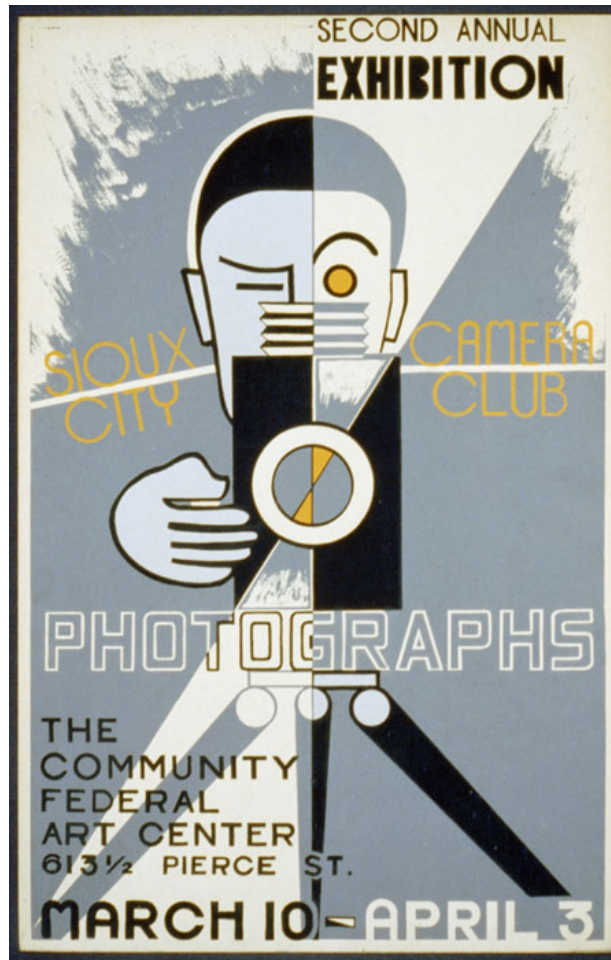
- Distinguish between the various image formats.
- Execute the process of downloading images from a website.

1. Open the Library of Congress website: <http://www.loc.gov/>.
2. Click on the *American Memory* tab on the LOC home page and click the *GO* button or click on the following link: <http://memory.loc.gov/>.
3. Click on the *Browse* button.
4. Choose *Photos, Prints* under *Browse Collections Containing*.
5. Click on the eighth collection listed, *Baseball Cards ~ 1887-1914*.
6. Next to *Browse by*, select the *Player* option.
7. Select *Brashear, R to Connor, Roger*, the second option in the list.
8. Scroll down and select *Cobb, Ty*.
9. Choose the first option for [*Ty Cobb*].
10. Click on the thumbnail for either the front or back of the baseball card to access the larger .jpeg version.
11. Notice the option to access the *high resolution uncompressed TIFF version*. This would be useful for printing the image to a larger format.
 - a. Why use the small GIF file?
 - i. Thumbnail image in a document
 - ii. Icon that hyperlinks to the bibliographic page at American Memory
 - b. Why use the full size JPEG?
 - i. Image size printing (not for enlargements)
 - ii. Import into PowerPoint slides
12. Right-click on the image.
13. Choose the *Save picture as...* option.
14. In the *File Name* text box, rename the image file to something meaningful (ie. *Cobb_Card_Front*).
15. In the *Save In* dropdown box, select where you want to save the file (for this lesson save the file to the *Desktop*).
16. Click *Save*. (Realize that the same steps can be taken to download the small thumbnail image (.gif) and the larger printable image (.tiff). You have access to three different sizes).
17. Minimize all open windows.
18. Locate the image file on your desktop and double-click it to view.

Note:

To access the "Photographs, second annual exhibition, Sioux City Camera Club" image on the LOC website go to:

[http://memory.loc.gov/cgi-bin/query/r?ammem/wpapos:@field\(NUMBER+@band\(cph+3b38142\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/wpapos:@field(NUMBER+@band(cph+3b38142))).



Choosing and Downloading Maps

Digital Map Formats

Maps and other large images in American Memory collections are presented as GIF, JPEG, or TIFF formats. You will also find MrSID (.sid), and JPEG200 (.JP2) file formats used to display maps in the Library of Congress's online collections. These formats are used to quickly stream large images over the internet while retaining their high quality, and use a special viewer to select specific areas of a map and zoom in for greater detail. These detailed areas are then presented as GIF files and can be downloaded (although the quality may be poor).

