



LIBRARY OF
CONGRESS

TPS*Direct*

TEACHING WITH PRIMARY SOURCES

PROFESSIONAL DEVELOPMENT

This professional development plan was created on December 9th, 2010

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WELCOME TO TPS PROFESSIONAL DEVELOPMENT

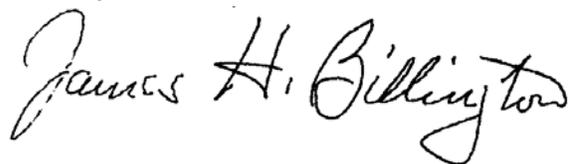
Welcome to Teaching with Primary Sources (TPS) Direct from the Library of Congress. This innovative new tool puts Library of Congress professional development in your hands, and lets you plan, customize, and deliver exactly the program you need, either for yourself or for your fellow teachers. The Library has long been committed to facilitating the professional growth of educators nationwide through programs at the Library and in the field, and now we are proud to deliver our proven program directly to you.

You are joining thousands of educators from around the world who have discovered the power of primary sources in the classroom. Through primary source analysis, teachers can help students construct knowledge, think creatively, and develop the information fluency necessary for success in the 21st century.

With its rich core of over 15.3 million digitized items, including manuscripts, maps, photographs, and sound and video recordings from throughout the U.S. and the world, and its extensive teaching materials, the Library of Congress is uniquely positioned to help you and your colleagues discover new strategies for building your students' capacity to think critically about the world around them.

I hope you'll take this opportunity to use TPS Direct to customize the Library's educational resources for use in your school.

Sincerely,



James H. Billington
The Librarian of Congress

CURRICULUM OVERVIEW

Whether you are a classroom teacher or a professional development facilitator, you can build your own professional development from Teaching with Primary Sources (TPS) Direct. The resulting ready-to-use, downloadable activities can be used as is or incorporated into an already existing professional development program. Available at no cost and without subscription, TPS Direct offerings range from self-paced online interactives for individual teachers to professional development activities for use by facilitators in a workshop setting.

The TPS Direct curriculum is focused around the Library's rich collections of online primary sources, and is structured into three main topics, each offering a variety of activities and lessons addressing distinct goals.

- Primary Sources Overview
 - Understanding Primary Sources
 - Analyzing Primary Sources
 - Teaching with Primary Sources
- Primary Sources from the Library of Congress
 - Exploring www.loc.gov
 - Understanding Legal and Ethical Use of Primary Sources
- Inquiry Learning and Primary Sources
 - Understanding the Inquiry Process
 - Creating Inquiry Activities with Primary Sources

Primary sources provide a window into the past—unfiltered access to the record of artistic, social, scientific and political thought and achievement during the specific period under study, produced by people who lived during that period. Bringing young people into close contact with these unique, often profoundly personal, documents and objects can give them a very real sense of what it was like to be alive during a long-past era and can contribute to a new understanding of the present.

Teaching with primary sources can facilitate:

1. Student engagement
 - Primary sources help students relate in a personal way to events of the past and promote a deeper understanding of cultural history as a series of human events.
 - Because primary sources are snippets of the past, they encourage students to seek additional evidence through research.
 - First-person accounts of events helps make them more real, fostering active reading and response.
2. Development of critical thinking skills
 - Many state standards support teaching with primary sources, which require students to be both critical and analytical as they read and examine documents and objects.
 - Primary sources are often incomplete and have little context. Students must use prior knowledge and work with multiple primary sources to find patterns.
 - In analyzing primary sources, students move from concrete observations and facts to questioning and making inferences about the materials.
 - Questions of creator bias, purpose, and point of view may challenge students' assumptions.
3. Construction of knowledge
 - Inquiry into primary sources encourages students to wrestle with contradictions and compare multiple sources that represent differing points of view, confronting the complexity of the past.
 - Students construct knowledge as they form reasoned conclusions, base their conclusions on evidence, and connect primary sources to the context in which they were created, synthesizing information from multiple sources.

