

Introduction

What is the Library of Congress?

The Library of Congress was founded in 1800 as a legislative library. The Capitol was its first home. Today, the Library of Congress occupies three buildings on Capitol Hill, near the U.S. Capitol: the Jefferson Building (opened in 1897), the Adams Building (opened in 1939), and the Madison Building (opened in 1980).

The Library of Congress is the nation's oldest federal cultural institution and serves as the research arm of Congress. It is also the largest library in the world, with nearly 128 million items on approximately 530 miles of bookshelves. The collections include more than 29 million books and other printed materials, 2.7 million recordings, 12 million photographs, 4.8 million maps, and 57 million manuscripts.

The Library's mission is to make its resources available and useful to the Congress and the American people and to sustain and preserve a universal collection of knowledge and creativity for future generations.

What is American Memory?

American Memory is an online gateway to rich primary source materials relating to the history and culture of the United States. The site offers more than 7 million digital items from more than 100 historical collections. The collections can be found at <http://memory.loc.gov>.

In the coming years, the National Digital Library Program plans to digitize more of the Library's unique American history collections and make them freely available to teachers, students, and the general public over the Internet. Special collections to be digitized include the documents, films, manuscripts, photographs, and sound recordings that tell the American story.

What is An Adventure of the American Mind?

An Adventure of the American Mind (AAM) is a project designed to train in-service and pre-service classroom teachers and college teacher education faculty to access, use and produce curriculum utilizing the Internet and the digitized primary source materials from the collections of the Library of Congress.

The objectives for this multi-year program are to:

1. Demonstrate a pilot program that teaches teachers how to utilize technology and primary resources in their classroom instruction.
2. Train in-service and pre-service teachers and university faculty to use primary resources in their classroom instruction.
3. Further validate the American Memory Program with a broad group of teachers in local settings (K-12).
4. Demonstrate and evaluate a training program that can be exportable to other communities.

"...[W]e want to share our resources with the American people, who, through their elected representation in Congress, have created the world's largest repository of knowledge." --Dr. James Billington, Librarian of Congress

To help realize Dr. Billington's vision, Congressman Charles H. Taylor of the 11th Congressional District acquired the necessary funding to bring the AAM program to Western North Carolina. In the fall of 1999, the program began at Montreat, Mars Hill and Brevard Colleges. In 2000, it expanded to Western Carolina University and Furman University to ensure that all counties of the western Carolinas would benefit. In 2003 AAM was extended to the 12 Congressional District in Pennsylvania due primarily to the support of Congressman John Murtha. Waynesburg College and California University were allocated funding for 2004-2006 to provide AAM professional development programs for the teachers in 20 school districts. Waynesburg College will work with the teachers in Albert Gallatin, Carmichaels, Central Greene, Chartiers Houston, Laurel Highlands, Jefferson Morgan, South Western Greene, Trinity, Uniontown, and West Greene school districts.

What is a Primary Source?

Simply put, **primary sources** are the original items or records that have survived from the past – such as clothing, letters, photographs, and manuscripts. They were part of a direct personal experience of a time or event. The online collections of the Library of Congress American Memory project are comprised of primary sources. For the purpose of contrast, it is important to note that **secondary sources** are created by documenting or analyzing someone else's experience to provide a perspective or framework of a past event. They may have been written long after an event took place and include items such as textbooks, encyclopedias, biographies, and documentaries.