Objective - Participants will:

- Distinguish between the various map formats.
 - Execute the process of downloading maps from a website.
1. Open the Library of Congress website: <http://www.loc.gov/>.
 2. Click on the *American Memory* tab on the LOC home page and click the GO button or click on the following link: <http://memory.loc.gov/>.
 3. Click on the *Browse* button.
 4. Choose *Maps* under *Browse Collections Containing*.
 5. Select *Panoramic Maps ~ 1847-1929*.
 6. Next to *Browse by*, select the *Geographic Location* option.
 7. Select *Colorado* on the map.
 8. Click *United States--Colorado--Aspen. [1893]*.
 9. Double-click the "thumbnail" image (a GIF file).
 10. A full size, zoomable image is presented. To change the view, select the desired zoom level and window size from the options, and then click on the image.
 - a. Pros and cons of GIF files for maps:
 - i. Use the small thumbnail image as a link to the American Memory page for the primary source.
 - ii. Some close-up images from the zoom feature can be used, but the image quality may be poor.
 - b. Pros and cons of MrSID and JPEG200 files for maps:
 - i. High quality and detail with quick access time.
 - ii. Need special viewer or software to view offline.
 1. Information about how to view MrSID and JPEG200 files offline can be found here: <http://memory.loc.gov/ammem/help/view.html#map>.
 - c. Pros and cons of TIFF files for maps:
 - i. TIFF files are best used for printing in a variety of sizes such as posters.
 - ii. Do not use TIFF files on Websites or large TIFF files in PowerPoint slides.

11. Right-click on the *Download JPEG2000/MrSID image*.
12. Choose the *Save target as...* or the *Save link* option.
13. In the *File Name* text box, rename the map *Aspen_1893*.
14. In the *Save In* dropdown box, select where you want to save the file (for this lesson save the file to the *Desktop*).
15. Click *Save*.
16. Remember, to view JPEG2000 or MrSID maps offline, you must download an appropriate viewer. Please refer to the following LOC *How to View* page for more info and viewer links: <http://memory.loc.gov/ammem/help/view.html#map>.
17. Return to the bibliographic page for the map. This smaller thumbnail can be downloaded just as you did with an image and works great as a visual reference for the map. (**Note:** this small image will not show detail and should not be used for printing).

Note:

To access the "Waldseemuller World Map" on the LOC website go to:

[http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field\(NUMBER+@band\(g3200+ct000725\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER+@band(g3200+ct000725))).



Acquiring Skills and Resources for Creating an Annotated Resource Set

This session has participants apply what they have learned in all the previous lessons to create an annotated resource set, complete with URLs, images, and documentation. Upon completion of this session, participants will have the ability to create their own annotated resource set.

Annotated Resource Set (ARS): Phase I Development














Objective - Participants will:

- Develop Phase I of an Annotated Resource Set.
1. Open the [Annotated Resource Set \(ARS\) Template](#) document.
 - *The ARS Template has three sections. The first contains information about your set. The second is for storing your resource information. The third is for annotations that will help you integrate the resources into your lessons and share them with others.*
 2. Start by looking at the first page. This is where you will enter your set's content theme, your name, and add a textual paragraph that will describe your set's intended purpose. Don't worry if you don't know these now, you can always come back later.
 3. Search for resources at The Library of Congress web site: <http://www.loc.gov/>.
 4. When you locate a primary source you would like to add to your set, copy the permanent URL and paste it into the (*Resource Link Here*) cell on the second page your ARS Template.
 - *Copying the URL should always be your first step to assure that you can access your primary source from your ARS later.*
 5. Hitting *Enter* on your keyboard should automatically create your hyperlink, but you may want to check the link by holding *Ctrl* on your keyboard and clicking on the link.
 6. Next, copy and paste the title of the resource in the (*Resource Title Here*) cell.
 - *We recommended that you use the bibliographic title of the resource found below the thumbnail image as your resource title. These titles are almost always unique and can be used as search terms to find the resources again if your hyperlink doesn't work.*
 7. The next step will be to collect a visual representation of the primary source. Locate the thumbnail image of the primary source and Right-click anywhere on the image. Click *Copy*. In some cases, such as audio or video files, it may not be possible to include an image. In this case you may want to add an icon or some other visual representation for the media type.
 - *Almost all items found will provide a thumbnail image. These are usually found on the bibliographic page for the primary source.*
 8. Return to your ARS list and click on the *Image Placeholder* icon. Once the *Image Placeholder* icon is selected, right-click and select *Paste*.
 9. You will probably need to resize the thumbnail image in order to have it fit correctly in the available space. To do this, move your mouse over the corner of the image until your cursor becomes a resize arrow. Click and move your mouse toward the center of the image to decrease its size.
 - *Hint: Holding down the Shift key while resizing will keep the image from distorting. You should get used to holding down the Shift key while resizing any image to maintain the aspect ratio.*
 10. Continue steps 4-10 for each of your resources. This completes Phase I of your ARS.

- Review Phase II of the ARS. Foundations Annotations allow you to offer basic strategies for integrating the resources you find into your curriculum and to facilitate sharing and collaboration among other educators.