STANDARDS

The Library of Congress is committed to delivering high quality professional development materials for use in schools throughout the country. The Library built its professional development curriculum meeting the staff development standards of the National Society of Staff Development (NSDC). Additionally, each professional development activity has been aligned with standards from the American Association of School Librarians (AASL) Standards for the 21st Century Learner and the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS) for Teachers.

NSDC's Standards of Staff Development require professional development to improve the learning of all students. The Library aligned its staff development activities to provide context, evaluate instructional process and deepen content knowledge. To learn more about the staff development standards of NSDC, visit www.nsd.org.

The lessons and activities in these modules are based upon the American Association of School Librarians (AASL) Standards for the 21st Century Learner. AASL asks four essential questions to guide instruction:

- Does the student have the right proficiencies to explore a topic or subject further?
- Is the student disposed to higher-level thinking and actively engaged in critical thinking to gain and share knowledge?
- Is the student aware that the foundational traits for 21st Century learning require self-accountability that extends beyond skills and dispositions?
- Can the student recognize personal strengths and weaknesses over time and become a stronger, more independent learner?

Find a complete list of the 21st Century Learner Standards at www.aasl.org.

The International Society for Technology in Education (ISTE) National Educational Technology Standards for Teachers (NETS-T) serve as a roadmap to improve teaching and learning by educators. The Library of Congress supports standards that align the use of technology for delivery of content NETS-T focuses on "using technology to learn and teach" and cover these key components for teachers:

- Facilitate and Inspire Student Learning and Creativity
- Design and Develop Digital-Age Learning Experiences and Assessment
- Model Digital-Age Work and Learning
- Promote and Model Digital Citizenship and Responsibility
- Engage in Professional Growth and Leadership

For more information on ISTE's NETS-T, go to www.iste.org.

MODULE



PRIMARY SOURCES OVERVIEW

Primary sources are the raw materials of history - original documents and objects which were created at the time under study. They provide a window into the past: unfiltered access to the record of artistic, social, scientific and political thought and achievement during the specific period under study, produced by people who lived during that period.

Examining primary sources gives students a powerful sense of history and the complexity of the past. Helping students analyze primary sources can also guide them toward higher-order thinking and better critical thinking and analysis skills.

The professional development activities in this module will encourage participants to create a working definition of primary sources, learn to analyze primary sources, and discover and explore how to incorporate primary sources into instructional practice. The goals with supporting activities are:

GOALS

- Understanding Primary Sources
Activity: Leaving Evidence of Our Lives
Activity: Lincoln's Pockets
- Analyzing Primary Sources
Activity: Analyzing Photographs
Activity: Analyzing Sheet Music
Activity: Analyzing Maps
Activity: Analyzing Political Cartoons
- Teaching with Primary Sources
Activity: Connecting with Primary Sources
Activity: Music as Historical Artifacts
Activity: Perception through Photography
Activity: Book Backdrops

BOOK BACKDROPS

GOAL	Teaching with Primary Sources	Time Required
OBJECTIVES	<p>Participants will:</p> <ul style="list-style-type: none"> • Observe a model activity that demonstrates how literature can be used to connect to primary sources • Select a book and search for Library of Congress primary sources in various formats that connect to that book • Develop and share instructional strategies for using these primary sources with students to enhance critical thinking and historical understanding of the book 	<p>3 hours 0 minutes</p> <p>Standards</p> <p>AASL 2.1.3 AASL 3.1.4 AASL 4.2.1 NETS-T 2a NETS-T 2c</p>
MATERIALS	<p>Materials/Resources Using Primary Sources in the Classroom</p> <ul style="list-style-type: none"> <input type="checkbox"/> Book Backdrops: Connecting Literature and Primary Sources <input type="checkbox"/> Keeping Track of Primary Sources <input type="checkbox"/> Creating Book Backdrops Using the Inquiry Method <input type="checkbox"/> Political chart. Presidential campaign, 1860 <input type="checkbox"/> President--Abraham Lincoln Vice-President--Hannibal Hamlin <input type="checkbox"/> For president, Abra[ha]m Lincoln. For vice president, Hannibal Hamlin. <input type="checkbox"/> Lincoln Quick Step <input type="checkbox"/> Abraham Lincoln - Hannibal Hamlin <input type="checkbox"/> Roderick M. Cole. Abraham Lincoln. Albumen print, ca. 1858. <input type="checkbox"/> Hesler photograph of Lincoln. Photographer: Alexander Hesler. <input type="checkbox"/> Grace Bedell to Abraham Lincoln, October 15, 1860. <input type="checkbox"/> Abraham Lincoln to Grace Bedell, October 19, 1860. <input type="checkbox"/> Grace Bedell to J. E. Boos, May 8, 1918. <input type="checkbox"/> C.S. German. Abraham Lincoln. <input type="checkbox"/> 3 illus.: 1. The Presidential journey - Reception of President Lincoln in New York <input type="checkbox"/> Map of the rail-roads of the state of New York <input type="checkbox"/> Lloyd's new political chart, 1861. 	