Type of Source	Examples
Primary source: one obtained by, coming from, or being direct personal observation or experience	<ul style="list-style-type: none"> • art • artifacts • autobiographies • diaries • interviews • journals • letters • music • news footage • newspapers • photographs • poetry • speeches
Secondary source: one created using information provided by someone else, i.e., using someone's recollection to create the item.	<ul style="list-style-type: none"> • textbooks • encyclopedias • biographies • monographs • documentaries

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

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

1. Primary sources expose students to multiple perspectives on great issues of the past and present. The human experience, after all, deals with matters that were furiously debated by the participants. Interpretations of the past are furiously debated as well, among historians, policy makers, politicians, and ordinary citizens. By working with primary sources, students can become involved in these debates.
2. Primary sources help students develop knowledge, skills, and analytical abilities. By dealing directly with primary sources, students engage in asking questions, thinking critically, making intelligent inferences, and developing reasoned explanations and interpretations of events and issues in the past and present. Primary sources also often provide a real-life framework to apply skills learned in the classroom.
3. Educators have applied the cognitive theory of Benjamin Bloom to instructional objectives and learning activities since 1960. The chart below lists the six levels of cognition, the specific skills within those levels and examples of questions or learning activities related to the use of primary documents. Using Bloom's taxonomy for cognitive development, you can create lesson plans that challenge a student to think beyond the factual level. The chart below outlines the levels of thinking and suggests examples at each level related to the use of primary documents.

Areas	Skills	Examples
Knowledge	<ul style="list-style-type: none">• Observe• Names• Dates• Places	<ul style="list-style-type: none">• When was this taken?• What is the condition of the source?
Comprehension	<ul style="list-style-type: none">• Understand• Grasp meaning• Compare and contrast• Group• Put in order• Interpret	<ul style="list-style-type: none">• What is happening in this picture?• Why are these men out here in the middle of a field?• What was that machine used for?
Application	<ul style="list-style-type: none">• Use information in new situations	<ul style="list-style-type: none">• Create a newspaper surrounding a particular event during this era.

<p>Analysis</p>	<ul style="list-style-type: none"> • Identify parts • Observe patterns • Organize segments • Recognize hidden meanings 	<ul style="list-style-type: none"> • What was the technology surrounding this source? • Why was this source created?
<p>Synthesis</p>	<ul style="list-style-type: none"> • Create new ideas from old ones • Make generalizations • Use gathered knowledge in relationships • Predict • Come to a conclusion 	<ul style="list-style-type: none"> • What possible problems can the photographer face being "on the road" with his equipment and supplies?
<p>Evaluation</p>	<ul style="list-style-type: none"> • Compare and discriminate between ideas • Assess value of theories • Presentations • Make choices based on reasoned argument • Verify value of evidence • Recognize subjectivity 	<ul style="list-style-type: none"> • Assess the importance of the photograph to civilians during the war. • Compare the contemporary photographer with that of the 19th century photographer. How are their lives similar? Consider equipment, transportation, journalistic requirements, hazardous duty, etc.

4. The Pennsylvania Department of Education has established Academic Standards K-12 in all subject areas. Primary document analysis and interpretation are included in the History Standards for the study of both Pennsylvania and U.S. History. The study of chronology, change and social issues are recommended for U.S. History classes. The Reading, Writing, Speaking and Listening Standards include benchmarks in grades 3, 5, 8, and 11 for research that includes using online libraries, databases and electronic search engines. The Science and Technology standards establish guidelines for the use of web browsers, online research tools, and file transfer protocols. All of the Pennsylvania Academic Standards are included in the resource CD you received for this workshop. Specific standards related to primary documents and research are listed below. Browse the history standards for themes and topics you could search for in the American Memory Collection.