Annotated Resource Set (ARS)

Phase I

1. Title / Content Area	Who Settled Oklahoma? An Introduction to Guided Inquiry Using Primary Sources					
2. Developed by	Mary J. Johnson					
3. Grade Level	4-adult					
4. Essential Question	How do I use an inquiry process to build primary source evidence about Oklahoma settlement?					
5. Contextual Paragraph	Who settled Oklahoma? Native Americans? Whites? African Americans? Others? When and why did they come to Oklahoma? What online primary sources will shed light on the early Oklahoma settlers?					
1. Resource Set						
Today in History	Discover Our Story	Indian Territory Map	Overlook Native Periodic Images	1888 Postcard to General Grant	Indian Removal	<p>source research. It is an effective way to advance a learner's understanding of the historical context of each primary source and the information that is personally meaningful.</p>
<p>Today in History is a good starting point with links.</p> 	<p>Paragraphs with personal questions about groups that settled a territory.</p> 	<p>Map of Indian Territory.</p> 	<p>High resolution full-size images for historical background for projects of settlement.</p> 	<p>How to use online posts of one about Native American settlement?</p> 	<p>Which point of view is best?</p> 	
<p>https://www.loc.gov/rr/online/today/</p> 	<p>https://www.loc.gov/rr/online/discover/</p> 	<p>https://www.loc.gov/rr/online/maps/</p> 	<p>https://www.loc.gov/rr/online/images/</p> 	<p>https://www.loc.gov/rr/online/postcard/</p> 	<p>https://www.loc.gov/rr/online/indianremoval/</p> 	

Brainstorm about Using Primary Sources in the Classroom

This series of workshops provides information about analyzing different types of primary sources for use in the classroom.

Primary Source Analysis

When students use primary sources, they view original items created by direct personal experiences. By viewing and using original items of history, students get a much more meaningful experience than just by passively learning in a textbook. Primary sources make learning come alive for students.

In this workshop we will look at the basics of using primary sources with students: how different types of primary sources can be used, how primary sources fit into classroom subjects, and what to plan for when using primary sources in the classroom.

Analysis of Different Primary Source Types

Objectives - Participants will:

- Identify the different types of primary source materials available on the Library of Congress website.
 - Compare different types of primary source materials - what senses are used and what information is presented.
1. As you view or listen to the following primary sources, use the [Thinking About Primary Sources](#) worksheets to record answers to the essential questions. Use one worksheet per source type.
 - a. **Photographs:** Open the following URL: <http://hdl.loc.gov/loc.pnp/fsa.8b32373>. This will bring up the photograph titled "Mexicans entering the United States. United States Immigration station, El Paso Texas," from the collection *America from the Great Depression to World War II: Photographs from the FSA-OWI, 1935-1945* (click on the photograph to see a larger view).
 - b. **Written Documents:** (books, newspapers, magazines, journals, letters, diaries, advertisements and song sheets): Open the following URL: <http://memory.loc.gov/cgi-bin/ampage?collid=wpa1&fileName=18/1812/18120806/wpa118120806.db&> This will bring up the digitized document written by Mrs. Juan Valdes from the collection *American Life Histories: Manuscripts from the Federal Writers' Project, 1936-1940* [Mrs. Juan Valdes].
 - c. **Movie Clips:** Open the following URL: <http://hdl.loc.gov/loc.mbrsmi/lcmp002.m2a10987>. This will bring up the movie clip titled "Emigrants [i.e. immigrants] landing at Ellis Island" from the collection *Early Motion Pictures from 1897-1920*.
 - d. **Sound Recordings:** Open the following URL: <http://hdl.loc.gov/loc.afc/afc96ran.016>. This will bring up a sound clip titled "To America from Germany" from the collection *Buckaroos in Paradise: Ranching Culture in Northern Nevada, 1945-1982*.
 - e. **Maps:** Open the following URL to view the map "Auswanderer-karte und wegweiser nach Nordamerika" <http://hdl.loc.gov/loc.gmd/g3701e.ct000244> from *Map Collections: 1500-2004*.
 2. After looking at your answers to the three questions in the introduction, what additional questions do you have about the experiences of immigration? How could you find answers to these questions? What other resources would you bring into a unit on immigration?
 3. Compare the different types of primary sources. What different senses will your students use when viewing/listening to the sources? Which would be most effective to use with your students? Did some of them provide more information than others?

Notes:

[Thinking About Primary Sources](#) Worksheet Guide:

1. In the "What do you observe?" column, record important details that you can objectively see.
2. Compare your prior knowledge to the clues in the source, and then record your hypotheses about what you see in the "What do you think you know?" column.
3. Use the "What do you want to find out?" column to capture questions you may have as you observe and consider what you know about the source.

To access the "Auction & Negro Sales," image on the LOC website go to:

[http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq\(@field\(NUMBER+@band\(cwp+4a39949\)\)+@field\(COLLID+cw](http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cwp+4a39949))+@field(COLLID+cw)



Analyzing Primary Source Photographs

This workshop covers the analysis of visual objects and images, which may include paintings, photographs, sculpture, furniture, or other artifacts of material culture. Visual commodities offer a window into a culture and reveal aspects of how a culture thinks about itself. They are grounded in a particular historical moment. (See: Laura McCall, “With All The Wild, Trembling, Rapturous Feelings of a Lover’: Men, Women, and Sexuality in American Literature, 1820-1860,” *Journal of the Early Republic* 14 (Spring 1994): 71-89)

