

## DOCUMENT RESUME

ED 475 785

CS 511 423

TITLE Especially for Teachers: Getting Started [and] Professional Development Handouts. Learning Page Lesson Plan.

INSTITUTION Library of Congress, Washington, DC.

PUB DATE 2002-06-10

NOTE 86p.

AVAILABLE FROM The Library of Congress, 101 Independence Ave, SE, Washington, DC 20540. Tel: 202-707-5000. For full text: <http://memory.loc.gov/ammem/ndlpedu/lessons/index.html>.

PUB TYPE Guides - Classroom - Teacher (052) -- Reference Materials - General (130)

EDRS PRICE EDRS Price MF01/PC04 Plus Postage.

DESCRIPTORS Classroom Techniques; \*Educational Resources; Learning Activities; Lesson Plans; North American Culture; Online Searching; \*Primary Sources; \*Professional Development; \*Resource Materials; United States History

IDENTIFIERS \*American Memory Project (Library of Congress); \*Teacher Needs

## ABSTRACT

American Memory is a Web site created by the Library of Congress which provides public access to more than 7 million historical items, presented in over 100 thematic collections through the World Wide Web. These items reflect the collective American memory, its history and culture, and include unique and rare documents, photographs, films, and audio recordings. The "Learning Page" provides a "teacher's eye view" of the American Memory collections. It includes lessons, features, activities, and "tips and tricks" for using these collections in the classroom. The Learning Page Site Map reveals the latest additions to the Learning Page, as well as special events, conference presentations, and programs of special interest to educators. The Learning Page also contains suggestions and lesson plans for using primary sources in the classroom. (NKA)

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# The Library of Congress

ED 475 785

The Learning Page?...

lesson plans  
▼

**Especially for Teachers:  
Getting Started [and] Professional Development Handouts.**

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# The Learning Page ... especially for teachers

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



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be your "front door" to more than 100 **American Memory collections!** Here is a "teacher's eye view" of over 7 million historical documents, photographs, maps, films, and audio recordings.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



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# The Learning Page? ...

getting started

getting started

lesson plans

features & activities

collection connections

community center

professional development



## What is the Learning Page?

This Web site was created to assist educators as they use the [American Memory](#) Web site to teach about United States history and culture. The site provides tips and tricks for using the American Memory collections, as well as frameworks, activities, and lessons that provide context for their use. It will be useful to lifelong learners of all ages.

View the [Site Map](#) for help with navigating the Learning Page.

## What is American Memory?

American Memory is a Web site created by the Library of Congress. It provides public access to more than 7 million historical items, presented in over 100 thematic collections through the World Wide Web. These items reflect the collective American memory, its history and culture and include unique and rare documents, photographs, films, and audio recordings.

The sections in this Web site are designed to help users search the American Memory collections and to use its items to enrich education. The following tools are offered to help you search the American Memory collections.

## Pathfinders:

Browse five kinds of pathfinders to identify some of the major subjects represented in American Memory. Select a pathfinder to identify pertinent collections.



EVENTS



PEOPLE



PLACES



TIME



TOPICS

## Other Tools:

[Finding Items in American Memory](#)

[Introduction to Searching American Memory](#)

[Synonym List](#)

[Search Tips](#)

[Searching Full Text](#)

[What American Memory Resources are Included in this Search?](#)

## Resources:

The following resources are offered here to help you with your educational endeavors.

### **America's Library**

Meet Amazing Americans ... Join America at Play ... Jump Back in Time ... Explore the States ... See, Hear and Sing on this engaging Library of Congress Web site.

### **Citing Electronic Resources**

Citation examples for American Memory images, documents, maps, audio, and video materials.

**Copyright**

A clear explanation of Copyright and Fair Use.

**Internet Resources**

A directory of online reference sources for U.S. history and social studies.

**Ordering Reproductions**

Information for ordering reproductions of most American Memory items, when downloading doesn't suit your needs.

**Resources for National History Day 2002**

Suggestions to teachers and students for using Library of Congress resources for National History Day projects.

**Technical Information**

Tips for accessing, printing, and saving materials in American Memory.

## The Learning Page Site Map



This page reveals the latest additions to the Learning Page, as well as special events, conference presentations, and programs of interest to educators.

### getting started

Information to assist you in locating materials in American Memory and the Learning Page.

- **Pathfinders:**  
Browse the pathfinders to identify some of the major subjects represented in American Memory. Select a pathfinder to identify collections which contain pertinent information for your subject.
  - [Events](#)
  - [People](#)
  - [Places](#)
  - [Time](#)
  - [Topics](#)
- **Other Tools:**  
These Web pages that provide tips and tricks for using the American Memory collections.
  - [Finding Items in American Memory](#)
  - [Introduction to Searching American Memory](#)
  - [Synonym List](#)
  - [Search Tips](#)
  - [Searching Full Text](#)
  - [What American Memory Resources are Included in this Search?](#)
- **Frequently Asked Questions**  
If you have further questions about American Memory or the Learning Page, you may want to use the "Questions? | Contact Us" link at the bottom of this page to e-mail our Reference Librarians.

The following resources are offered here to help you with your educational endeavors.

- [Citing Electronic Resources](#)  
Provides examples of correct citation for American Memory images, documents, maps, audio, and video materials.
- [Copyright](#)  
This explanation of Copyright and Fair Use is written specifically for educators.
- [Internet Resources](#)  
Provides a directory of high quality, reliable, online reference sources (outside of the Library of Congress Web sites) for educators.
- [Ordering Reproductions](#)  
Provides information for ordering reproductions of most American Memory items — useful when downloading doesn't suit your needs.
- [Resources for National History Day](#)  
Provides suggestions to teachers and students for using Library of Congress resources for National History Day projects.
- [Technical Information](#)  
Provides tips for accessing, printing, and saving materials in American Memory.

## lesson plans

Here you will find lesson plans developed by education professionals. You will also find the following items to help create your own lessons and integrate American Memory primary sources into the classroom.

- [Media Analysis Tools](#)  
Worksheets that help students develop analyses of various media in American Memory.
- [Using Primary Sources in the Classroom](#)  
Ideas and techniques with easy-to-find objects, sounds, images, and texts.
- [Lesson Framework](#)  
Tips on selecting and incorporating primary sources into phases of a lesson.
- [Historian's Sources](#)  
Introduces students to the analysis of everyday artifacts

## features & activities

Features bring together items from across the American Memory collections to investigate a common curricular theme. These presentations include historical "background" to help tell the story behind the theme.

- [American Memory Timeline](#)  
A comprehensive, chronological look at America's history, through primary sources. . . an excellent place to start when looking for curricular support in the American Memory collections.
- [Elections: Shockwave Version](#) | [Non-Shockwave Version](#)  
How have American elections changed over time? What similarities can we see in elections of yesteryear and those of today?
- [Immigration](#)  
See the building of the nation. How have immigrants shaped this land?
- [Inaugurations](#)  
Observe the pageantry of presidential inaugurations through images and written accounts from the American Memory collections.
- [Thanksgiving](#)  
investigate the American tradition of celebrating Thanksgiving, beginning in colonial times.
- [Women Pioneers](#)  
Experience the stories of women who forged ahead to make a better life for themselves, their families, and their societies.

These activities provide an interactive, "hands on" experience. Activities focus on a specific topic, rather than broad themes. Although designed to be used with teacher direction, some activities can be used by students, independently.

- [Who's That Lady?](#)  
Use the American Memory collections and other resources to meet the challenge of the Turn-of-the-Century, First Ladies' Bowl.
- [Historical Detective](#)  
Search the American Memory collections to solve the riddle.
- [The Big Picture](#)  
Complete the jigsaw puzzles, then hunt for information in American Memory to find the theme for each puzzle set.
- [Port of Entry](#)  
Use your detective skills to uncover the stories of immigrants to the United States.

## collection connections

collections.

- [Collection Connections](#)  
Each Collection Connection provides a summary of the collection's historical content; many Collection Connections provide teaching strategies and learning activity ideas, as well.
- [Read More About It](#)  
The Center for the Book has prepared reading lists for adult and younger readers to help you Read More About It.

## community center

Interact with educators from around the country and learn new ideas for teaching with primary sources.

- [American Memory Newsletter](#)  
Share ideas for using primary sources in curriculum.
- [Discussions](#)  
Join the Library of Congress staff in monthly, themed discussions about reading and primary sources.

## professional development

Through a variety of professional development programs, learn how to effectively use American Memory resources in the classroom.

- [Workshops](#)  
A listing of In House, Video Conference, and Self-Serve workshops are available online.
- [Handouts](#)  
Handy guides which make excellent "quick reference" resources which are useful for personal use or as handouts at presentations and professional development sessions.

[The Library of Congress](#) | [American Memory](#)

[Questions? Contact us](#)

Last updated 06/19/2002



American Memory is the online resource compiled by the Library of Congress National Digital Library Program. With the participation of other libraries and archives, the program provides a gateway to rich primary source materials relating to the history and culture of the United States. Millions of items from our historical collections are freely available online to teachers, students, and the general public through the Internet. Special collections include the documents, films, manuscripts, photographs, and sound recordings that tell the American story. The program is funded by congressional appropriations and private sector donations. Visit American Memory at <http://memory.loc.gov>.

#### **The Aaron Copland Collection, ca. 1900-1990**

**Description:** The multiformat Aaron Copland Collection, from which the online collection derives, includes approximately 400,000 items documenting the multifaceted life of an extraordinary person who was composer, performer, teacher, writer, conductor, commentator, and administrator. It comprises both manuscript and printed music, personal and business correspondence, diaries, writings, scrapbooks, programs, newspaper and magazine clippings, photographs, awards, books, sound recordings, and motion pictures. The first release of the online collection contains approximately 1,000 items that yield a total of about 5,000 images. These items date from 1899 to 1981, with most from the 1920s through the 1950s, and were selected from Copland's music sketches, correspondence, writings, and photographs.

#### **Abraham Lincoln Papers at the Library of Congress**

**Description:** The complete Abraham Lincoln Papers at the Library of Congress consist of approximately 20,000 documents, which include incoming and outgoing correspondence and enclosures, drafts of speeches, and notes and printed material. Most of the items are from the 1850s through Lincoln's presidential years, 1860-65. Treasures include Lincoln's draft of the Emancipation Proclamation, his March 4, 1865, draft of his second Inaugural Address, and his August 23, 1864, memorandum expressing his expectation of being defeated for re-election in the upcoming presidential contest. The Lincoln Papers are characterized by a large number of correspondents, including friends and associates from Lincoln's Springfield days, well-known political figures and reformers, and local people and organizations writing to their president. The online version of the Abraham Lincoln Papers at the Library of Congress offers access to the complete collection from the Library's Manuscript Division. This consists of approximately 20,000 items (61,000 pages) organized into three General Correspondence Series in the Lincoln Papers itself, and an additional three hundred Lincoln letters in other collections in the Manuscript Division. Most of the items are from the 1850s through Lincoln's presidential years, 1860-65.

#### **African American Odyssey**

**Description:** This Special Presentation of the Library of Congress exhibition, *The African American Odyssey: A Quest for Full Citizenship*, showcases the Library's incomparable African American collections. The presentation is not only a highlight of what is on view in this major black history exhibition, but also a glimpse into the Library's vast African American collection. Both include a wide array of important and rare books, government documents, manuscripts, maps, musical scores, plays, films, and recordings. This presentation is not yet searchable. Additional collections are forthcoming.

#### **African American Perspectives: Pamphlets from the Daniel A.P. Murray Collection, 1818-1907**

**Description:** The Daniel A. P. Murray Pamphlet Collection presents a panoramic and eclectic review of African-American history and culture, spanning almost one hundred years from the early nineteenth through the early twentieth centuries, with the bulk of the material published between 1875 and 1900. Among the authors represented are Frederick Douglass, Booker T. Washington, Ida B. Wells-Barnett, Benjamin W. Arnett, Alexander Crummell, and Emanuel Love. The collection resides in the Rare Book and Special Collections Division, Library of Congress.

#### **The African-American Experience in Ohio: Selections from the Ohio Historical Society**

**Description:** This selection of manuscript and printed text and images illuminates the history of black Ohio from 1850 to 1920, a story of slavery and freedom, segregation and integration, religion and politics, migrations and restrictions, harmony and discord, and struggles and successes.

### **African-American Sheet Music, 1850-1920: Selected from the Collections of Brown University**

**Description:** This collection consists of 1,307 pieces of African-American sheet music dating from 1850-1920. It includes many songs from the heyday of antebellum black face minstrelsy in the 1850s and from the abolitionist movement of the same period. Numerous titles are associated with the novel and the play Uncle Tom's Cabin. Civil War period music includes songs about African-American soldiers and the plight of the newly emancipated slave. Post-Civil War music reflects the problems of Reconstruction and the beginnings of urbanization and the northern migration of African Americans. Particularly significant in this collection are the visual depictions of African Americans which provide much information about racial attitudes over the course of the nineteenth and early twentieth centuries.

### **Alexander Graham Bell Family Papers at the Library of Congress**

**Description:** This second release contains about 4650 items consisting of correspondence, scientific notebooks, journals, blueprints, articles, and photographs documenting Bell's invention of the telephone and his involvement in the first telephone company, his family life, his interest in the educations of the deaf, and his aeronautical and other scientific research.

### **America at Work, America at Leisure: Motion Pictures from 1894-1915**

**Description:** Work, school, and leisure activities in the United States from 1894 to 1915 are featured in this presentation of motion pictures. Highlights include films of the United States Postal Service from 1903, cattle breeding, fire fighters, ice manufacturing, logging, calisthenic and gymnastic exercises in schools, amusement parks, boxing, expositions, football, parades, swimming, and other sporting events.

### **America from the Great Depression to World War II: Photographs from the FSA and OWI, ca. 1935-1945**

**Description:** The images in the Farm Security Administration-Office of War Information Collection are among the most famous documentary photographs ever produced. Created by a group of U.S. government photographers, the images show Americans in every part of the nation. In the early years, the project emphasized rural life and the negative impact of the Great Depression, farm mechanization, and the Dust Bowl. In later years, the photographers turned their attention to the mobilization effort for World War II. This release provides access to over 55,000 black-and-white images from the collection, as well as 1600 color photographs taken during the latter days of the project.

### **America Singing: Nineteenth-Century Song Sheets**

**Description:** For most of the nineteenth century Americans learned the latest songs from printed song sheets. Not to be confused with sheet music, song sheets are single printed sheets, usually six by eight inches, with lyrics but no music. These were new songs being sung in music halls or new lyrics to familiar songs, like "Yankee Doodle" or "The Last Rose of Summer." Song sheets are an early example of a mass medium and today they offer a unique perspective on the political, social, and economic life of the time, especially during the Civil War. The collection spans the period from the turn of the nineteenth century to the 1880s, although a majority of the song sheets were published during the height of the craze, from the 1850s to the 1870s.

### **America's First Look into the Camera: Daguerreotype Portraits and Views, 1839-1862**

**Description:** The Library's daguerreotype collection consists of approximately 600 photographs dating from 1839 to 1862. Portrait daguerreotypes produced by the Mathew Brady studio make up the major portion of the collection. The collection also includes early architectural views by John Plumbe, a few outdoor scenes, and copies of painted portraits. The Prints and Photographs Division holds the collection.

### **An American Ballroom Companion: Dance Instruction Manuals, ca. 1490-1920**

**Description:** A collection of over two hundred social dance manuals at the Library of Congress published from ca. 1490 to 1929. Along with dance instruction manuals, this online presentation also includes a significant number of antdance manuals, histories, treatises on etiquette, and items from other conceptual categories. Many of the manuals also provide historical information on theatrical dance.

### **American Environmental Photographs, 1891-1936: Images from the University of Chicago Library**

**Description:** The collection consists of 4,500 photographs documenting natural environments, ecologies, and plant communities in the United States at the end of the nineteenth and the beginning of the twentieth century. Produced between 1891 and 1936, these photographs provide an overview of important representative natural landscapes across the nation. They demonstrate the character of a wide range of American topography, its forestation, aridity, shifting coastal dune complexes, and watercourses. Among the natural features these images document are ecological settings such as dunes, bogs, forests, and deserts; individual plants from the Ponderosa pine and birch to grasses and mosses; landscape features like the Grand Canyon, Lake Superior, and the Sierra Nevada; and the consequences of natural and human changes to the environment ranging from erosion and floods to irrigation and lumbering.

### **American Indians of the Pacific Northwest**

**Description:** This collection integrates over 2,300 photographs and 7,700 pages of text relating to the American Indians in two cultural areas of the Pacific Northwest, the Northwest Coast and Plateau. These resources illustrate many aspects of life and work, including housing, clothing, crafts, transportation, education, and employment.

### **American Landscape and Architectural Design, 1850-1920: A Study Collection from the Harvard Graduate School of Design**

**Description:** This collection of approximately 2,800 lantern slides represents an historical view of American buildings and landscapes built during the period 1850-1920. It represents the work of Harvard faculty, such as Frederick Law Olmsted Jr., Bremer W. Pond, and James Sturgis Pray, as well as that of prominent landscape architects throughout the country. The collection offers views of cities, specific buildings, parks, estates and gardens. In addition to photographs, views of locations around the country include plans, maps, and models. Hundreds of private estates from all over the United States are represented in the collection through contemporary views of their houses and gardens (including features such as formal gardens, terraces, and arbors).

### **American Leaders Speak: Recordings from World War I and the 1920 Election**

**Description:** The Nation's Forum Collection from the Motion Picture, Broadcasting, and Recorded Sound Division consists of fifty-nine sound recordings of speeches by American leaders at the turn of the century. The speeches focus on issues and events surrounding the First World War and the subsequent presidential election of 1920.

### **American Life Histories: Manuscripts from the Federal Writers' Project, 1936 - 1940**

**Description:** These life histories were written by staff of the Folklore Project of the Federal Writers' Project for the U.S. Works Progress (later Work Projects) Administration (WPA) from 1936-1940. The Library of Congress Manuscript Division collection includes 2,900 documents representing the work of over 300 writers from 24 states.

### **The American Revolution and Its Era: Maps and Charts of North America and the West Indies, 1750-1789**

**Description:** The maps and charts in this collection number well over two thousand different items, with easily as many or more unnumbered duplicates, many with distinct colorations and annotations. Almost six hundred maps are original manuscript drawings.

### **An American Time Capsule: Three Centuries of Broadside and Other Printed Ephemera**

**Description:** The Printed Ephemera Collection at the Library of Congress is a rich repository of Americana. In total, the Collection comprises 28,000 primary source items dating from the seventeenth century to the present and encompassing key events and eras in American history. Among them are a variety of posters, notices, invitations, proclamations, leaflets, propaganda, manifestos, menus and business cards. They capture the experience of the Revolutionary War, slavery, the western land rush, the Civil War, Women's Suffrage, and the Industrial Revolution from the viewpoint of those who lived through them.

### **The American Variety Stage: Vaudeville and Popular Entertainment, 1870-1920**

**Description:** A multimedia anthology selected from various Library of Congress holdings. This collection illustrates the vibrant and diverse forms of popular entertainment, especially vaudeville, that thrived from 1870-1920. Included are 334 English- and Yiddish-language playscripts, 146 theater playbills and programs, 61 motion pictures, 10 sound recordings and 143 photographs and 29 memorabilia items documenting the life and career of Harry Houdini.

### **Architecture and Interior Design for 20<sup>th</sup> Century America: Photographs by Samuel Gottscho and William Schleisner, 1935-1955**

**Description:** The Gottscho-Schleisner Collection is comprised of over 29,000 photographs primarily of architectural subjects, including interiors and exteriors of homes, stores, offices, factories, historic buildings, and other structures concentrated chiefly in the northeastern United States. The collection is held by the Prints and Photographs Division, Library of Congress.

### **Around the World in the 1890s: Photographs from the World's Transportation Commission, 1894-1896**

**Description:** The World's Transportation Commission Photograph Collection contains nearly nine hundred images by American photographer William Henry Jackson. In addition to railroads, elephants, camels, horses, sleds and sleighs, sedan chairs, rickshaws, and other types of transportation, Jackson photographed city views, street and harbor scenes, landscapes, local inhabitants, and Commission members as they travelled through North Africa, Asia, Australia, and Oceania. The collection is held by the Library of Congress Prints and Photographs Division.

### **Band Music from the Civil War Era**

**Description:** This collection makes available examples of a brilliant style of brass band music that flourished in the 1850s in the United States and remained popular through the nineteenth century. Bands of this kind served in the armies of both the North and the South during the Civil War. The collection includes both printed and manuscript music (mostly in the form of "part books" for individual instruments) and features over 700 musical compositions, as well as 8 full-score modern editions and 19 recorded examples of brass band music in performance.

### **Baseball Cards, 1887-1914**

**Description:** This collection presents 2,100 early baseball cards dating from 1887 to 1914. The cards show such legendary figures as Ty Cobb stealing third base for Detroit, Tris Speaker batting for Boston, and pitcher Cy Young posing formally in his Cleveland uniform. Other notable players include Connie Mack, Walter Johnson, King Kelly, and Christy Mathewson.