Pennsylvania Academic Standards K-12

History

8.2 Pennsylvania History

- 8.2.3 B. Identify and describe primary documents, material artifacts and historic sites important in Pennsylvania history.
- Documents, Writings and Oral Traditions (e.g., Penn’s Charter, Pennsylvania “Declaration of Rights”)
 - Artifacts, Architecture and Historic Places (e.g., Local historical sites, museum collections, Independence Hall)
 - Liberty Bell
 - Official Commonwealth symbols (e.g., tree, bird, dog, insect)
- 8.2.6 B. Identify and explain primary documents, material artifacts and historic sites important in Pennsylvania history from Beginnings to 1824.
- Documents, Writings and Oral Traditions (e.g., Charter of Privileges, The Gradual Abolition of Slavery Act of 1780, *Letters from a Pennsylvania Farmer*)
 - Artifacts, Architecture and Historic Places (e.g., Conestoga Wagon, Pennsylvania rifle, Brig Niagara)
- 8.2.9 B. Identify and analyze primary documents, material artifacts and historic sites important in Pennsylvania history from 1787 to 1914.
- Documents, Writings and Oral Traditions (e.g., Pennsylvania Constitutions of 1838 and 1874, The “Gettysburg Address”, *The Pittsburgh Survey*)
 - Artifacts, Architecture and Historic Places (e.g., Gettysburg, Eckley Miners’ Village, Drake’s Well)
- 8.2.12 B. Identify and evaluate primary documents, material artifacts and historic sites important in Pennsylvania history from 1890 to Present.
- Documents, Writings and Oral Traditions (e.g., Constitution of 1968, *Silent Spring* by Rachel Carson, Pennsylvania historical markers)
 - Artifacts, Architecture and Historic Places (e.g., 28th Division Shrine, Fallingwater, Levittown, Allegheny Ridge heritage corridor)

8.3 United States History

- 8.3.3 B. Identify and describe primary documents, material artifacts and historic sites important in United States history.
- Documents (e.g., Declaration of Independence, U.S. Constitution, Bill of Rights)
 - Writings and Communications (e.g., Pledge of Allegiance, famous quotations and sayings)
 - Historic Places (e.g., The White House, Mount Rushmore, Statue of Liberty)
 - The Flag of the United States
- 8.3.3 C. Identify important changes in United States history (e.g., Belief Systems and Religions, Commerce and Industry, Innovations, Politics, Settlement Patterns and Expansion, Social Organization, Transportation, Women’s Movement).

- 8.3.6 B. Identify and explain primary documents, material artifacts and historic sites important in United States history from Beginnings to 1824.
- Documents (e.g., Mayflower Compact, Northwest Ordinance, Washington's Farewell Address)
 - 18th Century Writings and Communications (e.g., Paine's *Common Sense*; Franklin's "Join, or DIE," Henry's "Give me liberty or give me death")
 - Historic Places (e.g., Cahokia Mounds, Spanish Missions, Jamestown)
- 8.3.6 C. Explain how continuity and change has influenced United States history from Beginnings to 1824.
- Belief Systems and Religions (e.g., impact on daily life, government established religions, communal sects)
 - Commerce and Industry (e.g., fur trade, development of cash crops)
 - Innovations (e.g., cotton gin, Whitney; wooden clock, Banneker; stove, Franklin)
 - Politics (e.g., Hamilton's defense of John Peter Zenger, The Great Compromise, Marbury v. Madison)
 - Settlement Patterns (e.g., frontier settlements, slave plantation society, growth of cities)
 - Social Organization (e.g., community structure on the frontier, cultural and language barriers)
 - Transportation and Trade (e.g., methods of overland travel, water transportation, National Road)
 - Women's Movement (e.g., roles and changing status of women, Margaret Brent's vote, soldier Deborah Sampson)
- 8.3.9 B. Identify and analyze primary documents, material artifacts and historic sites important in United States history from 1787 to 1914.
- Documents (e.g., Fugitive Slave Law, Treaty of Guadalupe Hidalgo, Emancipation Proclamation)
 - 19th Century Writings and Communications (e.g., Stowe's Uncle Tom's Cabin, Brown's "Washed by Blood," Key's "Star Spangled Banner")
 - Historic Places (e.g., The Alamo, Underground Railroad sites, Erie Canal)
- 8.3.9 C. Analyze how continuity and change has influenced United States history from 1787 to 1914.
- Belief Systems and Religions (e.g., 19th century trends and movements)
 - Commerce and Industry (e.g., growth of manufacturing industries, economic nationalism)
 - Innovations (e.g., Brooklyn Bridge, refrigerated shipping, telephone)
 - Politics (e.g., election of 1860, impeachment of Andrew Johnson, Jim Crow laws)
 - Settlement Patterns and Expansion (e.g., Manifest Destiny, successive waves of immigrants, purchase of Alaska and Hawaii)
 - Social Organization (e.g., social class differences, women's rights and antislavery movement, education reforms)
 - Transportation and Trade (e.g., Pony Express, telegraph, Transcontinental Railroad)
 - Women's Movement (e.g., roles in the Civil War, medical college for women, Seneca Falls Conference)