Analyzing Photographic Images

Primary Sources

- Join Or Die. Pennsylvania Gazette (Philadelphia), May 9, 1754.
<http://hdl.loc.gov/loc.pnp/cph.3g05315>
- George Washington Crossing the Delaware (1851). Emanuel Gottlieb Leutze, American, 1816-1868. Oil on canvas: 12 x 21 feet. Metropolitan Museum of Art, New York.
http://www.metmuseum.org/explore/gw/el_gw_bigimage.htm
- Artificial flower making at 8 cents a gross. Youngest child working is 5 years old. Location: New York, New York (State). <http://hdl.loc.gov/loc.pnp/nclc.04073>

Objectives - Participants will:

- Employ questioning techniques that promote higher-order thinking skills.
 - Help students look at visual objects and images from diverse perspectives.
 - Understand how visual objects provide a window into the past.
1. Go to the American Memory website at <http://memory.loc.gov>.
 2. Perform a photograph-specific search from the *Browse* link off of the American Memory home page. (*Alternatively, you may use one of the Primary Sources listed above.*)
 3. Select a photograph and make a print of it (*if possible*).
 4. In a short paragraph describe the following:
 - a. the subject
 - b. persons illustrated (if applicable)
 - c. when and where the photograph was taken
 - d. the photographer
 5. In a second paragraph, analyze the photographer's point of view and perspective.
 6. Conclude by answering this question: What challenges and opportunities does this photograph present to the historian?
 7. Include a copy of the photograph on a separate page and fill out the form used by the U.S. National Archives to analyze photographs at:
http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf

Note:

To access the "James River, Va. Sailors relaxing on deck of U.S.S. Monitor" image on the LOC website go to:

[http://memory.loc.gov/cgi-bin/query/r?ammem/cwar:@field\(NUMBER+@band\(cwp+4a39504\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/cwar:@field(NUMBER+@band(cwp+4a39504)))



Analyzing Primary Source Sound Clips

This workshop covers sound analysis including radio broadcasts, oral histories, and songs - all of which offer powerful methods to learn about the past. We will discuss how news was transmitted before the printing press and Industrial Revolution transformed the way people obtained information. The advent of radio represented another transformation and enabled people to obtain knowledge often simultaneously with the actual events. We will also discuss the myriad ways to conduct oral history projects.

Radio Broadcast Analysis

Primary Sources

- Explosion of the Hindenburg, 6 May 1937: <http://www.otr.com/hindenburg.html>
- Denver Reactions to Pearl Harbor: <http://hdl.loc.gov/loc.afc/afc1941004.sr20>
- D-Day, 6 June 1944; 12:41 a.m., EST: <http://www.otr.com/hicks.html>
- Victory in Japan (V-E Day); 12 August 1945: <http://www.otr.com/vj.html>
- He came by himself first, then he sent for us: <http://hdl.loc.gov/loc.afc/afcwip.tca02302>
- Don't bite the hand that's feeding you:
[http://memory.loc.gov/cgi-bin/query/r?ammem/papr:@field\(NUMBER+@band\(edrs+50357r\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/papr:@field(NUMBER+@band(edrs+50357r)))

Objectives - Participants will:

- Analyze various audio sources.
 - Determine which techniques to employ for utilizing sound clips in the classroom.
1. Select a subject above and listen to the sound clips.
 2. In the first paragraph describe the following:
 - a. the subject
 - b. person(s) speaking
 - c. when and where the sound clip was recorded
 - d. what you know about the subject
 3. In a second paragraph, analyze the subject's point of view and perspective.
 4. Conclude by answering this question: What challenges and opportunities does this sound clip present to the historian?
 5. You may wish to use the form used by the U.S. National Archives to analyze Sound Recordings at:
http://www.archives.gov/education/lessons/worksheets/sound_recording_analysis_worksheet.pdf

Note:

Other questions to consider:

1. What information does the bibliographic record offer that enhances your understanding?
2. Who are the speakers in this sound file?
3. What in the speakers' voice indicates their intent in recording this sound file?
4. What distinctive speech patterns or accents do you hear? How do they contribute to understand the speaker's intent or qualifications?
5. Do you know when this sound file was recorded? How will knowing when this sound file was recorded affect your understanding of the content?
6. Explore the differences between hearing the recording and reading the transcript.
 - a. List the differences in each experience.
 - b. Which was more engaging - hearing the sound file, or reading the transcript? Why?
7. Which words need contextual or temporal explanation?

8. What are the parallels to be drawn between the time this song was recorded and today?

To access the "Pearl Harbor bombing. California hit." image on the LOC website go to [http://memory.loc.gov/cgi-bin/query/r?ammem/fsaall:@field\(NUMBER+@band\(fsa+8b05007\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/fsaall:@field(NUMBER+@band(fsa+8b05007))).