### **Before and After the Great Earthquake and Fire: Early Films of San Francisco, 1897-1916**

**Description:** This collection consists of twenty-six films of San Francisco from before and after the Great Earthquake and Fire. Seventeen of the films depict San Francisco and its environs before the 1906 disaster. Seven films describe the great earthquake and fire. The two later films include a 1915 travelogue that shows scenes of the rebuilt city and a tour of the Panama Pacific Exposition and a 1916 propaganda film.

### **Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938**

**Description:** The collection contains more than 2,300 first-person accounts of slavery and 500 black-and-white photographs of former slaves. These narratives were collected in the 1930s as part of the Federal Writers' Project of the Works Progress Administration (WPA) and assembled and microfilmed in 1941 as the seventeen-volume *Slave Narratives: A Folk History of Slavery in the United States from Interviews with Former Slaves*.

### **Buckaroos in Paradise: Ranching Culture in Northern Nevada, 1945-1982**

**Description:** This collection presents 41 motion pictures and 28 sound recordings that tell the story of life and work on the Ninety-Six Ranch and of its cowboys, known in the region as buckaroos. An archive of 2,400 still photographs portrays the people, sites, and traditions on other ranches and in the larger community of Paradise Valley, home to persons of Anglo-American, Italian, German, Basque, Swiss, Northern Paiute Indian, and Chinese heritage. Motion pictures produced from 1945 to 1965 by Leslie Stewart, owner of the Ninety-Six Ranch, are also included. Background texts provide historical and cultural context for this distinctive Northern Nevada ranching community.

### **Built in America: Historic American Buildings Survey/Historic American Engineering Record, 1933-Present**

**Description:** The Historic American Buildings Survey (HABS) and the Historic American Engineering Record (HAER) collections document achievements in architecture, engineering, and design in the United States through a comprehensive range of building types and engineering technologies. As of March 1998, America's built environment has been recorded through surveys containing more than 363,000 measured drawings, large-format photographs, and written histories for more than 35,000 historic structures and sites dating from the seventeenth to the twentieth century.

### **By Popular Demand: "Votes for Women" Suffrage Pictures, 1850-1920**

**Description:** A selection of 38 pictures including portraits of many individuals, photographs of suffrage parades, picketing suffragists, and an anti-suffrage display, as well as cartoons commenting on the movement. Selected from the holdings of the Prints and Photographs Division and the Manuscript Division.

### **By Popular Demand: Jackie Robinson and Other Baseball Highlights, 1860s-1960s**

**Description:** Materials (manuscripts, books, photographs, and ephemera) that tell the story of Jackie Robinson and the history of baseball in general. Also included is a sampler of 34 images related to early baseball (1860s-1920s) from various files and collections in the Prints and Photographs Division, Library of Congress.

### **By Popular Demand: Portraits of the Presidents and First Ladies, 1789-Present**

**Description:** A collection of 156 portraits of presidents and first ladies from those items in the Prints and Photographs Division's file of popular demand images. The selected images include at least one likeness of each of the forty-one presidents and most of the first ladies.

### **By the People, For the People: Posters from the WPA, 1936-1943**

**Description:** The collection consists of 908 boldly colored and graphically diverse original posters produced from 1936 to 1943 as part of the New Deal. These striking silkscreen, lithograph, and woodcut posters were designed to publicize health and safety programs; cultural programs including art exhibitions, theatrical, and musical performances; travel and tourism; educational programs; and community activities in seventeen states and the District of Columbia. The posters were made possible by one of the first U.S. Government programs to support the arts.

### **“California as I Saw It”: First-Person Narratives of California’s Early Years, 1849-1900**

**Description:** The collection consists of the full texts and illustrations of 190 books documenting the formative era of California's history through eyewitness accounts. It covers the dramatic decades between the Gold Rush and the turn of the twentieth century.

### **California Gold: Northern California Folk Music from the Thirties. Collected by Sidney Robertson Cowell**

**Description:** The WPA California Folk Music Project is a multi-format ethnographic field collection that includes sound recordings, still photographs, drawings, and written documents from a variety of European ethnic and English- and Spanish-speaking communities in Northern California. The collection comprises 35 hours of folk music recorded in twelve languages representing numerous ethnic groups and 185 musicians.

### **The Capital and the Bay: Narratives of Washington and the Chesapeake Bay Region, 1600-1925**

**Description:** The collection comprises 139 books on Washington, D.C. and the Chesapeake Bay region including first-person narratives, early histories, historical biographies, promotional brochures, and books of photographs that capture in words and pictures a distinctive region as it developed between the onset of European settlement and the first quarter of the twentieth century.

### **A Century of Lawmaking for a New Nation: U.S. Congressional Documents and Debates, 1774-1873**

**Description:** Beginning with the Continental Congress in 1774, America's national legislative bodies have kept records of their proceedings. The records of the Continental Congress, the Constitutional Convention, and the United States Congress comprise a rich documentary history of the construction of the nation, the development of the federal government, and its role in national life. In its final form the collection will consist of a linked set of published congressional records of the United States of America from the Continental Congress through the Forty-second Congress.

### **Chicago Anarchists on Trial: Evidence from the Haymarket Affair, 1886-1887**

**Description:** This collection showcases more than 3,800 images of original manuscripts, broadsides, photographs, prints and artifacts relating to the Haymarket Affair. The violent confrontation between Chicago police and labor protesters in 1886 proved to be a pivotal setback in the struggle for American workers' rights. These materials pertain to: the May 4, 1886 meeting and bombing; to the trial, conviction and subsequent appeals of those accused of inciting the bombing; and to the execution of four of the convicted and the later pardon of the remaining defendants.

### **The Church in the Southern Black Community, 1780-1925**

**Description:** This compilation of printed texts traces how Southern African Americans experienced and transformed Protestant Christianity into the central institution of community life. Coverage begins with white churches conversion efforts, especially in the post-Revolutionary period, and depicts the tensions and contradictions between the egalitarian potential of evangelical Christianity and the realities of slavery. It focuses, through slave narratives and observations by other African American authors, on how the black community adapted evangelical Christianity, making it a metaphor for freedom, community, and personal survival.

### **Civil War Maps**

**Description:** The Civil War Map collection of the Geography and Map Division consists of reconnaissance, sketch, coastal, and theater-of-war maps which depict troop activities and fortifications during the Civil War. Part of this selection contains maps by Major Jedediah Hotchkiss, a topographical engineer in the Confederate Army. Hotchkiss made detailed battle maps that were used by Generals Lee and Jackson. This selection also includes maps that depict General Sherman's military campaigns in Tennessee, Mississippi, Georgia, and the Carolinas.

### **Civil War Treasures from the New-York Historical Society**

**Description:** The images in this collection are drawn from the New-York Historical Society's rich archival collections that document the Civil War. They include recruiting posters for New York City regiments of volunteers, stereographic views documenting the mustering of soldiers and of popular support for the Union in New York City, photography showing the war's impact, both in the North and South, and drawings and writings by ordinary soldiers on both sides.

### **Creative Americans: Portraits by Carl Van Vechten, 1932-1964**

**Description:** Almost 1400 photographs, primarily studio portraits of people involved in the arts, including musicians; dancers; artists; literati; theatrical, film, and television actors and actresses. Includes black entertainers, particularly those associated with the Harlem Renaissance. Most are individual portraits, but also includes some group portraits. Sitters represented in ten or more photos are: Judith Anderson, Tallulah Bankhead, Anton Dolin, Ram Gopal, Hugh Laing, Alicia Markova, and Ethel Waters. A much smaller portion of the collection is an assortment of American landscapes.

### **Dayton C. Miller Flute Collection**

**Description:** The Dayton C. Miller Collection is comprised of nearly 1,650 flutes and other instruments, statuary, iconography, books, music, tutors, patents, and other materials mostly related to the flute. The Miller Collection contains Western and non-Western examples from all over the world, and at least 460 European and American instrument makes are represented.

### **Documents from the Continental Congress and the Constitutional Convention, 1774-1789**

**Description:** The Continental Congress Broadside Collection (253 titles) and the Constitutional Convention Broadside Collection (21 titles) contain 274 documents relating to the work of Congress and the drafting and ratification of the Constitution. Items include extracts of the journals of Congress, resolutions, proclamations, committee reports, treaties, and early printed versions of the United States Constitution and the Declaration of Independence. Most broadsides are one page in length, others range up to 28 pages. Most of the broadsides are held by the Rare Book and Special Collections Division.

### **Early Virginia Religious Petitions**

**Description:** The collection presents images of 423 petitions submitted to the Virginia legislature between 1774 and 1802 from more than eighty counties and cities. The petitions concern such topics as the historic debate over the separation of church and state championed by James Madison and Thomas Jefferson, the rights of dissenters such as Quakers and Baptists, the sale and division of property in the established church, and the dissolution of unpopular vestries. The collection provides searchable access to the petitions' places of origin and a brief summary of each petition's contents, as well as summaries of an additional seventy-four petitions that are no longer extant.

### **Edward S. Curtis's The North American Indian: Photographic Images**

**Description:** The North American Indian by Edward S. Curtis is one of the most significant and controversial representations of traditional American Indian culture ever produced. Issued in a limited edition from 1907-30, the publication continues to exert a major influence on the image of Indians in popular culture. Curtis said he wanted to document "the old time Indian, his dress, his ceremonies, his life and manners." In over 2000 photogravure plates and narrative, Curtis portrayed the traditional customs and lifeways of eighty Indian tribes. Featured here are all the published photogravure images including over 1500 illustrations bound in the twenty text volumes, along with over 700 portfolio plates.

### **The Emergence of Advertising in America: 1850-1920**

**Description:** This collection presents over 9,000 images relating to the early history of advertising in the United States. The materials, drawn from the Rare Book, Manuscript, and Special Collections Library at Duke University, include cookbooks, photographs of billboards, print advertisements, trade cards, calendars, almanacs, and leaflets for a multitude of products. Together, they illuminate the early evolution of this ubiquitous feature of modern American business and culture.

### **The Evolution of the Conservation Movement, 1850-1920**

**Description:** The collection documents the historical formation and cultural foundations of the movement to conserve and protect America's natural heritage. It consists of 60 books and pamphlets, 140 Federal statutes and Congressional resolutions, 34 additional legislative documents, excerpts from the Congressional Globe and the Congressional Record, 360 Presidential proclamations, 170 prints and photographs, 2 historic manuscripts, and a two-part motion picture.

### **Fiddle Tunes of the Old Frontier: The Henry Reed Collection**

**Description:** This is a multi-format ethnographic field collection of traditional fiddle tunes performed by Henry Reed of Glen Lyn, Virginia. Recorded by folklorist Alan Jabbour in 1966-67, when Reed was over eighty years old, the tunes represent the music and evoke the history and spirit of Virginia's Appalachian frontier. Many of the tunes have passed back into circulation during the fiddling revival of the later twentieth century. This online collection incorporates 184 original

sound recordings, 19 pages of fieldnotes, and 69 musical transcriptions with descriptive notes on tune histories and musical features; an illustrated essay about Reed's life, art, and influence; a list of related publications; and a glossary of musical terms.

### **Fifty Years of Coca-Cola Television Advertisements: Highlights from the Motion Picture Archives at the Library of Congress**

**Description:** This collection presents a variety of television advertisements, never-broadcast outtakes, and experimental footage reflecting the historical development of television advertising for a major commercial product.

### **First-Person Narratives of the American South, 1860-1920**

**Description:** This compilation of 141 printed texts from the libraries at the University of North Carolina at Chapel Hill documents the culture of the nineteenth-century American South from the viewpoint of Southerners. It includes the diaries, autobiographies, memoirs, travel accounts, and ex-slave narratives of not only prominent individuals, but also of relatively inaccessible populations: women, African Americans, enlisted men, laborers, and Native Americans.

### **Florida Folklife from the WPA Collections, 1937-1942**

**Description:** Florida Folklife is a multiformat ethnographic field collection documenting African-American, Arabic, Bahamian, British-American, Cuban, Greek, Italian, Minorcan, Seminole, and Slavic cultures throughout Florida. It features folksongs and folktales in many languages, including blues and work songs from menhaden fishing boats, railroad gangs, and turpentine camps; children's songs, dance music, and religious music of many cultures; and interviews, also known as "life histories."

### **The Frederick Douglass Papers at the Library of Congress**

**Description:** The Frederick Douglass Papers at the Library of Congress presents the papers of the nineteenth-century African-American abolitionist who escaped from slavery and then risked his own freedom by becoming an outspoken antislavery lecturer, writer, and publisher. The papers span the years 1841 to 1964, with the bulk of the material from 1862 to 1895. The printed Speech, Article, and Book Series contains the writings of Douglass and contemporaries in the abolitionist and early women's rights movements. The Subject File Series reveals Douglass's interest in diverse subjects such as politics, emancipation, racial prejudice, women's suffrage, and prison reform. Scrapbooks document Douglass's role as minister to Haiti and the controversy surrounding his interracial second marriage.

### **From Slavery to Freedom: The African-American Pamphlet Collection, 1824-1909**

**Description:** The collection consists of 397 pamphlets, published from 1824 through 1909, by African-American authors and others who wrote about slavery, African colonization, Emancipation, Reconstruction, and related topics. The materials range from personal accounts and public orations to organizational reports and legislative speeches. Among the authors represented are Frederick Douglass, Kelly Miller, Charles Sumner, Mary Church Terrell, and Booker T. Washington.

### **George Washington Papers at the Library of Congress, 1741-1799**

**Description:** The online version of the George Washington Papers at the Library of Congress offers access to the complete collection from the Library's Manuscript Division. This consists of approximately 65,000 items (176,000 pages). Correspondence, letterbooks, commonplace books, diaries and journals, reports, notes, financial account books, and military papers accumulated by George Washington from 1741 through 1799 are organized into 8 Series, which will be published successively.

### **The Hannah Arendt Papers at the Library of Congress**

**Description:** The papers of political philosopher Hannah Arendt (1906-1975) are one of the principal sources for the study of modern intellectual life. They constitute a large and diverse collection reflecting a complex career. The papers contain correspondence, articles, lectures, speeches, book manuscripts, transcripts of Adolf Eichmann's trial proceedings, notes, and printed matter pertaining to Arendt's writings and academic career. The current preview of selections from Arendt's writings also includes an essay on Arendt's intellectual history, a chronology of her life, and an index of all folders in the Arendt Papers.

### **Hispano Music & Culture from the Northern Rio Grande: The Juan B. Rael Collection**

**Description:** A presentation of a multi-format ethnographic field collection documenting religious and secular music of Spanish-speaking residents of rural Northern New Mexico and Southern Colorado. In 1940, Juan Bautista Rael of Stanford University, a native of Arroyo Hondo, New Mexico, used disc recording equipment supplied by the Archive of American Folk Song (now the Archive of Folk Culture, American Folklife Center) to document alabados (hymns), folk drama, wedding songs, and dance tunes. In addition to these recordings, the collection includes manuscript materials and publications by Rael which provide insight into the rich musical heritage and cultural traditions of this region.

### **Historic American Sheet Music, 1850-1920**

**Description:** The collection includes 3042 pieces of sheet music published in America between 1850 and 1920. It presents a wide variety of types of vocal music: bel canto, minstrel songs, protest songs, sentimental songs, patriotic and political songs, plantation songs, Civil War songs, spirituals, dance music, songs from vaudeville and musicals, "Tin pan alley" songs, and songs from World War I. Also included are piano music of marches, variations, opera excerpts, and dance music. Illustrations provide an important, and in some cases almost unique, source of information for popular contemporary ideas on politics, patriotism, race, religion, love, and sentiment.

### **History of the American West, 1860-1920: Photographs from the Collection of the Denver Public Library**

**Description:** Over 30,000 photographs illuminate many aspects of the history of the American West. They illustrate Colorado towns and landscape, document the place of mining in the history of Colorado and the West, and show the lives of Native Americans from more than forty tribes living west of the Mississippi River. Also included are World War II photographs of the 10th Mountain Division, ski troops based in Colorado who saw action in Italy:

### **"I Do Solemnly Swear...": Presidential Inaugurations**

**Description:** The collection brings together approximately 400 items or 2,000 digital files from each of the 62 inaugurations from George Washington's in 1789 to William Jefferson Clinton's in 1997, and will include items from the 63rd inauguration of 2001. This presentation includes diaries and letters of presidents and of those who witnessed inaugurations, handwritten drafts of inaugural addresses, broadsides, inaugural tickets and programs, prints, photographs, and sheet music. The collection has been organized chronologically by presidential inauguration and an effort has been made to offer a balanced number of items for each inaugural event.

### **Inside an American Factory: Films of the Westinghouse Works, 1904**

**Description:** The collection contains 21 actuality films showing various views of Westinghouse factories in 1904. Most prominently featured are the Westinghouse Air Brake Company, the Westinghouse Electric and Manufacturing Company, and the Westinghouse Machine Company. The films were intended to showcase the company's operations. Exterior and interior shots of the factories are shown along with scenes of male and female workers performing their duties at the plants.

### **Inventing Entertainment: the Early Motion Pictures and Sound Recordings of the Edison Companies**

**Description:** This site features 341 motion pictures, 81 disc sound recordings, and other related materials, such as photographs and original magazine articles. Cylinder sound recordings will be added to this site in the near future. In addition, histories are given of Edison's involvement with motion pictures and sound recordings, as well as a special page focusing on the life of the great inventor.

### **The Irving Fine Collection: Ca. 1914-1962**

**Description:** This first online release presents a selection of 57 photographs, a sketchbook that includes sketches for the woodwind Partita and a string quartet, a manuscript score for the String Quartet (1952), a recorded performance of the Quartet, and the finding aid for the collection.

### **The Last Days of a President: Films of McKinley and the Pan-American Exposition, 1901**

**Description:** The twenty-eight films of this collection include footage of President William McKinley at his second inauguration; of the Pan-American Exposition in Buffalo, New York; of President McKinley at the Pan-American Exposition; and of President McKinley's funeral. The films were produced by the Edison Manufacturing Company from March to November 1901.

### **The Leonard Bernstein Collection, ca. 1920-1989**

**Description:** The Leonard Bernstein Collection is one of the largest and most varied of the many special collections held by the Library of Congress Music Division. This online Leonard Bernstein Collection makes available a selection of 85 photographs, 177 scripts from the Young People's Concerts, 74 scripts from the Thursday Evening Previews, and over 1,100 pieces of correspondence, in addition to the collection's complete Finding Aid.

### **The Life of a City: Early Films of New York, 1898-1906**

**Description:** This collection contains forty-five films of New York City dating from 1898 to 1906 from the Paper Print Collection of the Library of Congress. Of these, twenty-five were made by the American Mutoscope and Biograph Company, while the remaining twenty are Edison Company productions.



### **Map Collections: 1544-1999**

**Description:** The focus of Map Collections is Americana and Cartographic Treasures of the Library of Congress. These images were created from maps and atlases selected from the collections of the Geography and Map Division.

### **Mapping the National Parks**

**Description:** The National Parks Map collection consists of approximately 200 maps dating from the 17th century to present, reflecting early mapping of the areas that would become four National Parks as well as the parks themselves. It documents the historical, cultural and geological formation of the areas that eventually became the National Parks.

### **Maps of Liberia, 1830-1870**

**Description:** This collection of Liberia maps includes twenty examples from the American Colonization Society (ACS), organized in 1817 to resettle free black Americans in West Africa. These maps show early settlements in Liberia, indigenous political subdivisions, and some of the building lots that were assigned to settlers. This on-line presentation also includes other nineteenth-century maps of Liberia.

### **Mr. Lincoln's Virtual Library**

**Description:** Mr. Lincoln's Virtual Library highlights two collections at the Library of Congress that illuminate the life of Abraham Lincoln, the sixteenth president of the United States: the Abraham Lincoln Papers, containing approximately 20,000 items from the Manuscript Division; and the "We'll Sing to Abe Our Song!" online collection, containing more than two hundred sheet music compositions that represent Lincoln and the Civil War in popular music, from the Alfred Whital Stern Collection in the Rare Book and Special Collections Division.

### **Music for the Nation: American Sheet Music, 1870-1885**

**Description:** The collection consists of tens of thousands of pieces of sheet music registered for copyright during the post-Civil War era. Included are popular songs, piano music, sacred music and secular choral music, solo instrumental music, method books and instructional materials, and music for band and orchestra.

### **The New Deal Stage: Selections from the Federal Theatre Project, 1935-1939**

**Description:** Includes over 3,000 images of items selected from the Federal Theatre Project Collection at the Library of Congress. Featured are stage and costume designs, still photographs, posters, and scripts.

### **The Nineteenth Century in Print: Books**

**Description:** The books in this collection are nineteenth century American imprints, dating mainly from between 1850 and 1880. They have been digitized by the University of Michigan as part of the Making of America project, a major collaborative endeavor to preserve and provide access to historical texts. Currently, approximately 1,500 books are included. The collection is particularly strong in poetry and in the subject areas of education, psychology, American history, sociology, religion, and science and technology.