- 8.2.13 B. Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present.
- Documents (e.g., Treaty of Versailles, North Atlantic Treaty, Neutrality Acts)
 - 20th Century Writings and Communication (e.g., Coolidge's "The Business of America is Business," King's "I Have A Dream," Armstrong's "One Small Step for Man")
 - Historic Places (e.g., Ellis Island, Pearl Harbor, Los Alamos)
- 8.3.12 C. Evaluate how continuity and change has influenced United States history from 1890 to Present.
- Belief Systems and Religions (e.g., 20th century movements, religions of recent immigrants)
 - Commerce and Industry (e.g., corporations, conglomerates, multinational corporations)
 - Innovations (e.g., the Tin Lizzie, radio, World Wide Web)
 - Politics (e.g., New Deal legislation, Brown v. Topeka, isolationist/non-isolationist debate)
 - Settlement Patterns (e.g., suburbs, large urban centers, decline of city population)
 - Social Organization (e.g., compulsory school laws, court decisions expanding individual rights, technological impact)
 - Transportation and Trade (e.g., expansion and decline of railroads, increased mobility, Internet)
 - Women's Movement (e.g., right to vote, women in the war effort, Women's Peace Party)

Reading, Writing, Speaking And Listening

1.8 Research

- 1.8.3 A. Select a topic for research.
- B. Locate information using appropriate sources and strategies.
- Locate resources for a particular task (e.g., newspapers, dictionary).
 - Select sources (e.g., dictionaries, encyclopedias, interviews to write a family history, observations, electronic media).
 - Use tables of contents, key words and guidewords.
 - Use traditional and electronic search tools.
- 1.8.5 A. Select and refine a topic for research.
- B. Locate information using appropriate sources and strategies.
- Evaluate the usefulness and qualities of the sources.
 - Select appropriate sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, computer databases).
 - Use tables of contents, indices, key words, cross-references and appendices.
 - Use traditional and electronic search tools
- 1.8.8. A. Select and refine a topic for research.
- B. Locate information using appropriate sources and strategies.
- Determine valid resources for researching the topic, including primary and secondary sources.
 - Evaluate the importance and quality of the sources.

- Select essential sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, computer databases).
 - Use tables of contents, indices, key words, cross-references and appendices.
 - Use traditional and electronic search tools.
- 1.8.11. A. Select and refine a topic for research.
- B. Locate information using appropriate sources and strategies.
- Determine valid resources for researching the topic, including primary and secondary sources.
 - Evaluate the importance and quality of the sources.
 - Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, computer databases).
 - Use tables of contents, indices, key words, cross-references and appendices.
 - Use traditional and electronic search tools.

Science and Technology

3.7 Technology Devices

Computer literacy, including the use of hardware and software in standard statements C, D, and E, should be integrated across all content areas.

- 3.7.4 E. Identify basic computer communications systems.
- Apply a web browser.
 - Apply basic electronic mail functions.
 - Use on-line searches to answer age appropriate questions.
- 3.7.7 E. Explain basic computer communications systems.
- Describe the organization and functions of the basic parts that make up the World Wide Web.
 - Apply advanced electronic mail functions.
 - Apply basic on-line research techniques to solve a specific problem.
- 3.7.10 E. Apply basic computer communications systems.
- Identify and explain various types of on-line services.
 - Identify and explain the function of the parts of a basic network.
 - Describe and apply the components of a web page and their function.
 - Explain and demonstrate file transfer within and out side of a computer network.
 - Identify, describe and complete advanced online research.