Analyzing Music for Classroom Use

Primary Sources

- David Montgomery, "If ponies rode men and grass ate the cows': Just What Tune was in the Air when The World Turned Upside Down?" Chief Sources: *The World Turned Upside Down*; Cornwallis' Surrender at Yorktown (1781) <http://www.americanrevolution.org/upside.html>

Lyrics to *The World Turned Upside Down*:

If buttercups buzz'd after the bee

If boats were on land and churches on sea

If ponies rode men and if grass ate the cows

And cats should be chased into holes by the mouse

If the mamas sold their babies

To the Gypsies for half a crown

If summer were spring

And the other way 'round

Then all the world would be upside down

Objectives - Participants will:

- Analyze song lyrics.
 - Determine which techniques to employ for utilizing music in the classroom.
1. Use the [Thinking About Songs as Historical Artifacts](#) worksheet to analyze the above lyrics.
 2. Think about the following questions:
 - a. How do the lyrics reflect what happened at the end of the Battle of Yorktown?
 - b. Was the song performed by the British band during the October 1781 surrender?

Note:

To access the survey map of York and Gloucester on the LOC website go to:

[http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field\(NUMBER+@band\(g3884y+ar147100\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER+@band(g3884y+ar147100))).



Analyzing Primary Source Video Clips

Participants will look at four video clips and analyze them from different angles: historical, diverse perspective, stereotypical, and propaganda. After reviewing the video clips, the group will discuss the use of video clips in the classroom and define what students should understand after viewing the video clip. Finally, participants will incorporate the analysis techniques and create a classroom activity.

Historical Analysis

Primary Sources

- Video: "Arrival of Emigrants" <http://hdl.loc.gov/loc.mbrsmi/lcmp002.m2a13402>

Objective - Participants will:

- Determine historical use of video clips as primary sources.
1. Think about: "What is a motion picture?"
 2. Watch the video "Arrival of Emigrants" <http://hdl.loc.gov/loc.mbrsmi/lcmp002.m2a13402>.
 3. Focus your observations by using the Motion Picture Analysis Guide found here: http://www.archives.gov/education/lessons/worksheets/motion_picture_analysis_worksheet.pdf.

Note:

To access the "Arrival of emigrants [i.e. immigrants], Ellis Island" video on the LOC website go to: [http://memory.loc.gov/cgi-bin/query/h?ammem/papr:@field\(NUMBER+@band\(lcmp002+m2a13402\)\)](http://memory.loc.gov/cgi-bin/query/h?ammem/papr:@field(NUMBER+@band(lcmp002+m2a13402))).

Diverse Perspective Analysis

Primary Sources

- Video: "*TR's Arrival in Africa*" <http://hdl.loc.gov/loc.mbrsmi/trmp.4085>

Objective - Participants will:

- Analyze primary source material for diverse perspectives.
1. Think about how and why others perspectives on a primary source may differ from your own.
 2. Begin watching "*TR's Arrival in Africa*" at: <http://hdl.loc.gov/loc.mbrsmi/trmp.4085>.
 3. Focus your observations by using the Motion Picture Analysis Guide found here: http://www.archives.gov/education/lessons/worksheets/motion_picture_analysis_worksheet.pdf.

Note:

To access the "*TR's arrival in Africa*" video on the LOC website go to:
<http://hdl.loc.gov/loc.mbrsmi/trmp.4085>.

Stereotype Analysis

Primary Sources

- Video: "Old maid having a picture taken" <http://hdl.loc.gov/loc.mbrsmi/edmp.0739>

Objective - Participants will:

- Analyze primary source material for stereotypes and bias.
 1. Think about the presence of any contextual stereotyping or bias.
 2. Begin watching "Old maid having a picture taken" at: <http://hdl.loc.gov/loc.mbrsmi/edmp.0739>.
 3. Focus your observations by using the [Motion Picture Analysis Guide](#).

Note:

To access the "The old maid having her picture taken" video on the LOC website go to:
<http://hdl.loc.gov/loc.mbrsmi/edmp.0739>.

Propaganda Analysis

Primary Sources

- Video: "Buy an Electric Refrigerator" <http://hdl.loc.gov/loc.mbrsmi/amrlv.4007>

Objective - Participants will:

- Analyze primary source material for propaganda.
1. Use the [Propaganda Analysis Worksheet](#) to analyze the video above.
 2. Further focus your observations by using the [Motion Picture Analysis Guide](#).
 - *What is the purpose of advertisements?*
 - *What message is being relayed with this ad and why?*

Note:

Other questions to consider:

1. What can be learned from this source? What is the message?
2. What is the author's point of view? His purpose?
3. How would you use this source with students? How would you present it? How would you integrate it into an activity?
4. What vocabulary would you need to pre-teach or teach in context if you used this source with your students?

To access the "Buy an Electric Refrigerator" video on the LOC website go to:
<http://hdl.loc.gov/loc.mbrsmi/amrlv.4007>

Analyzing Primary Source Maps

This workshop discusses the functions of maps. “The first is to claim possession of land. The second is to give directions, to guide, and incidentally or purposely to advertise places. Maps also capture a moment in time, a visual memory of where people lived, roads and rivers passed, and natural geographic features once stood....In all three ways - as forms of legal documents, as guides for travelers, and as records of a moment in time - maps can be vital primary sources for historians” (Hoffer and Stueck, p. 112 and 114).