### **The Nineteenth Century in Print: Periodicals**

**Description:** This collection comprises periodicals published in the United States during the nineteenth century, primarily during the second half of the century. The materials selected illuminate the subject areas of education, psychology, American history, sociology, religion, and science and technology. The first release of this collection presents Garden and Forest: A Journal of Horticulture, Landscape Art, and Forestry (1888-1897).

### **The Northern Great Plains, 1880-1920: Photographs from the Fred Hulstrand and F.A. Pazandak Photograph Collections**

**Description:** These two collections from the Institute for Regional Studies at North Dakota State University contain photographs of rural and small town life at the turn of the century. Highlights include images of sod homes and the people who built them; images of farms and the machinery that made them prosper; and images of one-room schools and the children that were educated in them. The Fred Hultstrand History in Pictures Collection consists of some 550 images documenting the settlement of the northern Great Plains, particularly northeastern North Dakota. The F.A. Pazandak Photograph Collection includes some 119 images taken by him in the early twentieth century on the family farm near Fullerton, in southeastern North Dakota.

### **"Now What a Time": Blues, Gospel, and the Fort Valley Music Festivals, 1938-1943**

**Description:** The collection consists of approximately one hundred sound recordings, primarily blues and gospel songs, and related documentation from the folk festival at Fort Valley State College (now Fort Valley State University), Fort Valley, Georgia. Also included are recordings made in Tennessee and Alabama (including six Sacred Harp songs) recorded between September 1938 and 1941.

### **Omaha Indian Music**

**Description:** Omaha Indian Music features traditional Omaha music from the 1890s and 1980s. The multi format ethnographic field collection contains 44 wax cylinder recordings collected between 1895 and 1897, 323 songs and speeches from the 1983 Omaha harvest celebration pow-wow, and 25 songs and speeches from the 1985 Hethu'shka Society concert at the Library of Congress. Segments from interviews with members of the Omaha tribe conducted in 1983 and 1999 provide contextual information for the songs and speeches. Supplementing the collection are black-and-white and color photographs taken during the 1983 pow-wow and the 1985 concert.

### **Origins of American Animation**

**Description:** The development of early American animation is represented by this collection of 21 animated films and 2 fragments, which spans the years 1900 to 1921. The films include clay, puppet, and cut-out animation, as well as pen drawings.

### **Panoramic Maps**

**Description:** Panoramic maps are idealized schematic views of American towns and cities produced during the nineteenth and early twentieth centuries. Although not generally drawn to scale, they show street patterns, individual buildings, and major landscape features in perspective. The maps in this collection are held by the Library of Congress Geography and Map Division.

### **Pioneering the Upper Midwest: Books from Michigan, Minnesota, and Wisconsin, ca. 1820-1920**

**Description:** The collection portrays the states of Michigan, Minnesota and Wisconsin from the seventeenth to the early twentieth centuries through first-person accounts, biographies, promotional literature, local histories, ethnographic, antiquarian, and colonial archival documents, and other texts drawn from the Library of Congress's General Collections and Rare Books and Special Collections Division. The collection's 138 volumes depict the land and its resources; the conflicts between settlers and Native peoples; the experience of pioneers and missionaries, soldiers and immigrants and reformers; the growth of local communities and local cultural traditions; and the development of regional and national leadership in agriculture, business, medicine, politics, religion, law, journalism, education, and the role of women.

### **Poet at Work: Recovered Notebooks from the Thomas Biggs Harned Walt Whitman Collection**

**Description:** This collection offers access to the four Walt Whitman notebooks and a cardboard butterfly that disappeared from the Library of Congress in 1942. They were returned on February 24, 1995.

### **Prairie Settlement: Nebraska Photographs and Family Letters, 1862-1912**

**Description:** This collection integrates two collections from the holdings of the Nebraska State Historical Society. Approximately 3,000 glass plate negatives crafted by Solomon D. Butcher record the process of settlement of Nebraska between 1886 and 1912. Approximately 3,000 pages of Oblinger family letters discuss land, work, neighbors, crops, religious meetings, problems with grasshoppers, financial problems, and the Easter Blizzard of 1873. In the eloquent letters exchanged between Uriah and his wife Mattie, and in letters to other family members, Oblinger expresses very personal insight into the joy, despair, and determination in their struggle to establish a home on the prairie.

### **Prosperity and Thrift: The Coolidge Era and the Consumer Economy, 1921-1929**

**Description:** This collection assembles a wide array of Library of Congress source materials from the 1920s that document the widespread prosperity of the Coolidge years, the nation's transition to a mass consumer economy, and the role of government in this transition. It includes nearly 200 selections from twelve collections of personal papers and two collections of institutional papers from the Manuscript Division; 74 books, pamphlets, and legislative documents from the General Collections, along with selections from 34 consumer and trade journals; 181 photographs from the pictorial materials of the National Photo Company Collection held by the Prints and Photographs Division; and 5 short films and 7 audio selections of Coolidge speeches from the Motion Picture, Broadcasting, and Recorded Sound Division. The collection is particularly strong in advertising and mass-marketing materials and will be of special interest to those seeking to understand economic and political forces at work in the 1920s.

### **Puerto Rico at the Dawn of the Modern Age: Nineteenth-and Early-Twentieth-Century Perspectives**

**Description:** This collection portrays the early history of the commonwealth of Puerto Rico through first-person accounts, political writings, and histories. Among the topics it highlights are the land and its resources, relations with Spain, the competition among political parties, reform efforts, and recollections by veterans of the Spanish-American War. The materials in the collection were published between 1831 and 1929 and consist of 39 political pamphlets, 18 monographs, and one journal.

### **Quilts and Quiltmaking in America, 1978-1996**

**Description:** The collection showcases materials from the Blue Ridge Parkway Folklife Project Collection (1978) and the Lands' End All-American Quilt Contest Collection (1992, 1994, 1996). Together these provide a glimpse into America's diverse quilting traditions. The Blue Ridge Parkway Folklife Project, an ethnographic field project conducted by the American Folklife Center in cooperation with the National Park Service, includes 229 photographs and 181 recorded interviews with six quiltmakers in Appalachian North Carolina and Virginia. These materials document quilts and quilting within the context of daily life and reflect a range of backgrounds, motivations, and aesthetic sensibilities. The Lands' End All-American Quilt Contest collection includes images of approximately 180 winning quilts from across the United States. The collection represents a wide range of quiltmaking, from highly traditional to innovative, and the quilts pictured exhibit excellent design and technical skill in a variety of styles and materials.

### **Railroad Maps, 1828-1900**

**Description:** Railroad maps represent an important historical record, illustrating the growth of travel and settlement as well as the development of industry and agriculture in the United States. They depict the development of cartographic style and technique as well as highlighting the achievement of early railroaders. Included in the collection are progress report surveys for individual lines, official government surveys, promotional maps, maps showing land grants and rights-of-way, and route guides published by commercial firms. All of the items presented here are documented in *Railroad Maps of the United States*, compiled by Andrew M. Modelski in 1975, an annotated bibliography of 623 maps held by the Geography and Map Division. Additional railroad maps from this bibliography will be added throughout 1998.

### **Samuel F. B. Morse Papers at the Library of Congress, 1793-1919**

**Description:** The collection comprises about 6,500 items, or approximately 50,000 images, that document Morse's invention of the electromagnetic telegraph, his participation in the development of telegraph systems in the United States and abroad, his career as a painter, his family life, his travels, and his interest in early photography, religion, and the nativist movement. Included in the collection are correspondence, letterbooks, diaries, scrapbooks, printed matter, maps, drawings, and other miscellaneous materials.

### **Selected Civil War Photographs**

**Description:** The Selected Civil War Photographs Collection contains 1,118 photographs. Most of the images were made under the supervision of Mathew B. Brady, and include scenes of military personnel, preparations for battle, and battle after-effects. The collection also includes portraits of both Confederate and Union officers, and a selection of enlisted men. The collection is held by the Prints and Photographs Division, Library of Congress.

### **Small-Town America: Stereoscopic Views from the Robert Dennis Collection, 1850-1920**

**Description:** 12,000 photographs of New York, New Jersey, and Connecticut from the 1850s to the 1910s, from the Robert N. Dennis Collection of Stereoscopic Views at the New York Public Library. The views show buildings and street scenes in cities, towns, and villages as well as natural landscapes. They also depict agriculture, industry, transportation, homes, businesses, local celebrations, natural disasters, people, and costumes.

### **The South Texas Border, 1900-1920: Photographs from the Robert Runyon Collection**

**Description:** The Robert Runyon Photograph Collection of the South Texas Border Area, a collection of over 8,000 items, is a unique visual resource documenting the Lower Rio Grande Valley during the early 1900s. It includes glass negatives, lantern slides, nitrate negatives, prints, and postcards, representing the life's work of commercial photographer Robert Runyon (1881-1968), a longtime resident of South Texas. His photographs document the history and development of South Texas and the border, including the Mexican Revolution, the U.S. military presence at Fort Brown and along the border prior to and during World War I, and the growth and development of the Rio Grande Valley.

### **Southern Mosaic: The John and Ruby Lomax 1939 Southern States Recording Trip**

**Description:** A multi-format ethnographic field collection that includes approximately 700 sound recordings, as well as photographic prints, fieldnotes, dust jackets, and other manuscripts documenting a three-month, 6,502-mile trip through the southern United States collecting folksongs. John Avery Lomax and his wife, Ruby Terrill Lomax, recorded approximately 25 hours of music from more than 332 performers. These recordings represent a broad spectrum of musical styles, including ballads, blues, children's songs, cowboy songs, fiddle tunes, field hollers, lullabies, play-party songs, religious dramas, spirituals, and work songs.

### **The Spanish-American War in Motion Pictures**

**Description:** Motion pictures of the Spanish-American War and the subsequent Philippine Revolution produced between 1898 and 1901 are featured in this presentation. The complete collection will include 68 motion pictures and a selection of sound recordings related to the war. The Spanish-American War was the first U.S. war in which the motion picture camera

played a role. These films were made by the Edison Manufacturing Company and the American Mutoscope & Biograph Company and consist of actualities filmed in the U.S., Cuba, and the Philippines, showing troops, ships, notable figures, and parades, as well as reenactments of battles and other war-time events.

### **Sunday School Books: Shaping the Values of Youth in Nineteenth-Century America**

**Description:** This collection is a representative selection of 121 American Sunday school books published between 1815 and 1865. The books cover a wide range of subjects deemed particularly useful and important for socializing early nineteenth century youth, including history, holidays, slavery, African Americans, Native Americans, travel and missionary accounts, death and dying, poverty, temperance, immigrants, and advice.

### **Taking the Long View: Panoramic Photographs, 1851-1991**

**Description:** The Panoramic Photograph Collection contains approximately four thousand images featuring American cityscapes, landscapes, and group portraits. They offer an overview of the nation, its enterprises and its interests, with a focus on the start of the twentieth century when the panoramic photo format was at the height of its popularity. Subject strengths include: agricultural life; beauty contests; disasters; engineering work such as bridges, canals and dams; fairs and expositions; military and naval activities, especially during World War I; the oil industry; schools and college campuses, sports, and transportation. The images date from 1851 to 1991 and depict scenes in all fifty states and the District of Columbia. More than twenty foreign countries and a few U.S. territories are also represented. These panoramas average between twenty-eight inches and six feet in length, with an average width of ten inches.

### **Tending the Commons: Folklife and Landscape in Southern West Virginia**

**Description:** The collection incorporates 958 excerpts from original sound recordings and 1,270 photographs documenting traditional uses of the mountains in Southern West Virginia's Big Coal River Valley. Functioning as a de facto commons, the mountains have supported a way of life that for many generations has entailed hunting, gathering, and subsistence gardening, as well as coal mining and timbering. The collection includes extensive interviews on native forest species and the seasonal round of traditional harvesting (including spring greens; summer berries and fish; and fall nuts, roots such as ginseng, fruits, and game) and documents community cultural events such as storytelling, baptisms in the river, cemetery customs, and the spring "ramp" feasts.

### **Theodore Roosevelt: His Life and Times on Film**

**Description:** Theodore Roosevelt was the first U.S. president to have his career and life chronicled on a large scale by motion picture companies. This presentation features 104 films which record events in Roosevelt's life from the Spanish-American War in 1898 to his death in 1919. Besides containing scenes of Roosevelt, these films include views of world figures, politicians, monarchs, and friends and family members of Roosevelt who influenced his life and the era in which he lived. Four sound recordings made by Roosevelt for the Edison Company in 1912 in which he states his progressive political views are also included.

### **The Thomas Jefferson Papers at the Library of Congress**

**Description:** The complete Thomas Jefferson Papers at the Library of Congress consists of approximately 27,000 documents ranging in date from 1606 to 1827. Correspondence, memoranda, notes, and drafts of documents make up two-thirds of the Papers. Jefferson's two administrations as president from 1801 to 1809 are well-documented, as are his activities as a delegate to the second Continental Congress, his drafting of the Declaration of Independence in June-July 1776, his service as governor of Virginia, 1779-81, his return to Congress as a representative, 1783-84, and his appointment as minister plenipotentiary in Europe and then minister to the Court of Louis XVI, 1784-89. Correspondence, drawings, maps, and notes document the building of Washington, D.C. Some of Jefferson's legal and literary commonplace books, miscellaneous bound volumes of notes and extracts, and manuscript volumes relating to seventeenth- and eighteenth-century Virginia history were part of the personal library he sold to Congress in 1815 and are included in this collection.

### **Touring Turn-of-the-Century America: Photographs from the Detroit Publishing Company, 1880-1920**

**Description:** This collection of photographs from the Detroit Publishing Company Collection includes over 25,000 glass negatives and transparencies as well as about 300 color photolithograph prints, mostly of the eastern United States. The collection includes the work of a number of photographers, one of whom was the well known photographer William Henry Jackson. A small group within the larger collection includes about 900 mammoth plate photographs taken by William Henry Jackson along several railroad lines in the United States and Mexico in the 1880s and 1890s. The group also includes views of California, Wyoming and the Canadian Rockies. The collection is housed in the Prints and Photographs Division of the Library of Congress.

### **Traveling Culture: Circuit Chautauqua in the Twentieth Century**

**Description:** This digital collection presents 7,949 publicity brochures, promotional advertisements and talent circulars for some 4,546 performers who were part of the Chautauqua circuit. These talent brochures are drawn from the Records of the Redpath Lyceum Bureau, held by the University of Iowa Libraries. One of the largest booking agencies for the Chautauqua

performers, the Redpath bureau managed a vast talent pool. Performers and lecturers were familiar names as popular entertainers or well known in the political, religious, and cultural worlds.

**Voices from the Dust Bowl: the Charles L. Todd and Robert Sonkin Migrant Worker Collection, 1940-1941**

**Description:** The collection is an online presentation of a multi-format ethnographic field collection documenting the everyday life of residents of Farm Security Administration (FSA) migrant work camps in central California in 1940 and 1941. This collection consists of audio recordings, photographs, manuscript materials, publications, and ephemera generated during two separate documentation trips supported by the Archive of American Folk Song (now the Archive of Folk Culture, American Folklife Center).

**Votes for Women: Selections from the National American Woman Suffrage Association Collection, 1848-1921**

**Description:** The NAWSA Collection consists of 167 books, pamphlets and other artifacts documenting the suffrage campaign. They are a subset of the Library's larger collection donated by Carrie Chapman Catt, longtime president of the National American Woman Suffrage Association, in November of 1938. The collection includes works from the libraries of other members and officers of the organization including: Elizabeth Cady Stanton, Susan B. Anthony, Lucy Stone, Alice Stone Blackwell, Julia Ward Howe, Elizabeth Smith Miller, and Mary A. Livermore.

**Washington as It Was: Photographs by Theodor Horydczak, 1923-1959**

**Description:** Spanning from the mid 1920s through the 1950s, the Theodor Horydczak collection documents the architecture and social life of the Washington, D.C., metropolitan area in the 1920s, 1930s, and 1940s, including exteriors and interiors of commercial, residential, and government buildings, as well as street scenes and views of neighborhoods. A number of Washington events and activities, such as the 1932 Bonus Army encampment, the 1933 World Series, and World War II preparedness campaigns, are also depicted.

**"We'll Sing to Abe Our Song": Sheet Music about Lincoln, Emancipation, and the Civil War, from the Alfred Whital Stern Collection of Lincolniana**

**Description:** The collection includes more than two hundred sheet-music compositions that represent Lincoln and the Civil War as reflected in popular music. It spans the years from Lincoln's presidential campaign in 1859 through the centenary of Lincoln's birth in 1909.

**William P. Gottlieb: Photographs from the Golden Age of Jazz**

**Description:** The William P. Gottlieb Collection, comprising over sixteen hundred photographs of celebrated jazz artists, documents the jazz scene from 1938 to 1948 in New York City and Washington, D.C. During the course of his career, Gottlieb took portraits of prominent jazz musicians and personalities, including Louis Armstrong, Duke Ellington, Charlie Parker, Billie Holiday, Dizzy Gillespie, Earl Hines, Thelonious Monk, Stan Kenton, Ray McKinley, Coleman Hawkins, Ella Fitzgerald, and Benny Carter. This online collection presents Gottlieb's photographs, annotated contact prints, selected published prints, and related articles from Down Beat magazine.

**Woody Guthrie and the Archive of American Folk Song: Correspondence, 1940-1950**

**Description:** This collection highlights letters between Woody Guthrie and staff of the Archive of American Folk Song (now the Archive of Folk Culture, American Folklife Center) at the Library of Congress. The letters were written primarily in the early 1940s, shortly after Guthrie had moved to New York City and met the Archive's assistant in charge, Alan Lomax. Guthrie's written and, occasionally, illustrated reflections on his past, his art, his life in New York City, and the looming Second World War provide unique insight into the artist best-known for his role as "Dust Bowl balladeer."

**Words and Deeds in American History: Selected Documents Celebrating the Manuscript Division's First 100 Years**

**Description:** In honor of the Manuscript Division's centennial, its staff has selected for online display approximately ninety representative documents spanning from the fifteenth century to the mid-twentieth century. Included are the papers of presidents, cabinet ministers, members of Congress, Supreme Court justices, military officers and diplomats, reformers and political activists, artists and writers, scientists and inventors, and other prominent Americans whose lives reflect our country's evolution.



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22 January 2002

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# Exploring the Library of Congress via the Internet

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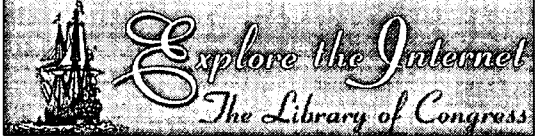
## Quick Reference Guide to the Library of Congress Web Site

Page	Key Links
 <p><b>AMERICAN MEMORY</b> American History in Words, Sound &amp; Pictures <a href="http://memory.loc.gov/">http://memory.loc.gov/</a></p>	<ul style="list-style-type: none"> <li>☞ Collection Finder and Search Pages</li> <li>☞ Learning Page</li> <li>☞ Today in History</li> <li>☞ Featured Collection</li> <li>☞ Frequently Asked Questions</li> </ul>
<p><b>Learning Page?</b></p> <p><a href="http://memory.loc.gov/learn/">http://memory.loc.gov/learn/</a></p>	<ul style="list-style-type: none"> <li>☞ Orientation and Search Tips</li> <li>☞ Feature Presentations</li> <li>☞ Learn More About It (Collections)</li> <li>☞ Student Activities and Lesson Plans</li> <li>☞ Educators' Programs and Resources</li> </ul>
<p>The Library of Congress presents</p>  <p><a href="http://www.americaslibrary.gov/">http://www.americaslibrary.gov/</a></p>	<ul style="list-style-type: none"> <li>☞ Meet Amazing Americans</li> <li>☞ Jump Back in Time</li> <li>☞ Explore the States</li> <li>☞ Join America at Play</li> <li>☞ See, Hear, and Sing</li> </ul>
<p>The LIBRARY of CONGRESS</p> <p><b>EXHIBITIONS</b></p> <p><a href="http://www.loc.gov/exhibits/">http://www.loc.gov/exhibits/</a></p>	<ul style="list-style-type: none"> <li>☞ Feature Attractions</li> <li>☞ From the Collections of the Library</li> <li>☞ Great Libraries and Written Traditions</li> </ul>
 <p><b>THOMAS</b> Legislative Information</p> <p><a href="http://thomas.loc.gov/">http://thomas.loc.gov/</a></p>	<ul style="list-style-type: none"> <li>☞ Text and Status of Legislation</li> <li>☞ Congressional Record</li> <li>☞ Committee Information and Reports</li> <li>☞ Historical Documents</li> </ul>
<p><b>COPYRIGHT OFFICE</b></p> <p>Forms &amp; Information</p> <p><a href="http://www.loc.gov/copyright/">http://www.loc.gov/copyright/</a></p>	<ul style="list-style-type: none"> <li>☞ General Copyright Information</li> <li>☞ Copyright Publications and Records</li> <li>☞ Announcements and Copyright Links</li> <li>☞ U.S. and International Copyright Laws</li> </ul>
 <p><b>COLLECTIONS &amp; SERVICES</b> For Researchers, Libraries &amp; the Public</p> <p><a href="http://www.loc.gov/library/">http://www.loc.gov/library/</a></p>	<ul style="list-style-type: none"> <li>☞ On-line Catalogs</li> <li>☞ Services</li> <li>☞ Collections and Reading Rooms</li> <li>☞ Centers</li> <li>☞ Library Functions</li> </ul>
 <p><b>The Library TODAY</b></p> <p><a href="http://www.loc.gov/today/">http://www.loc.gov/today/</a></p>	<ul style="list-style-type: none"> <li>☞ Welcome to the Library of Congress</li> <li>☞ What's New at the Library</li> <li>☞ Featured Attractions at the Library</li> </ul>
 <p><b>i HELP &amp; FAQs</b> General Information</p> <p><a href="http://www.loc.gov/help/">http://www.loc.gov/help/</a></p>	<ul style="list-style-type: none"> <li>☞ General Information</li> <li>☞ Visiting the Library</li> <li>☞ About the Web Site</li> </ul>

# More Resources from the Library of Congress via the Internet

<http://www.loc.gov>

## Guide to the Library of Congress Web Site – Page Two: Beyond the Basics

Page	Key Links
<p>The LIBRARY of CONGRESS  <b>RESEARCH TOOLS</b>  <a href="http://www.loc.gov/rr/tools.html">http://www.loc.gov/rr/tools.html</a></p>	<ul style="list-style-type: none"> <li>☞ Online Catalogs and Thesauri</li> <li>☞ Full-text resources</li> <li>☞ Specialized bibliographies and indexes</li> <li>☞ Legislative Information</li> </ul>
<p> The LIBRARY of CONGRESS  <b>Online Catalog</b>   <a href="http://www.loc.gov/catalog/">http://www.loc.gov/catalog/</a></p>	<ul style="list-style-type: none"> <li>☞ Search main &amp; specialized catalogs</li> <li>☞ Browse by subject, name, title, call #</li> <li>☞ Search by keyword; set search limits</li> <li>☞ Capture and email cataloging records</li> </ul>
<p> <b>Prints and Photographs Online Catalog</b>  <a href="http://lcweb.loc.gov/rr/print/catalog.html">http://lcweb.loc.gov/rr/print/catalog.html</a></p>	<ul style="list-style-type: none"> <li>☞ More than 250,000 item records</li> <li>☞ Many with images</li> <li>☞ Keyword searches; number searches</li> <li>☞ Subject browse lists available</li> </ul>
<p> <b>Famous People</b>            Selected Portraits From the Collections of the Library of Congress    <a href="http://lcweb.loc.gov/rr/print/235_intr.html">http://lcweb.loc.gov/rr/print/235_intr.html</a></p>	<ul style="list-style-type: none"> <li>☞ Selections from frequent requests</li> <li>☞ American and International portraits</li> <li>☞ Men and women to about 1970s</li> <li>☞ Arranged alphabetically by name</li> <li>☞ Small, medium, &amp; large image files</li> </ul>
<p>The LIBRARY of CONGRESS  <b>PUBLICATIONS</b>  <a href="http://www.loc.gov/loc/pub/">http://www.loc.gov/loc/pub/</a></p>	<ul style="list-style-type: none"> <li>☞ Full text publications</li> <li>☞ Information about printed publications</li> <li>☞ About the Library and its collections</li> <li>☞ Conference and technical publications</li> </ul>
<p> <b>SCTB Online</b>            Science Tracer Bullets Online  <a href="http://lcweb2.loc.gov/sctb/">http://lcweb2.loc.gov/sctb/</a></p>	<ul style="list-style-type: none"> <li>☞ Bibliographic guides for science topics</li> <li>☞ Search by title, keyword, or number</li> <li>☞ Includes guides to Science Fair projects</li> </ul>
<p><b>INTERNATIONAL RESOURCES FROM THE LIBRARY OF CONGRESS</b>  <a href="http://www.loc.gov/rr/international/">http://www.loc.gov/rr/international/</a></p>	<ul style="list-style-type: none"> <li>☞ Special International Guides</li> <li>☞ Spain/U.S. Frontier Presentation</li> <li>☞ Russia/U.S. Frontier Presentation</li> <li>☞ Handbook of Latin American Studies</li> </ul>
<p>The LIBRARY of CONGRESS  <b>Country Studies</b>   <a href="http://lcweb2.loc.gov/frd/csl/">http://lcweb2.loc.gov/frd/csl/</a></p>	<ul style="list-style-type: none"> <li>☞ Texts for 101 countries and regions</li> <li>☞ Search single or multiple studies</li> <li>☞ Charts and graphs included</li> </ul>
<p> The Library of Congress  <b>Alcove 9: An Annotated List of Reference Websites</b>            Humanities and Social Sciences Division  <a href="http://www.loc.gov/rr/main/alcove9/">http://www.loc.gov/rr/main/alcove9/</a></p>	<ul style="list-style-type: none"> <li>☞ Annotated Web site guide</li> <li>☞ Arranged by subject</li> <li>☞ Selections by LC subject specialists</li> </ul>
<p> <b>Explore the Internet</b>            The Library of Congress  <a href="http://www.loc.gov/global/explore.html">http://www.loc.gov/global/explore.html</a></p>	<ul style="list-style-type: none"> <li>☞ General guide to the Internet</li> <li>☞ List of web search sites</li> <li>☞ List of government resources</li> <li>☞ List of subject-related resources</li> </ul>

## Toolkit for Finding Treasures in American Memory

### Use the list of collections and their descriptions for an overview.

- Scan collection descriptions.
- Use links to collections to explore collection home pages and special presentations.
- Observe check boxes and red-dot icons next to collection titles.

### To search across all (indexed) collections with All-Collection Search:

- Use Exact phrase, All words, Any words, or default setting. Note arrangement of results list.
- Change (or don't change) maximum number of items (hits) to be returned.
- Vary word order in multiple word searches for a different order of results.
- Jump around with hot-linked subject headings in item records.
- Review these web pages: *What's included in this search?* and *Search Tips*.
- Check boxes, red-dot icons, and links to collections also apply with this tool.

### Search groups of collections with the Collection Finder.

- *Broad Topics* limits searches to collections containing given broad topics.
- *Time* limits searches to collections with items from given time period ranges.
- *Place* limits searches to collections with materials about or from geographic regions.
- *Original Format* limits searches to collections that contain particular media formats.
- All tips from sections above apply with this tool.

### Search single collections in several ways.

- Search only bibliographic information with keywords.
- Search with keywords or phrases in the full text in many text collections.
- Explore Indexes and Browse Lists linked from the home page.
- Review *About the Collection*, scope note, etc. for topics, contents of collection.
- Jump around with subject headings. More consistent here than in All-Collection Search.
- Use search options (All words, Exact phrase, result limits, etc.).
- Explore the special presentations, unique features, and supporting documentation links.

### Use tools from the Learning Page for a different perspective.

- *Pathfinder Guides*, under Orientation, offer more and narrower entries for events, people, places, time, and topics than the Collection Finder. Entries link to collection home pages.
- *Finding Items in American Memory*, under Orientation, includes a general overview, tips for focused searching, and synonym lists.
- *Learn More About It!*, under Collections, offers search tips, tech tips, and keywords for individual collections.

### Choose Today in History for summaries & search tips, but selective coverage.

- Most links go to American Memory or other LC web site items. Items often have three links.
- Select the archive for keyword searching and select-by-date tools.

### Search other places on the Library of Congress web site.

- *Search our Web Site* from the Library's home page helps to find online exhibitions, "non-collection" American Memory items, such as special presentations, and Learning Page resources. Review *Help on Searching*.
- The *Country Studies/Area Handbook* program has its own search page.
- *THOMAS* has its own search page and a few searchable classic historical documents.



## When Searching for Treasure, Remember:

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

### Collection characteristics

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

### Choosing words or phrases for searching

- To select the best keywords for searching, research the subject, time, location for possibilities. Use the collection's subject indexes, special presentation and other support materials. The Learn More About It! for the collection highlights key topics and gives productive keywords.
- Avoid overly general words (women, war). Think of synonyms.
- With people's names, putting the last name first usually finds things about the person. Subject terms follow this pattern. Putting the first name first usually finds references to the person or comments by the person.
- For subject terms, scan the subject index with the collection.
- With phrases or multiple words, put the most important word first. This affects the order of the results display.
- Language changes over time; places change names. 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 as using terms current during the event/time.
- Subject terms and cataloging practices change over time as society changes and evolves.

### 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.
- Case (upper/lower case) is ignored, as are common conjunctions, articles, and prepositions.
- 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.
- **Best Match** (on the AM header) and **Find** (on the browser toolbar) locate 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 hot-linked to more of the same.

## Library of Congress Online Resources

### Library of Congress Web Site

<http://www.loc.gov/>

The Library of Congress Web site provides a gateway to many resources for the study of history, including thousands of primary source materials. Important materials specifically relevant to K-12 curriculum include:

### THOMAS: Legislative Information

<http://thomas.loc.gov/>

Here, students will find federal legislation that may impact many aspects of their own lives. THOMAS presents bills in their full-text as well as in summary. A searchable version of the *Congressional Record* is also available, as well as Congressional committee reports. Students can learn about the legislative process, find out what their Member of Congress has proposed, and examine public policy issues through the lens of Congress.

### Exhibitions

<http://lcweb.loc.gov/exhibits/>

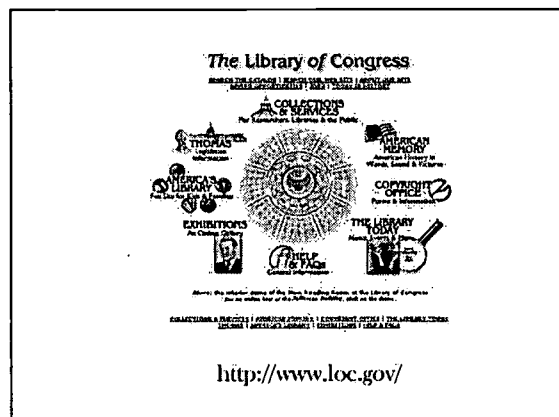
The Library of Congress assembles exhibits on a variety of topics for visitors to the Library of Congress in Washington, DC. Sometimes the material for these on-location exhibits come from Library of Congress collections; sometimes the materials are on loan from other institutions. Portions of these exhibits are digitized and presented on the Web.

Visit the "Treasures of the Library of Congress" exhibit to see Francis Scott Key's handwritten text of the Star-Spangled Banner. Students may be amazed to learn that this song commemorating the flag that flew over Fort McHenry in the War of 1812 did not officially become the national anthem until 1931. Or, if students are researching the role of women in the workplace throughout our nation's history, consider the online exhibit, "Women Come to the Front: Journalists, Photographers, and Broadcasters During WW II." This economic and social "turning point" of women returning to the workforce can also be researched in many American Memory collections. (See the *American Memory* description that follows.)

### Today in History

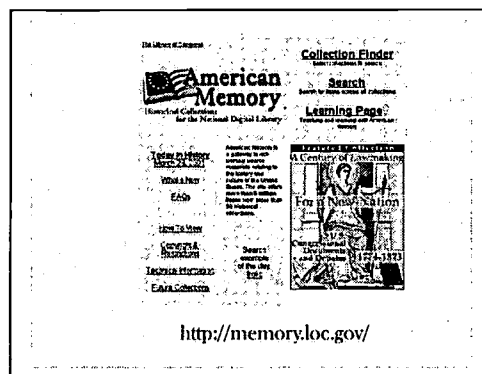
<http://memory.loc.gov/ammem/today/today.html/>

Here, students will find items from the American Memory collections that happened on or relate to today's date. These illustrated essays provide links to the American Memory collections where many "turning points" in history have been documented in primary sources. Students may enjoy searching on their birthdays as an entry point to the collections.



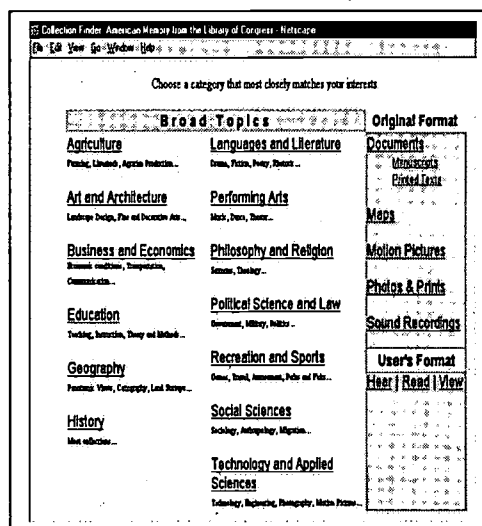
**American Memory**  
<http://memory.loc.gov/>

American Memory is the Library's online archive of primary sources that relate to the history and culture of America. This illustration shows the American Memory Home Page. As of this writing, there are more than 90 online collections of these primary source materials that are freely available to educators, students, and the general public. Collection materials include digitized documents, manuscripts, films, photographs, sound recordings, and maps. In most cases, no special viewers are required to make use of these materials, though RealAudio, QuickTime, and/or MPEG will be needed to hear and view sound and video recordings. These programs can be acquired without cost through the internet. Information on these programs and how to configure your Web browser is available on the Learning Page. (See *Learning Page description below*.)



American Memory collections range from *Mr. Lincoln's Virtual Library* to *Selected Civil War Photographs* to *Alexander Graham Bell Family Papers*—all three collections representing the work of people and consequences of events that have changed the course of history. Students may be interested to know that the Library of Congress collection grew from Thomas Jefferson's private collection of 6,000 books that he sold to Congress near the end of his life. He noted, "there is, in fact, no subject to which a Member of Congress might not have reason to refer." The breadth of the American Memory collections is a reflection of this foundational belief. Students will be fascinated with photographs of Civil War soldiers as they learn more about the early use of photography to document the many aspects of war, including its horror. The inventions of Alexander Graham Bell and his work with the deaf community may become a springboard for an exploration of technological "turning points" in history. American Memory collections are rich and varied, providing unique and personal insights into American history and culture.

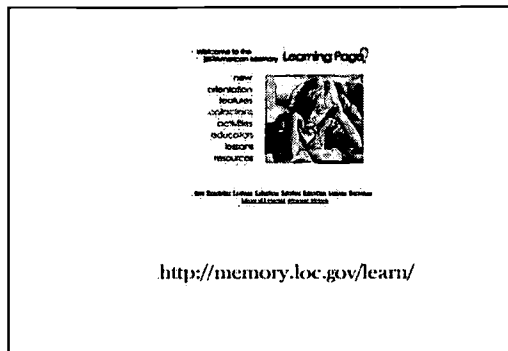
Use the Collection Finder to locate resources by broad topics or by format:  
<http://memory.loc.gov/ammem/collections/finder.html>.  
 Or, choose the List All Collections option to see a brief list of all collections currently available. (Note: you will need to use your "scroll bar" after you have chosen this option to see this list.)



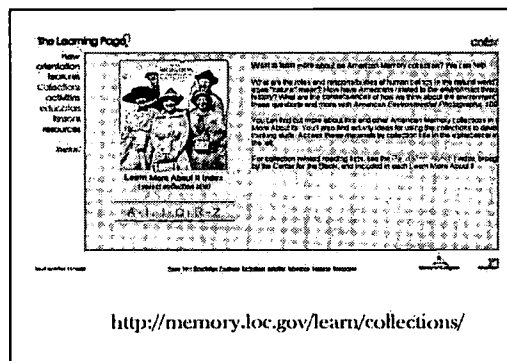
## The Learning Page

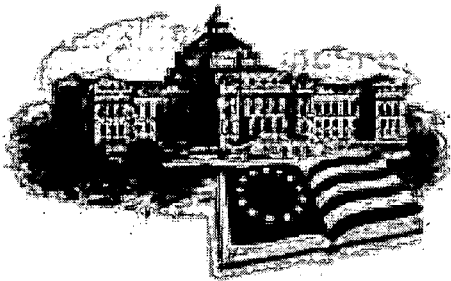
<http://learning.loc.gov/learn/>

The Learning Page is a companion Web site to American Memory. It is designed to help educators and students become more familiar with the American Memory collections and their relevance to U.S. history and culture. The Learning Page is comprised of the following sections:



- **Orientation**—a quick overview of the Learning Page and how to get started finding materials within American Memory. Here you'll find easy-to-use subject lists organized by events, people, places, time, and topics, guidance in search vocabulary, and search tips.
- **Features**—fun and interactive essays that use materials from several American Memory collections to illustrate themes and topics familiar to a K-12 school audience. Features are not intended to be comprehensive, but rather to provide materials and starting points for exploration. Current features focus on elections, inaugurations, immigration, inventors and inventions, thanksgiving, and women pioneers.
- **Collections**—here, you'll find documents that provide an overview of an American Memory collection and the historical themes reflected in it. Items from the collection and search suggestions appear throughout, as do questions and activity ideas for building critical thinking skills in the use of primary sources.
- **Activities**—fun student exercises for building critical thinking skills while learning about history. For example, students will enjoy the Big Picture jigsaw puzzle and the Inventors & Invention treasure hunt.
- **Lessons**—guidance on using American Memory collections with specific learning objectives. Teachers will find many useful suggestions and lesson plans including "Historians' Sources." This lesson plan provides teacher materials and student activities that explore how to use primary sources in general; it is an excellent launching pad for using any of the American Memory collections.
- **Educators**—information about the National Digital Library Program (NDLP) and its outreach to K-12 teachers, media specialists, and technology and curriculum coordinators. Here you will find information on professional development opportunities and special programs sponsored by the NDLP.
- **Resources**—a variety of information, from help with copyright and citing electronic sources to technical tips on using the American Memory collections. Also available is a directory of links to other Web sites pertaining to history and social studies.





## Why use primary sources?

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

### Develop critical thinking skills...



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

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

### Understand all history is local...



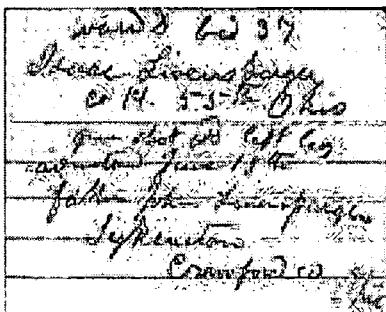
Local history projects require students to "tell their own stories" about familiar people, events, and places. Memories from an adults' perspective provide a rich glimpse of history that is not available in a textbook. What

evolves is the sense that world history is also personal family history, which provides a compelling context for student understanding.

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

### Acquire empathy for the human condition...

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



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

## Consider different points of view in analysis...

In analyzing primary sources, students move from concrete observations and facts to making inferences from the materials. "Point

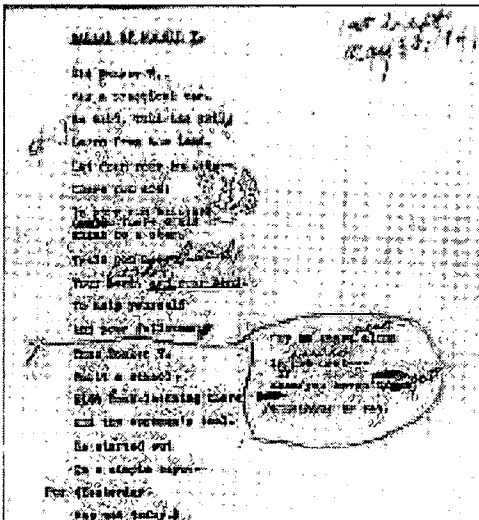


*A high school teacher states that, "Discovering that two people seeing the same primary source differently creates a kind of dissonance that opens up the meaning of the source and creates new understanding in learners."*

of view" is one of the most important inferences that can be drawn. What is the intent of the speaker, of the photographer, of the musician? How does that color one's interpretation or understanding of the evidence?

## Understand the continuum of history...

It is difficult for students to understand that we all participate in making history everyday, that each of us in the course of our lives leave behind primary source documentation that scholars years



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

hence may examine as a record of "the past." The immediacy of first-person accounts of events is compelling to most students.