Content and Reason Analysis

Primary Sources

- Map of Salem, Massachusetts, 1692 <http://etext.lib.virginia.edu/salem/witchcraft/maps/>
- Charles Joseph Minard's "Carte figurative et approximative representant pour l'annee 1858 les emigrants du globe..." <http://hdl.loc.gov/loc.gmd/g3201e.ct000242>

Objectives - Participants will:

- Analyze maps for content and the reason for the map's existence.
- Learn how to interpret maps to compare communities, eras, progress, topographical regions, and locations.
- Understand maps as analytical tools.

1. Use one of the maps above to answer:

- Where and when was the map created? By whom? For whom?
- What is at the center of this map? Why?
- How do the items portrayed in this map compare to what we know about them? How do the names compare?
- What does the map's legend convey?
- How is color used in this map?
- How is quantity conveyed in this map?
- What can be learned from this map?
- What questions do you have about this map and its contents?

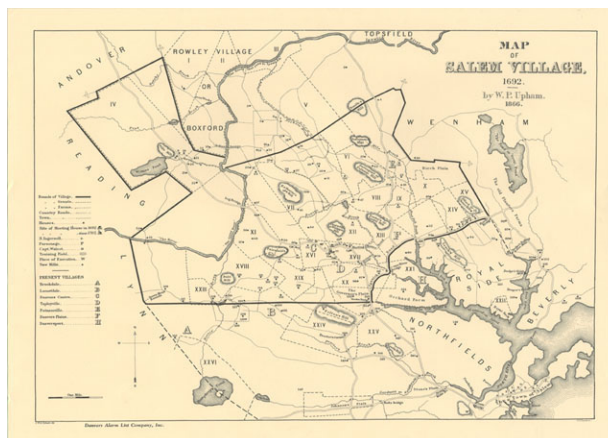
2. Focus your observations by using the Map Analysis Worksheet found here:

http://www.archives.gov/education/lessons/worksheets/map_analysis_worksheet.pdf

Note:

To access the "Map of Salem Village in 1692" image on the LOC website go to:

<http://etext.lib.virginia.edu/salem/witchcraft/maps/>.



Map Comparison Analysis

Primary Sources

- Maps of Philadelphia (17th through 19th centuries)
[http://lcweb2.loc.gov/cgi-bin/query/S?ammem/gmd:@FILREQ\(@field\(SUBJ+@od1\(United+States--Penns](http://lcweb2.loc.gov/cgi-bin/query/S?ammem/gmd:@FILREQ(@field(SUBJ+@od1(United+States--Penns)

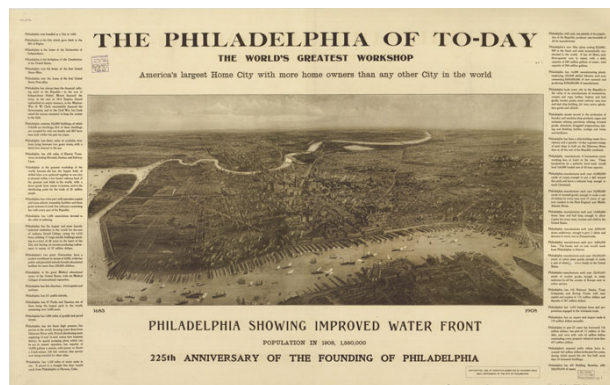
Objective - Participants will:

- Compare and contrast several types of maps from the same geographic region.
1. Go to a collection of Philadelphia (17th through 19th centuries) maps at:
[http://lcweb2.loc.gov/cgi-bin/query/S?ammem/gmd:@FILREQ\(@field\(SUBJ+@od1\(United+States--Penns](http://lcweb2.loc.gov/cgi-bin/query/S?ammem/gmd:@FILREQ(@field(SUBJ+@od1(United+States--Penns)
 2. Choose two maps.
 3. Write down any observations about similarities and differences between the maps. Why do the similarities or differences exist?
 4. Focus your observations by using the Map Analysis Worksheet found here:
http://www.archives.gov/education/lessons/worksheets/map_analysis_worksheet.pdf.

Note:

To access the "The Philadelphia of to-day, the world's greatest workshop" image on the LOC website go to:

[http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@filreq\(@field\(NUMBER+@band\(g3824p+pm008311\)\)+@field](http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@filreq(@field(NUMBER+@band(g3824p+pm008311))+@field)



A Moment in Time Analysis

Primary Sources

- *Eagle Map of the United States (1832)* <http://hdl.loc.gov/loc.gmd/g3700.np000151>

Objective - Participants will:

- Analyze a map of a geographic region based on the historical moment the map was created.
1. Go to the *Eagle Map of the United States (1832)* at:
<http://hdl.loc.gov/loc.gmd/g3700.np000151>
 2. How did the time period in which this map was created influence its design?
 3. Focus your observations by using the Map Analysis Worksheet found here:
http://www.archives.gov/education/lessons/worksheets/map_analysis_worksheet.pdf.