**Library of Congress Web Site: Selected Resources for School Librarians**

<http://www.loc.gov/>

**Learning Page**

<http://memory.loc.gov/learn/>

**American Memory Historical Collections**

<http://memory.loc.gov/>

**Today in History**

<http://memory.loc.gov/ammem/today/>

**America's Library**

<http://www.americaslibrary.gov/>

**THOMAS: Legislative Information**

<http://thomas.loc.gov/>

**Library of Congress Online Exhibitions**

<http://www.loc.gov/exhibits/>

**International Horizons**

<http://international.loc.gov/>

**Preservation Digital Reformatting Program**

<http://www.loc.gov/preserv/prd/presdig/presintro.html>

**Prints and Photographs Division Guides,  
Reference Aids, and Finding Aids**

<http://www.loc.gov/rr/print/bibsguid.html>

**Prints and Photographs Online Catalog**

<http://www.loc.gov/rr/print/catalog/>

**Virtual Tour of the Library's Jefferson Building**

<http://www.loc.gov/jefftour/>

**Cyber-LC: Webcasts from the Library of Congress**

<http://www.loc.gov/today/cyberlc/>

**Poetry 180:**

**A poem a day for American high schools**

<http://www.loc.gov/poetry/180/>

**Centennial of Flight**

**Wright Brothers materials and bibliography**

<http://www.centennialofflight.gov/>

**Country Studies/Area Handbooks**

<http://lcweb2.loc.gov/frd/cs/>

**Federal Research Division Terrorism Studies**

<http://www.loc.gov/rr/frd/terrorism.htm>

**Places in the News! (maps)**

<http://memory.loc.gov/ammem/gmdhtml/plnews.html>

**Celtic Roots: Stories, Songs and Traditions  
from across the Sea**

<http://www.loc.gov/loc/kidslc/>

**About the Library of Congress**

<http://www.loc.gov/about/>

**Visiting the Library of Congress**

<http://www.loc.gov/loc/visit/>

**Research Centers**

<http://www.loc.gov/rr/research-centers.html>

**Library of Congress Online Catalog**

<http://catalog.loc.gov/>

**Cataloging Distribution Service**

<http://www.loc.gov/cds/>

**Surplus Books Program**

<http://www.loc.gov/acq/surplus.html>

**Children's Literature Center**

<http://www.loc.gov/rr/child/>

**National Library Service for the Blind  
and Physically Handicapped**

<http://www.loc.gov/nls/>

**Especially for Librarians and Archivists**

<http://www.loc.gov/library/>

**National Book Festival**

<http://www.loc.gov/bookfest/>

**Telling America's Stories, Center for the Book**

<http://www.loc.gov/loc/cfbook/readprotheme03.html>

**Veterans History Project**

<http://www.loc.gov/folklife/vets/>

**Library of Congress Publications**

<http://www.loc.gov/loc/pub/>

**United States Copyright Office**

<http://www.loc.gov/copyright/>

**Photoduplication Service**

<http://www.loc.gov/preserv/pds/>

**Bibliographies, Research Guides & Finding Aids**

<http://www.loc.gov/rr/bibguide.html>

**Virtual Reference Shelf: Selected Web Resources**

<http://www.loc.gov/rr/askalib/virtualref.html>

**Alcove 9: Annotated List of Reference Websites  
from the Humanities & Social Sciences Division**

<http://www.loc.gov/rr/main/alcove9/>

**Portals to the World**

<http://www.loc.gov/rr/international/int-portals.html>

## Using Primary Sources in the Classroom

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

### Source Types:

[Objects](#) | [Images](#) | [Audio](#) | [Statistics](#) | [The Community](#)

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### I. Source Type: Objects

*Sample Primary Sources: artifacts, tools, weapons, inventions, uniforms, fashion*

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

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

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

*Sample Primary Sources: tombstones*

Write an obituary for a person memorialized on an old tombstone. Use information from the epitaph and research about the era in which the person lived. Research the meaning of stone carvings that appear on the tombstone. Study epidemic illnesses or other circumstances the might explain common causes of death at the time.

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### II. Source Type: Images

*Sample Primary Sources: photographs, film, video*

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



commerce of the time.

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

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

*Sample Primary Sources: fine art*

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

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### III. Audio

*Sample Primary Sources: oral histories, interviews*

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

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

*Sample Primary Sources: music*

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

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

*Sample Primary Sources: audio recordings*

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

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

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#### IV. Statistics

*Sample Primary Sources: census data, land surveys, maps, ordinances, blueprints, or architectural drawings*

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

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

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#### V. Text

*Sample Primary Sources: cookbooks*

Research the recipe for a common food (examples: bread, cake) in cookbooks of different times.

Report on differences in the vocabulary of the cookbooks over time. How have terms for measurement, ingredients, portion size, and accompaniments changed? Prepare the food from recipes of two of the time periods you find. Hold a taste test of the end results.

Select a cookbook from another era. Look at the ingredients lists from a large number of recipes.

What do the ingredients lists tell you about the types of foods available and the lifestyle of the time?

*Sample Primary Sources: advertisements*

Use old catalog pages to research fashion trends, household articles, cost of living, and lifestyles of a particular period. Use other sources of information to reconstruct a picture of family life at the time. Who did the household purchasing? What were considered necessities of the time?

What were considered luxuries? How do the catalog pages highlight attitudes of the time?

Use newspapers over time to analyze advertising. Have students research advertisements for a particular type of product (clothing, tools, household appliances, automobiles) through history. What information do the advertisements contain? What claims do they make? Who is the target buyer? How has advertising for this product changed over time? What social changes are reflected by changes in advertising for this product?

*Sample Primary Sources: journals, letters, diaries*

Find first hand accounts of historical events written by children or young people (example: *Diary of Anne Frank*). Analyze how first hand accounts give context to historical events. Have students begin keeping their own journals with an emphasis on including current events topics in their entries.

Select a time period or era. Research and read personal letters that comment on events of the time. Analyze the point of view of the letter writer. Compose a return letter that tells the author how those historical events have affected modern society.

Read a personal diary from a historical period. Analyze the individual's character, motivations, and opinions. Explain how the individual changed over the course of the diary. How might that person react if they were dropped into the present time?

*Sample Primary Sources: documents in the original handwriting or language*

Decipher the original text of a famous document (examples: The Constitution, The Bill of Rights) by decoding historical lettering, spelling, grammar, and usage. Compare the original writing with printed versions of the document today. What has changed?

To help illustrate the writing process, study draft copies of famous documents. Look at how side notes, additions, and crossed out words were used to edit the document. Discuss how the changes affected the meaning of the finished work. Have students practice editing their own writing using similar tools.

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## VI. The Community

*Sample Primary Sources: family photographs (of ancestors and their homes), memorabilia, souvenirs, recipes, ancestors' clothes, ancestors' papers, oral histories, local historical societies, genealogical information*

Make a record of family treasures (books, tools, musical instruments, tickets, letters, photographs) using photographs, photocopies, drawings, recordings, or videotapes. Put the treasures into the larger historical context of local, state, country, or world events. What was happening in the world when ancestors were using the family treasures? How did those events affect your family?

Find original letters from an ancestor. Read the letters and then research the time and events surrounding the letters in other sources. Analyze the opinions and views of the letter writer based on the time and events of the period.

Trace your ancestry to a country or countries of origin. Research customs, language, dress, foods, and cultural traditions of your ancestral country or countries. Prepare a class presentation of your cultural background. Include exhibits and recipes or prepared foods from your ancestral country. Describe how your family came to live in your community today.

Prepare a community time capsule with the class. What primary sources will you include to describe your present day community for future generations? What important information do you wish to convey? Which primary sources will get your message across? When should your time capsule be opened?

*Sample Primary Sources: physical surroundings*

Research the history of famous buildings and popular sites in your community through the local library or historical society. Use disposable cameras to make a visual record of those sites in the community as they appear today. Compare historical descriptions and older pictures of sites with your own photographs. What changes have occurred? Why?

Trace the age of buildings in your community. What is the oldest structure? What is the newest structure? Research styles of architecture, commonly used building materials, and the role of buildings through time. How do your community's buildings reflect the evolution of architectural styles and community institutions?

With the help of a local historical society, organize a tour of older homes in your community. Research the age and historical period of interesting houses you find. Who lived in these homes when they were first built? How do the style and location of the homes reflect the role of the original owners in the community? Research and describe furnishing and decorating styles from the time the homes were built. Do the homes look different today?

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## Lesson Framework

Using primary sources in research papers and projects is a time-honored way to engage students with primary historical materials. Yet primary sources can be incorporated into all phases of instruction. This framework will help you use primary sources throughout your teaching.

The framework is divided into four sections:

- [Rationale for Using Primary Sources](#)
  - [Selecting Sources](#)
  - [Organizing Instruction](#)
  - [Activities for the Instructional Cycle](#)
- 

### Rationale for Using Primary Sources

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

1. Primary sources expose students to multiple perspectives on great issues of the past and present. History, 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.

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### Selecting Sources

Here are some questions to answer before selecting primary sources for your students:

**Interest** - What kinds of sources are of particular interest to my students?

**Reading Level** - How difficult is the reading level of the primary source compared to my students' abilities? What might help my students comprehend this material (a glossary of terms, for example)?

**Length** - How long is the source? Do I need to excerpt a portion of the source given my students' abilities and/or classroom time constraints? How do I ensure that the original meaning of the source is preserved in the excerpt?

**Points of View** - Are various points of view on a given topic, event, or issue fairly represented in the sources I have chosen to use? Have I achieved proper balance among the competing points of view?

**Variety of Sources** - Have I included a variety of types of sources (e.g., published, unpublished, text, visual, and artifacts)?

**Location** - Where can I or my students find the sources we need (the school or public library, the local history society, over the Internet)?

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## Organizing Instruction

To organize the use of primary sources in your classroom, consider the following:

**Activity Types** - How will the primary sources be used (as the basis for class discussion, written reports, in-class presentations, role playing, or other instructional strategy?)

**Classroom Management** - How will I organize students for an activity? Will the primary source activity lend itself to individual, small group, or whole class participation?

**Time** - How much time must I allocate for completion of student tasks?

**Assessment** - What product or performance will my students create as a result of this experience with primary sources? How will I assess that product or performance?

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## Activities for the Instructional Cycle

Here are ideas for incorporating primary sources into four phases of instruction.

[Focus](#) | [Inquiry](#) | [Application](#) | [Assessment](#)

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### Focus Activities

*Focus activities can be used to introduce a topic or to re-engage students during a longer unit of instruction. Use one or two short primary sources to begin a lesson, unit, or block of instruction.*

1. For focus activities, choose primary sources that:
  - o present a puzzle;
  - o challenge a stereotype or conventional wisdom;
  - o present a contradiction;
  - o offer an insight (or aha! experience);
  - o promote empathy (through a human interest story);
  - o present a generalization or explanation against which different generalizations or explanations can be compared later.

2. Present focus activities using the following techniques:

- Generate one or two well-crafted questions about the sources. Use the questions to spark a class discussion or as a task for pairs of students to answer.
- Ask students to freely write their reactions to a thought-provoking document. Then, as a class, compare different reactions prompted by the document.
  
- After reviewing one or two primary sources, have small groups of students generate a list of questions about the upcoming topic of instruction.
  
- Use contemporary primary sources to focus instruction on a historical period. For example, use a modern newspaper editorial on immigration, minimum wage, or welfare reform as a springboard into exploration of those issues in the past. Ask students to make predictions about historical debates based on what they have read in contemporary editorials. Similarly, a historical source on a recurrent topic can be used to spur inquiry into current debate on that recurring issue.

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### **Inquiry Activities**

*Help students explore main concepts in a block of instruction using an inquiry approach to primary sources.*

1. To develop an inquiry approach, provide students with a set of primary sources on a topic, concept, or time period. Students can use the Internet and other research tools to assemble sets of primary sources for themselves.
2. Use primary source sets as the focus for a series of inquiry activities. Have students use primary source sets to answer questions about historical eras, generate and test hypotheses, and derive conclusions.
3. Student inquiry can range from working exclusively with primary source documents to using selected primary sources to supplement the student textbook and other instructional materials.

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### **Application Activities**

*Use primary sources to help students apply the concepts they are learning and to extend that learning beyond the textbook, other instructional materials, or other primary sources.*

1. Primary sources can be used to challenge students to apply what they've learned from primary sources. Have students expand or alter textbook explanations of history based on primary sources they study.
2. Provide students with the entire text of a primary source that has been excerpted in their textbook. Based on the full text of the primary source, ask students to defend or refute conclusions drawn by the textbook author. Then have students search online and in other sources for additional documents that support their conclusions.
3. Present a set of primary sources in sequence. Ask students to consider how new documents support or challenge information and understanding garnered from other documents. Have students refine or revise conclusions based on their study of each subsequent primary source.

## **Assessment Activities**

*Primary sources can be useful tools for evaluating student mastery of skills and concepts.*

Use primary sources to assess what students have learned and to evaluate their skill in analyzing primary sources. For evaluation activities, select either sources from the historical era under study or choose contemporary sources related to the historical topic. Actual assessment tasks might include having students:

- Write an essay about a primary source document. Explain how the source supports or challenges a commonly accepted conclusion about a time in history.
- Based on analysis of several primary sources, prepare an oral presentation taking a stand on an issue in history.
- Select primary source documents to create a museum display about an historical topic. Write captions for the items and justify the documents that were selected.
- Write a response to a primary source (speech, news article, sermon), taking the position of someone who lived at the time the source was created.
- Prepare a visual display (poster, magazine cover, illustrated timeline) that highlights the most important points to be gained from the primary sources under study.

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### Lesson Overview

[Teacher Material](#) | [Student Lesson](#)

This lesson introduces students to primary sources -- what they are, their great variety, and how they can be analyzed. The lesson begins with an activity that helps students understand the historical record. Students then learn techniques for analyzing primary sources. Finally, students apply these techniques to analyze documents about slavery in the United States.

#### Teacher Material

#### Student Lesson

- [Overview](#)
- [Materials and Preparation](#)
- [Instructional Procedure](#)
- [Discussion](#)
- [Evaluation and Extension](#)

1. [What Are Primary Sources?](#)
  - 1a. [Mindwalk Activity](#)
2. [Analysis of Primary Sources](#)
3. [Types of Primary Sources](#)
4. [Primary Source Set](#)
5. [Discussion](#)

#### Download Lesson Materials

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**MEDIA ANALYSIS TOOLS** or worksheets guide students into deeper analysis of primary sources. View these tools at work in lessons to see how they might be used or adapted to your needs.

## Life Histories

Examining a Life History guides students in preliminary reading comprehension of the document. Both lessons in the Living History Project use this tool.

Reading Life Histories in Brother, Can You Spare a Dime? prompts students to make inferences about a life history of a person in the Great Depression.

## Objects

The Object Observation Worksheet can be used with any object, from an image to a piece of sheet music. Instructions are in The Photographer, the Artist, and Yellowstone Park, a lesson within the unit, Explorations in American Environmental History.

## Photographs

Several forms of the Photograph Analysis tool exist depending on the lesson focus, displaying its versatility and scalability.

- The Photograph Analysis Guide in Photojournalism: A Record of War introduces students to content analysis of images.
- The Photographic Analysis Form of the Mathew Brady Bunch moves the basic form a bit deeper, asking students to think subjectively as well as objectively.
- Photo Study Guide in Brother, Can You Spare a Dime? asks specific questions about the photograph.
- A Research Guide in Mathew Brady Bunch leads students into an examination of the event that prompted the photograph.
- Three worksheets in Turn-of-the-Century Child separate objective and subjective content analysis and add artifact analysis. Data Sheet One concentrates on objective observations. Data Sheet Two focuses on inferences. Data Sheet Three focuses on the image as an artifact in a collection.

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## Lesson Overview



## Teacher Material

[Overview](#) | [Materials and Preparation](#) | [Instructional Procedure](#) | [Evaluation and Extension](#)

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### Overview

#### Objectives

After completing this lesson, students will be able to:

- Distinguish between primary and secondary sources.
- Assess the credibility of primary sources.
- Use a variety of primary sources to clarify, elaborate, and understand a historical period.

#### Time Required

Two to three 45 minute class periods

#### Target Level

Grades 8-12

#### Grouping

Individual or Small Group Activity

#### Curriculum Fit

Use this lesson to introduce primary sources to classes studying U.S. history, or insert this lesson into units on slavery, the Civil War, or African-American history.

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### Materials and Preparation

#### *Online Option*

1. To conduct this lesson online, your class will need computer access to the World Wide Web.
2. For each student or group of students, it is recommended that you print and duplicate the following:
  - o [Questions for Analyzing Primary Sources](#)
3. Post instructions for logging onto the lesson on the chalkboard.

#### *Offline Option*

1. To conduct this lesson offline, you will need to [Download Lesson Materials](#), duplicate documents, and distribute them to students.
2. For each student or group of students, it is recommended that you print and duplicate the following:

- [What Are Primary Sources?](#)
- [Mindwalk Activity](#)
- [Analysis of Primary Sources](#)
- [Types of Primary Sources](#)
- [Primary Source Set: Slavery in the United States, 1790-1865](#)

3. Follow the procedures listed for each lesson section, have students use paper copies of lesson materials instead of working online.

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## Instructional Procedure for Student Lesson

[What Are Primary Sources](#) | [Analysis of Primary Sources](#) | [Types of Primary Sources](#) | [Discussion](#)

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### What Are Primary Sources?

In this section, students learn the definition of primary sources and do the Mindwalk Activity. Students can complete this section online in class or as homework.

#### *In-Class Option*

1. Assign students to work individually or in small groups. Alert students that they will share their activity responses with the class. Plan 25 to 45 minutes for this section.
2. Have students log on to the lesson and read [What Are Primary Sources?](#). Then have students complete the [Mindwalk Activity](#).
3. When the allotted time has passed, conduct a group discussion using the questions below:

#### *Homework Option*

1. To assign this activity as homework, print out and duplicate [What Are Primary Sources?](#) and the [Mindwalk Activity](#) for students.
2. Before assigning the homework, distribute *What Are Primary Sources*. Give students time to read the material. Discuss differences between primary and secondary sources. Ask students to explain how the historical record can be huge and limited at the same time.
3. Distribute the *Mindwalk Activity* and assign students to bring in responses the following day. At the next class period, collect student work and conduct a group discussion using the questions below:

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### Questions

- *Now that you have learned the definition of a primary source and participated in the Mindwalk Activity, what do you think are the strengths of the historical record?*
- *What are the limitations of the historical record?*
- *How can a historian draw conclusions based on this huge body of evidence?*

## Analysis of Primary Sources

In this section, students review rules and questions to use when evaluating primary sources.

1. After students have read *What Are Primary Sources?* and completed the *Mindwalk Activity*, have students read [Analysis of Primary Sources](#).
2. Discuss the *Time and Place Rule* and the *Bias Rule*.
3. Print out [Questions for Analyzing Primary Sources](#). Have students pre read the questions. Explain that students will answer these questions using historical documents in the next section of the lesson.

## Types of Primary Sources

In this section, students learn about different types of primary sources and analyze primary source documents.

1. Have students read [Types of Primary Sources](#).
2. Assign two documents from [Primary Source Set: Slavery in the United States, 1790-1865](#) to individuals or groups. Students should be assigned to look at two different kinds of primary sources to allow for comparison.
3. Allow 30 to 50 minutes for students to analyze the documents using [Questions for Analyzing Primary Sources](#).

## Discussion

In this section, students discuss their primary source analysis with the entire class and compare and contrast analysis results.

1. Have student groups summarize their analysis of a primary source document for the class. Ask students to comment on the credibility of the source. If several groups have analyzed the same document, encourage supporting or refuting statements from other groups.
2. Conclude the lesson with a general discussion of the following questions:
  - *What was slavery like for African-Americans in the period before the Civil War?*
  - *Was any document completely believable? Completely unbelievable? Why or why not?*
  - *Did some types of primary sources seem less believable than other kinds of sources? Why do you think this is true?*
  - *What information about slavery did each document provide? How did looking at several documents expand your understanding of slavery?*
  - *If you found contradictory information in the sources, which sources did you tend to believe? Why?*
  - *What generalizations about primary historical sources can you make based on this document set?*
  - *What additional sources (and types of sources) would you like to see to give you greater confidence*

*in your understanding of slavery?*

3. You may print these questions as a separate file for your reference.

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## Evaluation and Extension

### *Evaluation*

As an assessment activity, ask students to select a document from the Primary Source Set: Slavery in the United States that they have not yet analyzed. Have students write an analysis of the document using the rules and questions provided in the Analysis of Primary Sources section of the lesson.

### *Extension*

Provide time for students to explore the Further Internet References listed in the lesson. Each student might be asked to find one additional primary source document on slavery. Individuals or groups might be challenged to research and gather a set of primary source documents on a topic other than slavery.

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## Student Lesson

### Section 2A: Questions for Analyzing Primary Sources

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*The following questions may help you judge the quality of primary sources:*

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1. Who created the source and why? Was it created through a spur-of-the-moment act, a routine transaction, or a thoughtful, deliberate process?
2. Did the recorder have firsthand knowledge of the event? Or, did the recorder report what others saw and heard?
3. Was the recorder a neutral party, or did the creator have opinions or interests that might have influenced what was recorded?
4. Did the recorder produce the source for personal use, for one or more individuals, or for a large audience?
5. Was the source meant to be public or private?
6. Did the recorder wish to inform or persuade others? (Check the words in the source. The words may tell you whether the recorder was trying to be objective or persuasive.) Did the recorder have reasons to be honest or dishonest?
7. Was the information recorded during the event, immediately after the event, or after some lapse of time? How large a lapse of time?

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## Lesson Overview



## Lesson Download

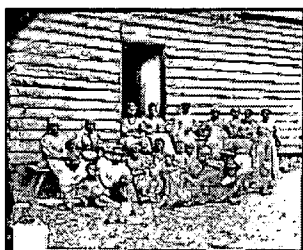
Any of the *individual* web pages of this lesson may be printed or saved as files at any time, using the **Print** or **File-Save As** commands on your browser toolbar. For your convenience, web pages for teacher material and the student lesson sections have each been compiled into single web pages or files for offline reading and use.

The following materials can be downloaded or printed out from this page:

- [Teacher Material](#)
- [Student Lesson](#)
- [Questions for Analyzing Primary Sources](#)
- [Discussion Questions](#)
- [Primary Source Set](#)

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The set of primary source documents cannot be downloaded as one unit because its size would be too large. Choose the materials you plan to use and print or save the sources as files using the **Print** or **File-Save As** commands on your browser toolbar.



### **Primary Source Set: Slavery in the United States, 1790-1865**

[Photographs of Slaves and Slave Life \(ca. 1862-1907\)](#)

[Excerpt from "Report of the Board of Education for Freedmen" \(1864\)](#)

[Excerpt from "What Became of the Slaves on a Georgia Plantation?" \(1859\)](#)

[Excerpt from "My Ups and Downs," an interview with Kert Shorrow" \(1939\)](#)

[Excerpt from "Mrs. Lulu Bowers II," an interview with Mrs. Lulu Bowers \(1938\)](#)

[Excerpt from "E.W. Evans, Brick Layer & Plasterer," an interview with E.W. Evans \(undated\)](#)



Lesson Overview



## Student Lesson

### Section 1: What Are Primary Sources?

[Primary and Secondary Sources](#) | [The Historical Record](#)

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## Primary and Secondary Sources

Historians use a wide variety of sources to answer questions about the past. In their research, history scholars use both *primary sources* and *secondary sources*. Primary sources are actual records that have survived from the past, such as letters, photographs, articles of clothing. Secondary sources are accounts of the past created by people writing about events sometime after they happened.

For example, your history textbook is a *secondary source*. Someone wrote most of your textbook long after historical events took place. Your textbook may also include some *primary sources*, such as direct quotes from people living in the past or excerpts from historical documents.

People living in the past left many clues about their lives. These clues include both primary and secondary sources in the form of books, personal papers, government documents, letters, oral accounts, diaries, maps, photographs, reports, novels and short stories, artifacts, coins, stamps, and many other things. Historians call all of these clues together the *historical record*.

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## The Historical Record

The historical record is huge. It contains literally billions of pieces of evidence about the past. Despite its huge size, the historical record gives us just a tiny glimpse of the past. Most of what happened in the past was never documented. Many sources of information about the past have been lost or destroyed. Some primary sources were accumulated simply by accident.

But some historical sources were created and saved by people interested in recording history. People kept journals, wrote diaries and autobiographies, recorded family trees, and saved business and personal letters and papers.

Do the "Mindwalk Activity" now to help you answer these questions.

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## The Historian's Sources Student Lesson

### Section 1A: Mindwalk Activity

Limits of the Historical Record | Historical Evidence in Daily Life | Other Types of Historical Evidence

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#### Limits of the Historical Record

*How can the historical record be both huge and limited?*

To find out about the limitations of the historical record, do the following activity:

1. Think about ("mind walk" through) all 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, your activities might have left behind. To help you think of traces that might be left behind, review:
  - Historical Evidence in Your Daily Life
  - Other Types of Historical Evidence.
3. Review your entire list, and what you wrote about evidence your activities left behind. Then 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 might be left out of an historical record of your activities? Why?
  - What would a future historian be able to tell about your life and your society based on evidence of your daily activities that might be preserved for the future?
4. Now think about a more public event currently happening (a court case, election, public controversy, law being debated), and answer these questions:
  - What kinds of evidence might this event leave behind?
  - Who records information about this event?
  - For what purpose are different records of this event made?
5. Based on this activity, write one sentence that describes how the historical record can be huge and limited at the same time.

When you have finished this activity, go ahead to Analysis of Primary Sources.

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- Did you create any records of your activities (a diary, notes to yourself, a letter to a friend or relative, an e-mail message, a telephone message)?
- Would traces of your activities appear in records someone else created (a friend's diary, notes, or calendar entry; a letter or e-mail from a friend or relative)?
- Would traces of your activities appear in school records? in business records (did you write a check or use a charge card)? in the school or local newspaper? in government records (did you get your driver's license or go to traffic court)?
- Would anyone be able to offer testimony (or oral history) about your activities (who and why)?

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## Other Types of Historical Evidence

Other aspects of the historical record are not records at all, but may still offer evidence about our lives. Traces you left behind in your daily activities might include:

- The trash you have thrown away;
- Material objects you use every day (coins, paper money, stamps, computers);
- Objects in the place you live (especially in your own bedroom);
- Items in your locker at school.

### Challenge Questions:

If future archaeologists had the materials above, what could they infer or conclude about your life? What might the materials tell archaeologists about your family, community, region, and/or nation?

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# The Historian's Sources Student Lesson

## Section 2: Analysis of Primary Sources

[Time and Place Rule](#) | [Bias Rule](#) | [Questions for Analyzing Primary Sources](#)

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Historians analyze historical sources in different ways. First, historians think about where, when and why a document was created. They consider whether a source was created close in location and time to an actual historical event. Historians also think about the purpose of a source. Was it a personal diary intended to be kept private? Was the document prepared for the public?

Some primary sources may be judged more reliable than others, but every source is biased in some way. As a result, historians read sources skeptically and critically. They also cross-check sources against other evidence and sources. Historians follow a few basic rules to help them analyze primary sources. Read these rules below. Then answer the questions for analyzing primary sources. Use these rules and questions as you analyze primary source

documents yourself.

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## Time and Place Rule

To judge the quality of a primary source, historians use the **time and place rule**. This rule says the closer in time and place a source and its creator were to an event in the past, the better the source will be. Based on the time and place rule, better primary sources (starting with the most reliable) might include:

- Direct traces of the event;
- Accounts of the event, created at the time it occurred, by firsthand observers and participants;
- Accounts of the event, created after the event occurred, by firsthand observers and participants;
- Accounts of the event, created after the event occurred, by people who did not participate or witness the event, but who used interviews or evidence from the time of the event.

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## Bias Rule

The historians' second rule is the **bias rule**. It says that every source is biased in some way. Documents tell us only what the creator of the document thought happened, or perhaps only what the creator wants us to think happened. As a result, historians follow these bias rule guidelines when they review evidence from the past:

- Every piece of evidence and every source must be read or viewed skeptically and critically.
- No piece of evidence should be taken at face value. The creator's point of view must be considered.
- Each piece of evidence and source must be cross-checked and compared with related sources and pieces of evidence.

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## Questions for Analyzing Primary Sources

The following questions may help you judge the quality of primary sources:

1. Who created the source and why? Was it created through a spur-of-the-moment act, a routine transaction, or a thoughtful, deliberate process?
2. Did the recorder have firsthand knowledge of the event? Or, did the recorder report what others saw and heard?
3. Was the recorder a neutral party, or did the creator have opinions or interests that might have influenced what was recorded?
4. Did the recorder produce the source for personal use, for one or more individuals, or for a large audience?
5. Was the source meant to be public or private?

6. Did the recorder wish to inform or persuade others? (Check the words in the source. The words may tell you whether the recorder was trying to be objective or persuasive.) Did the recorder have reasons to be honest or dishonest?
7. Was the information recorded during the event, immediately after the event, or after some lapse of time? How large a lapse of time?

When you have finished reading this section, print out [Questions for Analyzing Primary Sources](#) to use later in this lesson.

Then go ahead to [Types of Primary Sources](#).

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## The Historian's Sources Student Lesson

### Section 3: Types of Primary Sources

[Published Documents](#) | [Unpublished Documents](#) | [Oral Traditions/Histories](#) | [Visual Documents/Artifacts](#)

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When analyzing primary sources, historians consider the type of primary source under study. Different primary sources were created for different reasons. Knowing the different types of primary sources will help you evaluate the reliability of primary sources. Read about the different types of primary sources below.

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#### Published Documents



[The past is behind us.]  
Gerrit Albertus Beneker (b.  
1882). Poster, 1918.  
[The Presidential Election of  
1920: Introduction](#)

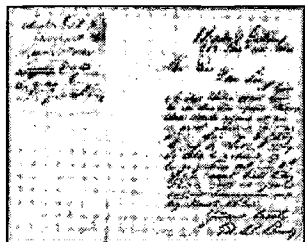
Some primary sources are published documents. They were created for large audiences and were distributed widely. Published documents include books, magazines, newspapers, government documents, non-government reports, literature of all kinds, advertisements, maps, pamphlets, posters, laws, and court decisions.

When reviewing published documents, remember that just because something was published does not make it truthful, accurate, or reliable. Every document has a creator, and every creator has a point of view, blind spots, and biases. Also remember that even biased and opinionated sources can tell us important things about the past.

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#### Unpublished Documents



[Letter from Mathew Brady to President Abraham Lincoln, asking Lincoln to sit for a photograph], 1865 March 2

primary sources. These include personal letters, diaries, journals, wills, deeds, family Bibles containing family histories, school report cards, and many other sources. Unpublished business records such as correspondence, financial ledgers, information about customers, board meeting minutes, and research and development files also give clues about the past.

Unpublished documents often come from community organizations, churches, service clubs, political parties, and labor unions in the form of membership lists, meeting minutes, speeches, financial and other records. Government at all levels creates a variety of unpublished records. These include police and court records, census records, tax and voter lists, departmental reports, and classified documents.

Unlike published documents, unpublished records may be difficult to find because few copies exist. For example, personal letters may be found only in the possession of the person to whom the letters were sent. Letters of famous or remarkable people may be collected and eventually published. Keep in mind that letter writers did not intend (and perhaps could not imagine) that their letters would be read by more than one person. Because unpublished documents were seldom meant to be read by the public, they provide interesting clues about the past.

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## Oral Traditions/Oral Histories



Delacroix Island, St Bernard Parish, Louisiana. January 1941. A Spanish muskrat trapper in the doorway of his marsh home.

Oral traditions and oral histories provide another way to learn about the past from people with firsthand knowledge of historical events. Recently, spoken words that make up oral histories have gained importance as primary sources. Historians and others find out about the lives of ordinary people through spoken stories and tales. Oral histories provide important historical evidence about people, especially minority groups, who were excluded from mainstream publications or did not leave behind written primary sources.

Oral histories are as old as human beings. Before the invention of writing, information passed from generation to generation through the spoken word. Many people around the world continue to use oral traditions to pass along knowledge and wisdom. Interviews and recordings of community elders and witnesses to historical events provide exciting stories, anecdotes, and other information about the past.

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## Visual Documents and Artifacts

Visual documents include photographs, films, paintings, and other types of artwork. Because visual documents capture moments in time, they can provide evidence of changes over time. Visual documents include evidence about a culture at specific moments in history: its customs, preferences, styles, special occasions, work, and play.



Like other primary source documents, a visual document has a creator with a point of view -- such as a painter, sculptor, or film maker. Even photographs were created by photographers using film and cameras to create desired effects.

Mulberry Street,  
New York City [1900]

Think about the creator's point of view when you review visual documents. What was the creator's purpose? Why this pose? Why that perspective? Why that framing? Why this distance? Why this subject? What was included? What was excluded? Using visual documents as primary sources requires careful analysis of the content and the point of view of the creator.

**When you have finished reviewing the types of primary sources, go ahead to Primary Source Set: Slavery in the United States, 1790-1865.**

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## **The Historian's Sources Student Lesson**

### **Section 4: Primary Source Set**

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This primary source set, "Slavery in the United States, 1790-1865," relates to slavery in the United States before the Civil War. Your teacher will assign you several primary sources. Analyze the primary source documents and make judgments about the quality and reliability of the different primary sources you study. Answer Questions for Analyzing Primary Sources as you examine these materials. Be prepared to discuss your primary source analysis with the class.

For more primary source materials on your subject, use the Internet Resources listed below.

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### **Slavery in the United States, 1790-1865**

Photographs of Slaves and Slave Life (ca. 1862-1907)

"Report of the Board of Education for Freedmen" (1864)

"What Became of the Slaves on a Georgia Plantation?" (1859)

Excerpt from "My Ups and Downs," an interview with Kert Shorrow" (1939)

Excerpt from "Mrs. Lulu Bowers II," an interview with Mrs. Lulu Bowers (1938)

Excerpt from "E.W. Evans, Brick Layer & Plasterer," an interview with E.W. Evans (undated)

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## Internet Resources

The following Internet links will help you find additional primary sources relating to slavery in the United States.

[African-American Perspectives: Pamphlets from the Daniel A.P. Murray Collection, 1818-1907, Library of Congress](http://lcweb2.loc.gov/ammem/aap/aaphome.html)

<http://lcweb2.loc.gov/ammem/aap/aaphome.html>

[American Life Histories: Manuscripts from the Federal Writers' Project, 1936-1940, Library of Congress.](http://lcweb2.loc.gov/ammem/wpahome.html)  
Look especially for documents in the Southern region within the collection.

<http://lcweb2.loc.gov/ammem/wpahome.html>

[Basic Readings in U.S. Democracy \(from the U.S. Department of State\)](http://usinfo.state.gov/usa/infousa/facts/democrac/demo.htm)

<http://usinfo.state.gov/usa/infousa/facts/democrac/demo.htm>

[Internet Resources, Learning Page of the Library of Congress](http://memory.loc.gov/ammem/ndlpedu/resources/inres/index.html)

Begin with the section on [U.S. History Resources: Primary Source Resources](http://memory.loc.gov/ammem/ndlpedu/resources/inres/index.html)

<http://memory.loc.gov/ammem/ndlpedu/resources/inres/index.html>

<http://memory.loc.gov/ammem/ndlpedu/resources/inres/ushist/primary.html>

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## The Historian's Sources Student Lesson

### Section 5: Discussion

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You have examined at least two different primary source documents. Summarize your findings. Did other students in the class examine the same documents? Do they have the same observations that you and your group do? What is different? What is the same? What do you think about the sources of the documents? Are they believable? Why or why not?

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*Discuss the following questions with your classmates:*

1. What was slavery like for African-Americans in the period before the Civil War?
2. Was any document completely believable? Completely unbelievable? Why or why not?
3. Did some types of sources seem less believable than other kinds of sources? Why do you think this is true?
4. What information about slavery did each document provide? How did looking at several documents expand your understanding of slavery?



5. If you found contradictory information in the sources, which sources did you tend to believe? Why?
6. What generalizations about primary historical sources can you make based on this document set?
7. What additional sources (and types of sources) would you like to see to give you greater confidence in your understanding of slavery?

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**Student Lesson**

**Section 5: Discussion**

You have examined at least two different primary source documents. Summarize your findings. Did other students in the class examine the same documents? Do they have the same observations that you and your group do? What is different? What is the same? What do you think about the sources of the documents? Are they believable? Why or why not?

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*Discuss the following questions with your classmates:*

1. What was slavery like for African-Americans in the period before the Civil War?
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3. Did some types of sources seem less believable than other kinds of sources? Why do you think this is true?
4. What information about slavery did each document provide? How did looking at several documents expand your understanding of slavery?
5. If you found contradictory information in the sources, which sources did you tend to believe? Why?
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7. What additional sources (and types of sources) would you like to see to give you greater confidence in your understanding of slavery?

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Lesson Overview



## Student Lesson

### Section 1: What Are Primary Sources?

[Primary and Secondary Sources](#) | [The Historical Record](#)

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## Primary and Secondary Sources

Historians use a wide variety of sources to answer questions about the past. In their research, history scholars use both *primary sources* and *secondary sources*. Primary sources are actual records that have survived from the past, such as letters, photographs, articles of clothing. Secondary sources are accounts of the past created by people writing about events sometime after they happened.

For example, your history textbook is a *secondary source*. Someone wrote most of your textbook long after historical events took place. Your textbook may also include some *primary sources*, such as direct quotes from people living in the past or excerpts from historical documents.

People living in the past left many clues about their lives. These clues include both primary and secondary sources in the form of books, personal papers, government documents, letters, oral accounts, diaries, maps, photographs, reports, novels and short stories, artifacts, coins, stamps, and many other things. Historians call all of these clues together the *historical record*.

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## The Historical Record

The historical record is huge. It contains literally billions of pieces of evidence about the past. Despite its huge size, the historical record gives us just a tiny glimpse of the past. Most of what happened in the past was never documented. Many sources of information about the past have been lost or destroyed. Some primary sources were accumulated simply by accident.

But some historical sources were created and saved by people interested in recording history. People kept journals, wrote diaries and autobiographies, recorded family trees, and saved business and personal letters and papers.

Lesson Overview



**Student Lesson**

**Section 1A: Mindwalk Activity**

Limits of the Historical Record | Historical Evidence in Daily Life | Other Types of Historical Evidence

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**Limits of the Historical Record**

*How can the historical record be both huge and limited?*

To find out about the limitations of the historical record, do the following activity:

1. Think about ("mind walk" through) all 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, your activities might have left behind. To help you think of traces that might be left behind, review:
  - Historical Evidence in Your Daily Life
  - Other Types of Historical Evidence.
3. Review your entire list, and what you wrote about evidence your activities left behind. Then 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 might be left out of an historical record of your activities? Why?
  - What would a future historian be able to tell about your life and your society based on evidence of your daily activities that might be preserved for the future?
4. Now think about a more public event currently happening (a court case, election, public controversy, law being debated), and answer these questions:
  - What kinds of evidence might this event leave behind?
  - Who records information about this event?
  - For what purpose are different records of this event made?
5. Based on this activity, write one sentence that describes how the historical record can be huge and limited at the same time.

When you have finished this activity, go ahead to [Analysis of Primary Sources](#).

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## Historical Evidence in Your Daily Life

- Did you create any records of your activities (a diary, notes to yourself, a letter to a friend or relative, an e-mail message, a telephone message)?
- Would traces of your activities appear in records someone else created (a friend's diary, notes, or calendar entry; a letter or e-mail from a friend or relative)?
- Would traces of your activities appear in school records? in business records (did you write a check or use a charge card)? in the school or local newspaper? in government records (did you get your driver's license or go to traffic court)?
- Would anyone be able to offer testimony (or oral history) about your activities (who and why)?

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## Other Types of Historical Evidence

Other aspects of the historical record are not records at all, but may still offer evidence about our lives. Traces you left behind in your daily activities might include:

- The trash you have thrown away;
- Material objects you use every day (coins, paper money, stamps, computers);
- Objects in the place you live (especially in your own bedroom);
- Items in your locker at school.

### Challenge Questions:

If future archaeologists had the materials above, what could they infer or conclude about your life? What might the materials tell archaeologists about your family, community, region, and/or nation?

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## Student Lesson

### Section 2: Analysis of Primary Sources

[Time and Place Rule](#) | [Bias Rule](#) | [Questions for Analyzing Primary Sources](#)

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Historians analyze historical sources in different ways. First, historians think about where, when and why a document was created. They consider whether a source was created close in location and time to an actual historical event. Historians also think about the purpose of a source. Was it a personal diary intended to be kept private? Was the document prepared for the public?

Some primary sources may be judged more reliable than others, but every source is biased in some way. As a result, historians read sources skeptically and critically. They also cross-check sources against other evidence and sources. Historians follow a few basic rules to help them analyze primary sources. Read these rules below. Then read the questions for analyzing primary sources. Use these rules and questions as you analyze primary source documents yourself.

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#### Time and Place Rule

To judge the quality of a primary source, historians use the **time and place rule**. This rule says the closer in time and place a source and its creator were to an event in the past, the better the source will be. Based on the time and place rule, better primary sources (starting with the most reliable) might include:

- Direct traces of the event;
- Accounts of the event, created at the time it occurred, by firsthand observers and participants;
- Accounts of the event, created after the event occurred, by firsthand observers and participants;
- Accounts of the event, created after the event occurred, by people who did not participate or witness the event, but who used interviews or evidence from the time of the event.

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#### Bias Rule

The historians' second rule is the **bias rule**. It says that every source is biased in some way. Documents tell us what the creator of the document thought happened, or perhaps only what the creator wants us to think

happened. As a result, historians follow these bias rule guidelines when they review evidence from the past:

- Every piece of evidence and every source must be read or viewed skeptically and critically.
- No piece of evidence should be taken at face value. The creator's point of view must be considered.
- Each piece of evidence and source must be cross-checked and compared with related sources and pieces of evidence.