Note:

To access the "The eagle map of the United States" on the LOC website go to:
<http://hdl.loc.gov/loc.gmd/g3700.np000151>.



Analyzing Primary Source Manuscripts

In this workshop participants will review three versions of the Declaration of Independence and discuss the evolution of an important manuscript. Then participants will identify difficult words and attach meaning. Finally, participants will analyze a personal document and determine what information is the most important to keep.

The Evolution of a Manuscript

Primary Sources

- First Draft of the Declaration of Independence:
<http://memory.loc.gov/cgi-bin/ampage?collId=mtj1&fileName=mtj1page001.db&recNum=544>
- Final version of the Declaration of Independence:
<http://www.archives.gov/national-archives-experience/charters/declaration.html>
- Present-day translation of the Declaration of Independence:
[http://memory.loc.gov/cgi-bin/query/r?ammem/bdsdcc:@field\(DOCID+@lit\(bdsdcc02101\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/bdsdcc:@field(DOCID+@lit(bdsdcc02101)))

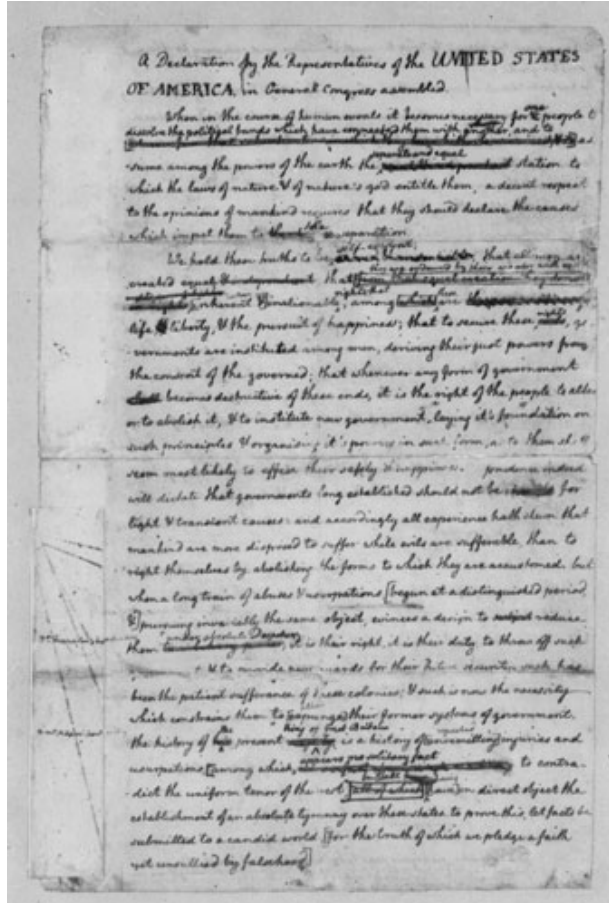
Objective - Participants will:

- Interpret the evolution of the Declaration of Independence as the founding document of the United States.
1. Review all three versions of the Declaration of Independence.
 2. Focus your observations by using the Written Document Analysis Worksheet found here:
http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf.
 3. Focus the observations on your understanding of the document before reading, after reading, and in regards to the changes made between versions.

Notes:

Suggested questions: *Who recommended the changes in the first draft? How many drafts were made before the final draft? If I were to outline the Declaration of Independence, how would I do it?*

To access the "Rough Draft of the Declaration of Independence" image on the LOC website go to:
<http://memory.loc.gov/cgi-bin/ampage?collId=mtj1&fileName=mtj1page001.db&recNum=544>.



Primary Source-based Learning Examples

In this workshop participants will explore various primary source-based learning examples.













Review an Exemplary Annotated Resource Set

Objective - Participants will:

- Review an exemplary Annotated Resource Set and note adoptable strengths.
- Download the "Who Settled Oklahoma? An Introduction to Guided Inquiry Using Primary Sources" Annotated Resource Set (ARS) from the TPS website:
http://www.mscd.edu/tps/resources/assets/primary_source_sets/ARS_Oklahoma_Inquiry.doc.
 - Review the ARS. Take note of aspects you would like to incorporate into the ARS you are developing.

Annotated Resource Set (ARS)