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## Questions for Analyzing Primary Sources

The following questions may help you judge the quality of primary sources:

1. Who created the source and why? Was it created through a spur-of-the-moment act, a routine transaction, or a thoughtful, deliberate process?
2. Did the recorder have firsthand knowledge of the event? Or, did the recorder report what others saw and heard?
3. Was the recorder a neutral party, or did the creator have opinions or interests that might have influenced what was recorded?
4. Did the recorder produce the source for personal use, for one or more individuals, or for a large audience?
5. Was the source meant to be public or private?
6. Did the recorder wish to inform or persuade others? (Check the words in the source. The words may tell you whether the recorder was trying to be objective or persuasive.) Did the recorder have reasons to be honest or dishonest?
7. Was the information recorded during the event, immediately after the event, or after some lapse of time? How large a lapse of time?

When you have finished reading this section, print out [Questions for Analyzing Primary Sources](#) to use later in this lesson.

Then go ahead to [Types of Primary Sources](#).

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**Student Lesson**

**Section 3: Types of Primary Sources**

[Published Documents](#) | [Unpublished Documents](#) | [Oral Traditions/Histories](#) | [Visual Documents/Artifacts](#)

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When analyzing primary sources, historians consider the type of primary source under study. Different primary sources were created for different reasons. Knowing the different types of primary sources will help you evaluate the reliability of primary sources. Read about the different types of primary sources below.

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**Published Documents**



[The past is behind us.] Gerrit Albertus Beneker (b. 1882). Poster, 1918.



Lesson Overview



**Student Lesson**

**Section 4: Primary Source Set**

This primary source set, "Slavery in the United States, 1790-1865," relates to slavery in the United States before the Civil War. Your teacher will assign you several primary sources. Analyze the primary source documents and make judgments about the quality and reliability of the different primary sources you study. Answer Questions for Analyzing Primary Sources as you examine these materials. Be prepared to discuss your primary source analysis with the class.

For more primary source materials on your subject, use the Internet Resources listed below.



Cumberland Landing, Va.  
Group of "contrabands" at  
Foller's house

**4. Slavery in the United States, 1790-1865**

- 4a. Photographs of Slaves and Slave Life (ca. 1862-1907)
- 4b. Excerpt from "Report of the Board of Education for Freedmen" (1864)
- 4c. Excerpt from "What Became of the Slaves on a Georgia Plantation?" (1859)
- 4d. Excerpt from "My Ups and Downs," an interview with Kert Shorrow (1939)
- 4e. Excerpt from "Mrs. Lulu Bowers II," an interview with Mrs. Lulu Bowers (1938)
- 4f. Excerpt from "E.W. Evans, Brick Layer & Plasterer," an interview with E.W. Evans (undated)

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**Internet Resources**

The following Internet links will help you find additional primary sources relating to slavery in the United States.

African American Perspectives: Pamphlets from the Daniel A.P. Murray Collection, 1818-1907, Library of Congress

<http://memory.loc.gov/ammem/aap/aaphome.html>

<http://lcweb2.loc.gov/learn/lessons/psources/slavery.html>

American Life Histories: Manuscripts from the Federal Writers' Project, 1936-1940, Library of Congress.  
Look especially for documents in the Southern region within the collection.  
<http://memory.loc.gov/ammem/wpahome.html>

Basic Readings in U.S. Democracy (from Civnet)  
<http://civnet.org/resources/teach/basic/content.htm>

Internet Resources for Educators, Learning Page of the Library of Congress.  
Begin with the section on U.S. History Resources: Primary Source Collections.  
<http://memory.loc.gov/ammem/ndlpedu/resources/inres/index.html>  
<http://memory.loc.gov/ammem/ndlpedu/resources/inres/ushist/primary.html>

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**Section 4A: Primary Source Set**  
**Photographs of Slaves and Slave Life (1862- ca. 1907)**

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This page contains several photographs of slaves and slave life. To look closely at each photograph, click on the photograph and a larger image will appear. When you have finished looking at the larger image, click on the Back button of your browser to return to this page.

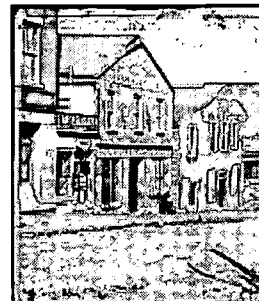
*What specific information about slaves and slavery can you see in (or infer from) these photographs?*

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Cumberland Landing, Virginia,  
Group of "contrabands" at Foller's house,

May 14, 1862



Auction and Negro Sales, Whitehall Street,

Atlanta, Georgia (1864)

To search for additional photographs, see the Search Page of Selected Civil War Photographs from the Library of Congress, 1861-1865.

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The Whole black family



The Hermitage, slave quarters,

Savannah, Ga. [1907?]

at the Hermitage,  
Savannah, Ga.  
[1907?]

To search for additional photographs, see the [Search Page of Touring Turn-of-the-Century America: Photographs from the Detroit Publishing Company, 1880-1920.](#)

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Student Lesson

Section 4B: Primary Source Set  
Excerpt from "Report of the Board of Education for Freedmen"



African American Perspectives, 1818-1907

**Report of the Board of education for freedmen, Department of the Gulf, for the year 1864.**

Scroll Down to view the text of this document.

To view the HTML version of this document within African American Perspectives: Pamphlets from the Daniel A.P. Murray Collection, 1818-1907, in American Memory, search on "Board of Education for Freedmen."

**REPORT OF THE BOARD OF EDUCATION FOR FREEDMEN,  
DEPARTMENT OF THE GULF,  
FOR THE YEAR 1864.  
NEW ORLEANS: PRINTED AT THE OFFICE OF THE TRUE DELTA. 1865.**

{Begin page}

**REPORT.**

Office of the Board of Education for Freedmen, )  
Department of the Gulf, .....

bruary 28, 1865. ....  
Major General S. A. Hurlbut,

BEST COPY AVAILABLE

*Commanding Department of the Gulf:*

General--In compliance with your order, we have the honor to submit the following Report of the Board of Education for Freedmen, Department of the Gulf.

The Report relates the operations of the Board from the date of its organization, March 22d, 1864, to December 31st, same year--a period of nine months.

## **COLORED SCHOOLS IN NEW ORLEANS.**

When, in April, 1862, the guns of Farragut transferred the city of New Orleans from rebel to national rule, no such thing as a "Public School" for colored children, was found in the schedule of the conquest.

No such thing had ever existed in the Crescent City. Even that portion of the colored population, who, for generations, had been wealthy and free, were allowed no public school, although taxed to support the school-system of the city and State. Occasionally a small donation was made from the public fund to a school for orphans, attached to the Colored Orphans' Asylum.

The children of the free colored people who were in good circumstances, known as "Creoles," generally of French or Spanish extraction, when not educated abroad, or at the North, or from fairness of complexion, by occasional admission to the white schools, were quietly instructed at home, or in a very few private schools, of their class.

Even these, although not contrary to law, were really the ban of opinion, but were tolerated, because of the freedom, wealth, respectability and light color of the parents, many of whom were nearly white, and by blood, sympathy, association, slaveholding, and other interests, were allied to the white rather than to the black.

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For the poor, of the free colored people, there was no school.

To teach a slave the dangerous arts of reading and writing, was a heinous offence, having, in the language of the statute, "a tendency to excite insubordination among the servile class, and punishable by imprisonment at hard labor for not more than twenty-one years, or by death, at the discretion of the Court."

In the face of all obstacles, a few of the free colored people, of the poorer class, learned to read and write. Cases of like proficiency were found among the slaves, where some restless bondsman, yearning for the knowledge, that somehow he coupled with liberty, hid himself from public notice, to con over, in secret and laboriously, the magic letters.

In other cases, limited teaching of a slave was connived at, by a master, who might find it convenient for his servant to read.

Occasionally, the slave was instructed by some devout and sympathizing woman or generous man, who secretly violated law and resisted opinion, for the sake of justice and humanity.

A single attempt had been made to afford instruction, through a school, to the poor of the colored people, by Mrs. Mary D. Brice, of Ohio, a student of Antioch College, who, with her husband, both poor in money, came to New Orleans in December, 1858, under a sense of duty, to teach colored people.

So many and great were the obstacles, that Mrs. Brice was unable to begin her school until September, 1860. At that time she opened a "school for colored children and adults," at the corner of Franklin and Perdido streets.

Subsequently receiving, as she believed, a divine intimation that she would be sustained, Mrs. Brice again opened her school in November following, near the same place; afterwards removing to Magnolia street, on account of room.

Under Confederate rule, she was repeatedly "warned" to desist teaching.

The gate-posts in front of her house were covered at night by placards, threatening "death to nigger teachers."

When forced to suspend her school, Mrs. Brice stole round at night, especially on dark and rainy nights, the more easily to elude observation, to the houses or resorts of her pupils, and there taught the eager learners, under every disability of mutual poverty, often of sore need, in face of imprisonment, banishment, or possible death.

Upon the occupation of the city by our forces, her school was preserved from further molestation, rather by the moral sentiment of the army than by any direct action; for so timid or prejudiced were many of our commanders, that long after that time General Emory sent for the Rev. Thomas Conway, to admonish him not to advocate,

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publicly, the opening of schools for colored children, as it would be *very* dangerous!

The school of Mrs. Brice continued to thrive, and subsequently passed under the Board of Education, in whose employ she is now an efficient and honored Principal.

The advent of the Federal army weakened slavery, and suspended the pains and penalties of its bloody code, and a few private teachers began to appear, in response to the strong desire of the colored people for instruction.

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## **PUBLIC SCHOOLS FOR COLORED PEOPLE.**

No public schools were established until October, 1863. The great work was fairly begun by the "Commission of Enrollment," created by order of Major General Banks, commanding Department of the Gulf.

In February, 1864, was published General Order No. 23, of Gen. Banks, known as the "Labor Order." That order bridged the chasm between the old and the new. By it the laborer, although a slave, was permitted to choose his employer. The governing power was shifted from the planter to the Provost Marshal.

In addition to food, clothing, quarters, fuel, medical attendance and wages, instruction for his children was promised the colored man by the Government. ....

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## **DIFFICULTIES ATTENDING THE ESTABLISHMENT OF COUNTRY SCHOOLS.**

It is scarcely possible to exaggerate the difficulty of establishing these schools in the country parishes.

Considering the expense and the probability of change in the school districts, the Board decided not to build school-houses at present, but to avail themselves of such accommodations as could be found.

The parish Provost Marshals were directed to seize and turn over to the Board all buildings designated by our agents as essential to the schools, taking care not to incommode or irritate any one, beyond the necessities of the

Any hesitancy to act, or indifference on the part of the Marshals, was met forthwith by the Provost Marshal General in the shape of a peremptory order, or by the prompt removal of the refractory subordinate. By this means the first obstacles were overcome. Had the Board received from the same office a continuance of the active interest in these schools manifested by General Bowen during his incumbency, we should have had, at this time, at least three thousand additional pupils.

Cabins, sheds, unused houses, were appropriated, roughly repaired, fitted with a cheap stove for the winter, a window or two for light and air a teacher sent to the locality, the neighboring children gathered in, and the school started.

In some of the parishes, so great was the difficulty of obtaining boarding places for our teachers--notwithstanding the efforts of agents and Provost Marshals--that a special order or circular letter was published, (see Appendix D,) by which many of the teachers were provided with temporary homes. But it frequently occurs, that in a desirable locality for a school, it is *impossible* to obtain boarding for the teachers. In such cases, a weather-proof shelter of some kind--very poor at best--is obtained, some simple furniture provided, and a teacher sent who is willing to undergo the privations--often hardships--of boarding herself, in addition to the fatigues of her school,

Compelled to live on the coarsest diet of corn bread and bacon; often no tea, coffee, butter, eggs, or flour; separated by miles of bad

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roads from the nearest provision store; refused credit because she is a negro teacher, unable to pay cash because the Government is unavoidably in arrears; subjected to the jeers and hatred of her neighbors; cut off from society, with unfrequent and irregular mails; swamped in mud--the school shed a drip, and her quarters little better; raided occasionally by rebels, her school broken up and herself insulted, banished, or run off to rebeldom; under all this, it is really surprising how some of these brave women manage to live, much more how they are able to render the service they do as teachers.

Despite all the efforts of our agents, the assistance of the Provost Marshals, and the devotion of the teachers, many of these schools would have to be abandoned but for the freedmen themselves. These, fully alive to all that is being done for them, gratefully aid the teachers from their small store, and mount guard against the enemy of the schools, whether he be a rebel, a guerilla, or a pro-slavery professed unionist skulking behind the oath.

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Lesson Overview



Student Lesson

Section 4C: Primary Source Set  
Excerpt from "What Became of the Slaves on a Georgia Plantation?"



African American Perspectives, 1818-1907

**What became of the slaves on a Georgia plantation?:  
Great auction sale of slaves, at Savannah, Georgia, March 2d & 3d,  
1859. A sequel to Mrs. Kemble's Journal.**

**Scroll Down** to view the text of this document.

To view the HTML version of this document within African American Perspectives: Pamphlets from the Daniel A.P. Murray Collection, 1818-1907, search on "What Became of the Slaves on a Georgia Plantation."

*{Begin handwritten}* Life in the Southern States *{End handwritten}*  
**WHAT BECAME OF THE SLAVES ON A GEORGIA PLANTATION?  
GREAT ACTION SALE OF SLAVES**

*{Begin handwritten}* by Price M. Butler *{End handwritten}*  
**AT SAVANNAH, GEORGIA**  
MARCH 2d 3d, 1859.  
A SEQUEL TO MRS. KEMBLE'S JOURNAL.  
*{Begin handwritten}* Savannah, Ga. *{End handwritten}*  
1863.

BEST COPY AVAILABLE

The largest sale of human chattels that has been made in Star-Spangled America for several years, took place on Wednesday and Thursday of last week, at the Race-course near the City of Savannah, Georgia. The lot consisted of four hundred and thirty-six men, women, children and infants, being that half of the negro stock remaining on the old Major Butler plantations which fell to one of the two heirs to that estate. Major Butler, dying, left a property valued at more than a million of dollars, the major part of which was invested in rice and cotton plantations, and the slaves thereon, all of which immense fortune descended to two heirs, his sons, Mr. John A. Butler, sometime deceased, and Mr. Pierce M. Butler, still living, and resident in the City of Philadelphia, in the free State of Pennsylvania.

Losses in the great crash of 1857-8, and other exigencies of business, have compelled the latter gentleman to realize on his Southern investments, that he may satisfy his pressing creditors. This necessity led to a partition of the negro stock on the Georgia plantations, between himself and the representative of the other heir, the widow of the late John A. Butler, and the negroes that were brought to the hammer last week were the property of Mr. Pierce M. Butler, of Philadelphia, and were in fact sold to pay Mr. Pierce M. Butler's debts. The creditors were represented by Gen. Cadwalader, while Mr. Butler was present in person, attended by his business agent, to attend to his own interests.

The sale had been advertised largely for many weeks, though the name of Mr. Butler was not mentioned; and as the negroes were known to be a choice lot and very desirable property, the attendance of buyers was large. The breaking up of an old family estate is so uncommon an occurrence that the affair was regarded with unusual interest throughout the South. For several days before the sale every hotel in Savannah was crowded with negro speculators from North and South Carolina, Virginia, Georgia, Alabama, and Louisiana, who had been attracted hither by the prospects of making good bargains.

Nothing was heard for days, in the bar-rooms and public rooms, but talk of the great sale; criticisms of the business affairs of Mr. Butler, and speculations as to the probable prices the stock would bring. The office of Joseph Bryan, the Negro Broker, who had the management of the sale, was thronged every day by eager inquirers in search of information, and by some who were anxious to buy, but were uncertain as to whether their securities would prove acceptable. Little parties were made up from the various hotels every day to visit the Race-course, distant

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some three miles from the city, to look over the chattels, discuss their points, and make memoranda for guidance on the day of sale. The buyers were generally of a rough breed, slangy, profane and bearish, being for the most part from the back river and swamp plantations, where the elegancies of polite life are not, perhaps, developed to their fullest extent. In fact, the humanities are sadly neglected by the petty tyrants of the rice-fields that border the great Dismal Swamp, their knowledge of the luxuries of our best society comprehending only revolvers and kindred delicacies. ...

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## WHERE THE NEGROES CAME FROM.

The negroes came from two plantations, the one a rice plantation near Darien, in the State of Georgia, not far from the great Okefonokee Swamp, and the other a cotton plantation on the extreme northern point of St. Simon's Island, a little bit of an island in the Atlantic, cut off from Georgia mainland by a slender arm of the sea. Though the most of the steek had been accustomed only to rice and cotton planting, there were among them a number of very passable mechanics, who had been taught to do all the rougher sorts of mechanical work on the plantations. There were coopers, carpenters, shoemakers and blacksmiths, each one equal, in his various craft, to the ordinary requirements of a plantation; thus, the coopers could make rice-tierces, and possibly, on a pinch, rude tubs and cks; the carpenter could do the rough carpentry about the negro-quarters; the shoemaker could make shoes of fashion required for the slaves, and the blacksmith was adequate to the

manufacture of hoes and similar simple tools, and to such trifling repairs in the blacksmithing way as did not require too refined a skill. Though probably no one of all these would be called a superior, or even an average workman, among the masters of the craft, their knowledge of these various trades sold in some cases for nearly as much as the man--that is, a man without a trade, who would be valued at \$900, would readily bring \$1,600 or \$1,700 if he was a passable blacksmith or cooper. ...

... None of the Butler slaves have ever been sold before, but have been on these two plantations since they were born. Here have they lived their humble lives, and loved their simple loves; here were they born, and here have many of them had children born unto them; here had their parents lived before them, and are now resting in quiet graves on the old plantations that these unhappy ones are to see no more forever; here they left not only the well-known scenes dear to them from very baby-hood by a thousand fond memories, and homes as much loved by them, perhaps, as brighter homes by men of brighter faces; but all the clinging ties that bound them to living hearts were torn asunder, for but one-half of each of these two happy little communities was sent to the shambles, to be scattered to the four winds, and the other half was left behind. And who can tell how closely intertwined are the affections of a little band of four hundred persons, living isolated from all the world beside, from birth to middle age? Do they not naturally become one great family, each man a brother unto each?

It is true they were sold "in families," but let us see: a man and his wife were called a "family," their parents and kindred were not taken into account; the man and wife might be sold to the pine woods of North Carolina, their brothers and sisters be scattered through the cotton fields of Alabama and rice swamps of Louisiana, while the parents might be left on the old plantation to wear out their weary lives in grief, and lay their heads in far-off graves, over which their children might never weep. And

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no account could be taken of loves that were as yet unconsummated by marriage; and how many aching hearts have been divorced by this summary proceeding no man can ever know. And the separation is as utter, and is infinitely more hopeless, than that made by the Angel of Death, for then the loved ones are committed to the care of a merciful Deity; but in the other instance, to the tender mercies of a slave-trade. These dark-skinned unfortunates are perfectly unlettered, and could not communicate by writing even if they should know where to send their missives. And so to each other, and to the old familiar places of their youth, clung all their sympathies and affections, not less strong, perhaps, because they are so few. The blades of grass on all the Butler estates are outnumbered by the tears that are poured out in agony at the wreck that has been wrought in happy homes, and the crushing grief that has been laid on loving hearts.

But, then, what business have "niggers" with tears? Besides, didn't Pierce Butler give them a silver dollar a-piece? which will appear in the sequel. And, sad as it is, it was all necessary, because a gentleman was not able to live on the beggarly pittance of half a million, and so must needs enter into speculations which turned out adversely.

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## **HOW THEY WERE TREATED IN SAVANNAH.**

The negroes were brought to Savannah in small lots, as many at a time as could be conveniently taken care of, the last of them reaching the city the Friday before the sale. They were consigned to the care of Mr. J. Bryan, Auctioneer and Negro Broker, who was to feed and keep them in condition until disposed of. Immediately on their arrival they were taken to the Race-course, and there quartered in the sheds erected for the accommodation of the horses and carriages of gentlemen attending the races. Into these sheds they were huddled pell-mell, without any more attention to their comfort than was necessary to prevent their becoming ill and unsaleable. Each "family" had one or more boxes or bundles, in which were stowed such scanty articles of their clothing as were not brought into immediate requisition, and their tin dishes and gourds for their food and drink.

...In these sheds were the chattels huddled together on the floor,

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there being no sign of bench or table. They eat and slept on the bare boards, their food being rice and beans, with occasionally a bit of bacon and corn bread. Their huge bundles were scattered over the floor, and thereon the slaves sat or reclined, when not restlessly moving about, or gathered into sorrowful groups, discussing the chances of their future fate. On the faces of all was an expression of heavy grief; some appeared to be resigned to the hard stroke of Fortune that had torn them from their homes, and were sadly trying to make the best of it; some sat brooding moodily over their sorrows, their chins resting on their hands, their eyes staring vacantly, and their bodies rocking to and fro, with a restless motion that was never stilled; few wept, the place was too public and the drivers too near, though some occasionally turned aside to give way to a few quiet tears. They were dressed in every possible variety of uncouth and fantastic garb, in every style and of every imaginable color; the texture of the garments was in all cases coarse, most of the men being clothed in the rough cloth that is made expressly for the slaves. The dresses assumed by the negro minstrels, when they give imitations of plantation character, are by no means exaggerated; they are, instead, weak and unable to come up to the original.

There was every variety of hats, with every imaginable slouch; and there was every cut and style of coat and pantaloons, made with every conceivable ingenuity of misfit, and tossed on with a general appearance of perfect looseness that is perfectly indescribable, except to say that a Southern negro always looks as if he could shake his clothes off without taking his hands out of his pockets. The women, true to the feminine instinct, had made, in almost every case, some attempt at finery. All wore gorgeous turbans, generally manufactured in an instant out of a gay-colored handkerchief by a sudden and graceful twist of the fingers; though there was occasionally a more elaborate turban, a turban complex and mysterious, got up with care, and ornamented with a few beads or bright bits of ribbon. Their dresses were mostly coarse stuff, though there were some gaudy calicoes; a few had earrings, and one possessed the treasure of a string of yellow and blue beads. The little children were always better and more carefully dressed than the older ones, the parental pride coming out in the shape of a yellow cap pointed like a mitre, or a jacket with a strip of red broadcloth round the bottom. The children were of all sizes, the youngest being fifteen days old. The babies were generally good-natured; though when one would set up a yell, the complaint soon attacked the others, and a full chorus would be the result.

The slaves remained at the Race-course, some of them for more than a week, and all of them for four days before the sale. They were brought in thus early that buyers who desired to inspect them might enjoy that privilege, although none of them were sold at private sale. For these preliminary days their shed was constantly

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visited by speculators. The negroes were examined with as little consideration as if they had been brutes indeed; the buyers pulling their mouths open to see their teeth, pinching their limbs to find how muscular they were, walking them up and down to detect any signs of lameness, making them stoop and bend in different ways that they might be certain there was no concealed rupture or wound; and in addition to all this treatment, asking them scores of questions relative to their qualifications and accomplishments. All these humiliations were submitted to without a murmur, and in some instances with good-natured cheerfulness--where the slave liked the appearance of the proposed buyer, and fancied that he might prove a kind "Mas'r." ...

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## **THE SALE.**

... The negroes looked more uncomfortable than ever; the close confinement in-doors for a number of days, and the drizzly, unpleasant weather, began to tell on their condition. They moved about more listlessly, and were fast losing the activity and springiness they had at first shown. This morning they were all gathered into the long room of the building erected as the "Grand Stand" of the Race-course, that they might be immediately under the eye of the buyers. The room was about a hundred feet long by twenty wide, and herein were crowded the poor creatures, with much of their baggage, awaiting their respective calls to step upon the block and be sold to the highest bidder. This morning Mr. Pierce Butler appeared among his people, speaking to each one, and being

recognized with seeming pleasure by all. The men obsequiously pulled off their hats and made that indescribable sliding hitch with the foot which passes with a negro for a bow; and the women each dropped the quick curtsy, which they seldom vouchsafe to any other than their legitimate master and mistress. Occasionally, to a very old or favorite servant, Mr. Butler would extend his gloved hand, which mark of condescension was instantly hailed with grins of delight from all the sable witnesses.

... Mr. Walsh mounted the stand and announced the terms of the sale, "one-third cash, the remainder payable in two equal annual instalments, bearing interest from the day of sale, to be secured by approved mortgage and personal security, or approved acceptances in Savannah, Ga., or Charleston, S. C. Purchasers to pay for papers." The buyers, who were present to the number of about two hundred, clustered around the platform; while the negroes, who were not likely to be immediately wanted, gathered into sad groups in the back-ground, to watch the progress of the selling in which they were so sorrowfully interested. The wind howled outside, and through the open side of the building the driving rain came pouring in; the bar down stairs ceased for a short time its brisk trade; the buyers lit fresh cigars, got ready their catalogues and pencils, and the first lot of human chattels was led upon the stand, not by a white man, but by a sleek mulatto, himself a slave, and who seems to regard the selling of his brethren, in which he so glibly assists, as a capital joke. It had been announced that the negroes would be sold in "families," that is to say, a man would not be parted from his wife, or a mother from a very young child. There is perhaps as much policy as humanity in this arrangement, for thereby many aged and unserviceable people are disposed of, who otherwise would not find a ready sale. ...

... It seems as if every shade of character capable of being implicated in the sale of human flesh and blood was represented among the buyers. There was the Georgia fast young man, with his pantaloons tucked into his boots, his velvet cap jauntily dragged over to one side, his cheek full of tobacco, which he bites from a huge plug, that resembles more than anything else an old bit of a rusty wagon tire, and who is altogether an animal of quite a different breed from your New York fast man. His ready revolver, or his convenient knife, is ready for instant use in case of heated argument. White-neck-clothed, gold-spectacled, and silver-haired old men were there, resembling in appearance that noxious breed of sanctimonious deacons we have at the North, who are perpetually leaving documents at your door that you never read, and the business of whose mendicant life it is to eternally solicit subscriptions for charitable associations, of which they are treasurers. These gentry, with quiet step and subdued voice, moved carefully about among the live stock, ignoring, as a general rule, the men, but tormenting the women with questions which, when accidentally overheard by the disinterested spectator, bred in that spectator's mind an almost irresistible desire to knock somebody down.

And then, all imaginable varieties of rough, backwoods rowdies, who began the day in a spirited manner, but who, as its hours progressed, and their practice at the bar became more prolific in results, waxed louder and talkier and more violent, were present, and added a characteristic feature to the assemblage. Those of your readers who have read "Uncle Tom,"--and who has not?--will remember, with peculiar feelings, Legree, the slave-driver and woman-whipper. That that character is not been overdrawn, or too highly colored, there is abundant testimony. Witness the subjoined dialogue: A party of men were conversing on the fruitful subject of managing refractory "niggers;" some were for severe whipping, some recommending branding, one or two advocated other modes of torture, but one huge brute of a man, who had not taken an active part in the discussion, save to assent, with approving nod, to any unusually barbarous proposition, at last broke his silence by saying, in an oracular way, "You may say what you like about managing niggers; I'm a driver myself, and I've had some experience, and I ought to know. You can manage ordinary niggers by lickin' 'em, and givin' 'em a taste of the hot iron once in awhile when they're extra ugly; but if a nigger really sets himself up against me, I can't never have any patience with him. I just get my pistol and shoot him right down; and that's the best way." ...

...The expression on the faces of all who stepped on the block was always the same, and told of more anguish than it is in the power of words to express. Blighted homes, crushed hopes and broken hearts, was the sad story to be read in all the anxious faces. Some of them regarded the sale with perfect indifference, never making a motion, save to turn from one side to the other at the word of the dapper Mr. Bryan, that all the crowd might have a fair view of their proportions, and then, when the sale was accomplished, stepped down from the block without caring to cast even a look at the buyer, who now held all their happiness in his hands. Others, again, strained their eyes with eager glances from one buyer to another as the bidding went on, trying with earnest attention to follow the rapid voice of the auctioneer. Sometimes, two persons only would be bidding for the same chattel, all the

others having resigned the contest, and then the poor creature on the block, conceiving an instantaneous preference for one of the buyers over the other, would regard the rivalry with the intensest interest, the expression of his face changing with every bid, settling into a half smile of joy if the favorite buyer persevered unto the end and secured the property, and settling down into a look of hopeless despair if the other won the victory. ...

... Many other babies, of all ages of baby-hood, were sold, but there was nothing particularly interesting about them. There were some thirty babies in the lot; they are esteemed worth to the master a

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hundred dollars the day they are born, and to increase in value at the rate of a hundred dollars a year till they are sixteen or seventeen years old, at which age they bring the best prices. ...

... The highest price paid for a single man was \$1,750, which was given for William, a "fair carpenter and caulker."

The highest price paid for a woman was \$1,250, which was given for Jane, "cotton hand and house servant."

The lowest price paid was for Anson and Violet, a gray-haired couple, each having numbered more than fifty years; they brought but \$250 a piece. ...

...And now come the scenes of the last partings--of the final separations of those who were akin, or who had been such dear friends from youth that no ties of kindred could bind them closer--of those who were all in all to each other, and for whose bleeding hearts there shall be no earthly comfort--the parting of parents and children, of brother from brother, and the rending of sister from a sister's bosom; and O! hardest, cruellest of all, the tearing asunder of loving hearts, wedded in all save the one ceremony of the Church--these scenes pass all description; it is not meet for pen to meddle with tears so holy.

As the last family stepped down the block, the rain ceased, for the first time in four days the clouds broke away, and the soft sunlight fell on the scene. The unhappy slaves had many of them been already removed, and others were now departing with their new masters. ...

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Last updated 06/10/2002

Lesson Overview



Section 4D: Primary Source Set  
Excerpt from "My Ups and Downs"



American Life Histories, 1936-1940

[My Ups and Downs]

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To view the HTML version of this document within American Life Histories: Manuscripts from the Federal Writers' Project, 1936-1940 in American Memory, search on "My Ups and Downs" or "Kent Shorrow."

MY UP'S AND DOWN'S

Written By: Mrs. Ina B. Hawkes

Research Field Worker, Georgia Writers' Project, Athens -

Edited By: Mrs. Maggie B. Freeman

Editor, Georgia Writers' Project, Athens - WPA Area -6

October 9, 1939

[Kert Shorrow?] (Negro)

Route # 1, Athens, Georgia

Mrs. Ina B. Hawkes

### MY UP'S AND DOWN'S

It was just a small Negro shanty, just off the highway. I went up to the front door. I noticed it was open, but I found the screen door shut and latched.

I came back down off the porch and walked around the house. I saw an old Negro woman coming down a little grassy lane. I walked up to meet her. She looked a little tired. She had a white cotton sack on her back where she had been picking cotton and a big sun hat on. She looked up and appeared very much surprised to see me.

"Good morning, Aunty. Do you live here?" She said, "Good morning, Miss. Yes, man, I lives here. I aint been here so long though. Is der something I can do for yo?"

I told her that I wanted to talk to her a little while if she had time. She said, "Yes'um, but you see I don't want to be [empolite?] cause I won't raised dat way. But if you will come in I will talk to you while

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I fix a little dinner. I works in the field all I can."

About that time I saw a small boy coming around the house with his cotton sack.

"My name is [Sadie?]," she said, "and dis is my great grandson here. I'se got seventeen chillun, Honey."

"How did you manage with so many children, Aunty?" I asked. "By the help of the Lawd. We didn't have much, but you know what the old frog said when he went to the pond and found jus a little water, don't you? Well, he said, "A little is better than none.' Dat's de way I all'ers felt about things.

"I was born and raised in Walton County. But dey is done changed things back over der so much. I was over der to see my daughter while back and, Lawdy mussy, chile, dey is done built a new bridge ah didn't know nothing about.

"Here, Sammy, make mama a fire in de stove while I gits a few things ready to cook."

The little boy had a kerosine lamp over the blaze and, before I could stop myself, I had yelled at him to get it away from that blaze. Aunt Sadie said, "Dat's right, Miss. Correct him. Chillun des days don't see no danger in nothing.

"Back in my day as far back as I can remember

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my mother and father was [Marse?] Holt and Mistess Holt's slaves. 'Case we chilluns wus too, but slavery times wus over fo I wus big nuf to know very much 'bout hit.

"But I do know about [Marse?] Holt and Mistess Holt. Lawd, child, dey wus de best people in de world I do think. Ole Mistess use to make us go to bed early. She would feed us out under a walnut tree. She wouldn't let us eat lak chilluns do now. We would have milk and bread, and dey would always save pot liquor left over from the vegetables. They put corn bread in it. We little Niggers sho' enjoyed hit though. Sometimes we would get syrup  
id bread and now and then a biscuit.



"[Marse?] and Mistess died, but Ma and Pa and we chillun just stayed on and waked hard. Pa and Ma both was good farmers. But, Honey, talk 'bout slavery times, hit's mor lak slavery times now with chillun dan it wus den. 'Cause us didn't have to go to de fields til we wus good size chillun. Now de poor things has to go time dey is big nuf to walk and tote a cotton sack.

"Miss Ruth is [Marse?] and Mistess Holt's daughter. I wus fortunate to know Miss Ruth. She larnt me to say my A B C's. If I didn't know them or say them fast nuf she would slap me and make me do hit right". She got up and went over to an old washstand and got an old blue

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back speller. "Here," she said, "look at dis and you will see whut she taught me wid. You can see why I loves dat book. I don't let nobody bother wid dat.

"I sits and looks at my little book lots of times and think of dem good old days. I went to regular school two months in my life.

"I thought I wus grown when I hopped up and married."

..."My life, Honey, is jus been **ups** and **downs** . Me and

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pa and the chilluns always jus had to stay home and work 'cept on Saddays. We would always go to town and church on Sundays. We would fix a big box of oats and get up soon Sadday morning, and Tom and the boys would hitch up old Buck to the cart. Yes, dat old ox wus jus as fast as anybody's mule. He would take us to town and bring us back safe.

"I never will forget one Sadday we wus in town. It wus a treat to jus go to town for us, the lights wus so pretty, but coming home dat day a man stopped us. Me and Tom had most of the chilluns with us. He said he wanted to take our pictures, so he could save it and show it ot his grandchilluns.

"We jus sold old Buck in 1934. He wus gitting old and couldn't plow and git 'bout lak he used too. And we needed a mule too.

"Lawdy, dere's Tom now. He come in the back door, a little man not much older looking than I is."....

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Lesson Overview



Section 4E: Primary Source Set  
Excerpt from "Mrs. Lulu Bowers II"



American Life Histories, 1936-1940

[Mrs. Lula Bowers, II]

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*{Begin handwritten}* Beliefs Customs - Customs *{End handwritten}*

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Title Social Customs. Mrs. Lula Bowers II

Place of origin Hampton Co., S. Car. Date 6-28-38

Project worker Phoebe Faucette

Project editor

Remarks

*{Begin deleted text}* 8882 *{End deleted text}*

Project #-1655

Phoebe Faucette

Hampton County *{Begin handwritten}* [?] *{End handwritten}* *{Begin deleted text}* 390552 *{End deleted text}*

Records of the Past

SOCIAL CUSTOMS

Mrs. Lula Bowers *{Begin handwritten}* , II *{End handwritten}*

...."There is a great change in the men and women, too, from what it used to be. It used to be that the men tended to all the business. Now most all the business is tended to by the women!

I remember the first woman free dealer. She was Mr. Ned Morrison's grandmother. She was the first free-dealer I ever heard of. Her husband was an excellent man but no business man. He had a large farm to manage after the war, with free labor. He'd get so mad with the negroes that he'd just let them go, and give up. So she had to take charge. She went to the courthouse and got an appointment. She was the only woman I know that got an appointment to run her own farm. Now women run their farms if they want to.

"The churches and schools wasn't much. They got free-schools for three months then. Now they get it for nine.

"The roads weren't good either like they are now. And it was so hard to get anybody to work on the roads. Each farmer had to send a certain amount of hands to work the roads, and someone had to oversee the work. My father was generally the one.

"In slavery time we had three slave quarters - ten houses in each quarter. The houses were kept nice, kept clean. And there was one special house where they kept the children and a nurse. The houses were log-houses, and they didn't have any windows more than ten or twelve inches square. And they had shutters, not sash. The hinges for the shutters were made in the blacksmith shop. They wouldn't have but two rooms. Very often they wouldn't have lumber enough to put in the partition, and would have to hang up sheets between the rooms.

They'd ceil them with clapboards from the woods. Their furniture was just anything that they could get - little stools, and little benches, and just anything. They'd use the back of their old dresses for quilts.

The clothes of the slaves were spun at home and made by their mistresses. They'd weave them white, then dye the cloth. They'd go in the woods and get bark and dye them.

"The slaves had bread and hominy, and what little meat they could get hold of now and then. There were a lot of cattle in this country. And they raised a lot of geese, and guineas, and such like. Most of the slaves were doctored by their owners. Dr. Nathan A. Johnston was the first doctor I knew anything about. They'd rake soot off the back of the chimney and make a tea out of it for the colic. Called it soot-tea. I've seen my grandmother do it a many a time! The slaves didn't have any education in that day. They'd have Sunday Schools for the white people and for the slaves. The old people would write down what the children had to say. They had no books then, and paper was so scarce they sometimes had to use paste-board. When the slaves wanted to go off on a visit they were given tickets, and allowed to go for just so many hours.

"After the war, military rule was oppressive for a while; but they got so they dropped that. There was much lawlessness. There was no law at all, and they couldn't manage the negroes at all. There was a man that came from Beaufort named Wright, and he controlled them. He was a northerner but he was a

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good man. He and his wife came. They stayed in three different homes when they were here. Only three homes would take those people in! One of them was a relative of mine. She said one night Mrs. Wright said she would make a pudding for them all - what she called Hasty Pudding. So my aunt got out the sugar, and eggs and seasonings for her; but the 'Pudding' proved to be just Fried Hominy - cold hominy sliced and rolled in egg and flour and fried. They had a son and a daughter. After a while they came, too,"

Source: Mrs. Lula Bowers, 79, Luray, S. C.

(Second interview.)

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Lesson Overview



Section 4F: Primary Source Set  
Excerpt from "E.W. Evans, Brick Layer & Plasterer"



American Life Histories, 1936-1940

[E. W. Evans, Brick Layer & Plasterer]

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To view the HTML version of this document within American Life Histories: Manuscripts from the Federal Writers' Project, 1936-1940 in American Memory, search on "E.W.Evans" or "bricklayer."

E. W. Evans (Negro)

610 Parsons Street, S.W.

Brick Layer Plasterer

by Geneva Tonsill

"My parents were slaves on the plantation of John H. Hill, a slave owner in Madison, Georgia. I wuz born on May 21, 1855. I wuz owned and kept by J. H. Hill until just befo' surrender. I wuz a small boy when Sherman left here at the fall of Atlanta. He come through Madison on his march to the sea and we chillun hung out on the front fence from early morning 'til late in the evening, watching the soldiers go by. It took most of the day.

"My master wuz a Senator from Georgia, 'lected on the Whig ticket. He served two terms in Washington as senator. His wife, our mistress, had charge of the slaves and plantation. She never seemed to like the idea of living slaves. Of course, I never heard her say she didn't want them but she wuz the one to free the slaves on the

place befo' surrender. Since that I've felt she didn't want them in the first place. ...

The next week after Sherman passed through Madison, Miss Emily called the five ... wimmen ... women ... that wuz on the place and tole them to stay 'round the house and attend to things as they had always done until their husbands come back. She said they were free and could go wherever they wanted to. See ... she decided this befo' surrender and tole them they could keep up just as befo' until their husbands could look after a place for them to stay. She meant that they could rent from her if they wanted to. In that number of ... wimmen ... women ... wuz my mother, Ellen, who worked as a seamstress for Mrs. Hill. The other ... wimmen ... women ... wuz aunt Lizzie and aunt Dinah, the washer- ...wimmen ... women ... , aunt Liza ... a seamstress to help my mother, and aunt Caroline ... the nurse for Miss Emily's chilluns.

"I never worked as a slave because I wuzn't ole 'nough. In 1864, when I wuz about nine years ole they sent me on a trial visit to the plantation to give me an idea of what I had to do some day.

*{Begin page no. 2}*

The place I'm talkin' about, when I wuz sent for the tryout, wuz on the outskirts of town. It wuz a house where they sent chilluns out ole 'nough to work for a sort of trainin'. I guess you'd call it the trainin' period. When the chilluns wuz near ten years ole they had this week's trial to get them used to the work they'd have to do when they reached ten years. At the age of ten years they wuz then sent to the field to work. They'd chop, hoe, pick cotton ... and pull fodder, corn, or anything else to be done on the plantation. I stayed at the place a whole week and wuz brought home on Saturday. That week's work showed me what I wuz to do when I wuz ten years ole. Well, this wuz just befo' Sherman's march from Atlanta to the sea and I never got a chance to go to the plantation to work agin, for Miss Emily freed all on her place and soon after that we wuz emancipated.

"The soldiers I mentioned while ago that passed with Sherman carried provisions, hams, shoulders, meal, flour ... and other food. They had their cooks and other servants. I 'member seeing a woman in that crowd of servants. She had a baby in her arms. She hollered at us Chillun and said, 'You chilluns git off dat fence and go learn yore ABC's.' I thought she wuz crazy telling us that ... for we had never been 'lowed to learn nothing at all like reading a writing. I learned but it wuz after surrender and I wuz over tens years ole.

"It wuz soon after the soldiers passed with Sherman that Miss Emily called in all the ... wimmen ... women ... servants and tole them they could take their chillun ... to the cabin and stay there until after the war. My father, George, had gone with Josh Hill, a son of Miss Emily's to wait on him. She tole my mother to take us to that cabin until a place could be made for us.

*{Begin page no. 3}*

"I said I wuz born a slave but I wuz too young to know much about slavery. I wuz the property of the Hill family from 1855 to 1865, when freedom wuz declared and they said we wuz free. ...

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