Phase I

1. Title / Content Area:	Who Settled Oklahoma? An Introduction to Guided Inquiry Using Primary Sources				
2. Developed by:	Mary J. Johnson				
3. Grade Level:	4-adult				
4. Essential Question:	How do I use an inquiry process to build primary source evidence about Oklahoma settlement?				
5. Contextual Paragraph:	Who settled Oklahoma? Native Americans? Whites? African Americans? Others? When and why did they come to Oklahoma? What online primary sources will shed light on the early Oklahoma settlers?				
Resources					
<p>Table to History</p> <p>Table to History is a grade-level guide with links.</p> 	<p>OklaMap</p> <p>OklaMap is an online resource about groups that settled in Oklahoma.</p> 	<p>Indian Territory Map</p> <p>Map of the Indian Territory.</p> 	<p>Charter of the Oklahoma Territory</p> <p>Legal documents that helped to establish the territory of Oklahoma.</p> 	<p>1889 Pictorial</p> <p>How the first settlers of Oklahoma arrived.</p> 	<p>Indian Removal</p> <p>Indian Removal Act.</p> 
<p>Library of Congress</p> <p>Library of Congress</p> 	<p>Historical Photographs</p> <p>Historical Photographs of the American West.</p> 	<p>Timeline of the American West</p> <p>Timeline of the American West.</p> 	<p>Timeline of the American West</p> <p>Timeline of the American West.</p> 	<p>Timeline of the American West</p> <p>Timeline of the American West.</p> 	<p>Timeline of the American West</p> <p>Timeline of the American West.</p> 

source research. It is an effective way to learn about the historical context of each primary source and the events that are personally meaningful.

LIBRARY OF CONGRESS
TEACHING WITH
**PRIMARY
SOURCES**
COLORADO
METROPOLITAN STATE
COLLEGE OF DENVER
**PS
I21**
History & 21st Century Learning

1

Classroom Project Ideas

Objective - Participants will:

- Review the Project Ideas document and discuss varied uses for the activities within.
1. Open the [Project Ideas](#) document and review the various ideas (*compiled by TPS-CO consultant Mary Johnson*).
 2. Choose 3-5 ideas and determine ways in which they could be used in conjunction with primary sources and directly applied to your specific discipline or subject of interest.
 3. Brainstorm the possible application of the ideas within the Project Ideas document, and new possibilities for primary source based activities. These activities (or possibly full lessons) may be realized through combined application of existing ideas, new direction or discipline focus for existing ideas, or perhaps something completely unique and innovative altogether.
 4. What's missing? What other ideas and examples can you think of for building student inquiry using primary sources? Start thinking about technology that you have in the classroom or that you are familiar with. How will you use technology with these examples?

Notes:

More primary source-based activity ideas:

1. Hand out primary sources to your students as they walk into the room during a class period. Have the students create a timeline/sequence of the sources in order or place the sources into groups according to eras.
2. Hand out primary sources to students. Have them complete a historic caption for the source under the assumption it will be placed in a newspaper.
3. Have students analyze a primary source for word use. Find words that are no longer commonly used today. Have the students "rewrite" the source in words that would fit today's generation.
4. Hand out a diverse selection of primary sources which from different areas of the country or world. Have the students map the locations of the source on a U.S. or world map.
5. Encourage students to listen to an audio "primary source of the day." Ask them to analyze what is being said in the clip, as well as what is happening "behind the words."
6. Have students take a group of primary sources and relate the sources to a piece of literature which they have read.
7. Have students connect a group of primary sources to America Art or an American artist. Ask them: "How do the primary sources relate to this artist and/or what the artist depicts in his or her work?"
8. Ask students to create the next source in a collection of textual documents. (i.e have students create the next diary entry, the next speech, an additional advertisement, etc.)
9. Hand out a collection of primary sources to students in the classroom. Ask students to find an additional source that compliments their source, or provides an alternative perspective on the source.



Create a Functional Annotated Resource Set

This series of workshops provides information about creating a functional Annotated Resource Set.

Annotated Resource Set: Completing Phase I & II

In this workshop you will complete Phase I revisions and Phase II development of an Annotated Resource Set.

Annotated Resource Set: Phase I Revision and Phase II Development

Objectives - Participants will:

- Revise Phase I of an Annotated Resource Set.
 - Develop Phase II of an Annotated Resource Set.
1. Open your Phase I Annotated Resource Set (ARS) and makes revisions based on your new understanding. Revisions could include:
 - Aesthetic improvements (thumbnail sizing, table layouts, etc.)
 - Addition and/or removal of resources
 - Contextual paragraph / essential question modifications
 2. Add *Foundation Annotations* (Phase II) to your ARS.
 3. Review Phase III of the ARS. *Inquiry & 21st Century Learning Annotations* allow you to offer advanced strategies for developing an inquiry-based activity which incorporates 21st century technologies.

Phase II	
Foundations Annotations	
7 Curriculum Connections	
Social Studies, Language Arts, Information and Communications Technology (ICT)	
8 Curriculum Standards	
History Standards (Colorado). (Note: Identify similar curriculum standards by state as necessary.)	
2.1 Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.	
2.2 Students know how to interpret and evaluate primary and secondary sources of historical information.	
2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.	
9 Content & Thinking Objectives	
Content Objectives:	
Objective 1: Understand the differences between primary and secondary sources.	
Objective 2: Identify primary source collections related to student-generated questions.	
Objective 3: Search for, select, question, and analyze primary sources for relevance to a particular historical inquiry.	
Thinking Objectives:	
Objective 1: Recognize and define stages of inquiry.	
Objective 2: Develop strong questions with potential to identify a focus and guide further inquiry.	
Objective 3: Decide which primary sources to accept or reject based on relevance to topic and questions.	
10 Learning Activities & Strategies	