BOOK BACKDROPS

PREPARATION Obtain and become familiar with the model book *Mr. Lincoln's Whiskers* by Karen Winnick.

Prior to session, ask participants to bring a copy of an age-appropriate book (fiction or non-fiction) used in their own curriculum.

Ensure participants have access to computers in order to conduct a search at www.loc.gov.

Read and understand *Creating Book Backdrops Using the Inquiry Method*.

Print one copy per participant of the items below

- *Book Backdrops: Connecting Literature and Primary Sources: Book Title - Mr. Lincoln's Whiskers*
- *Keeping Track of Primary Sources*
- *Creating Book Backdrops Using the Inquiry Method*

Print one copy of each item below.

- *Political chart. Presidential campaign, 1860.*
- *President--Abraham Lincoln Vice-President--Hannibal Hamlin.*
- *Lincoln Quick Step.*
- *For president, Abra[ha]m Lincoln. For vice president, Hannibal Hamlin.*
- *Abraham Lincoln - Hannibal Hamlin.*
- *Roderick M. Cole. Abraham Lincoln. Albumen print, ca. 1858.*
- *Hesler photograph of Lincoln. Photographer: Alexander Hesler.*
- *Grace Bedell to Abraham Lincoln, October 15, 1860.*
- *Abraham Lincoln to Grace Bedell, October 19, 1860.*
- *Grace Bedell to J. E. Boos, May 8, 1918.*
- *C.S. German. Abraham Lincoln.*
- *3 illus.: 1. The Presidential journey - Reception of President Lincoln in New York.*
- *Map of the rail-roads of the state of New York.*
- *Lloyd's new political chart, 1861.*

Prepare for display on the presentation computer:

BOOK BACKDROPS

- *Book Backdrops: Connecting Literature and Primary Sources: Book Title - Mr. Lincoln's Whiskers* by Karen Winnick
- *Keeping Track of Primary Sources*
- *Creating Book Backdrops Using the Inquiry Method*
- *Political chart. Presidential campaign, 1860.*
- *President--Abraham Lincoln Vice-President--Hannibal Hamlin.*
- *For president, Abra[ha]m Lincoln. For vice president, Hannibal Hamlin.*
- *Lincoln Quick Step.*
- *Abraham Lincoln - Hannibal Hamlin.*
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- *Map of the rail-roads of the state of New York.*
- *Lloyd's new political chart, 1861.*

Set up participant computers for independent research at www.loc.gov.

PROCEDURE

1. Read book aloud to participants.
2. Have participants brainstorm a list of dates, people and or events that might have primary source connections to the book.
3. Display the primary source images that were created during facilitator preparation. Have participants share their observations.
4. Have participants examine printouts of these items. Discuss how adding these primary sources to the reading process will provide multiple ways to increase student inquiry and learning.
5. Discuss strategies for integrating these items into instruction.
6. Hand out *Creating Book Backdrops Using the Inquiry Method* to participants. In small groups have participants share how some of these strategies could be used in their own instructional setting and content area.

BOOK BACKDROPS

7. Following the method outlined in *Creating Book Backdrops Using the Inquiry Method*, have participants go to www.loc.gov to search for and record book connections for their selected book.
8. Allow enough time for participants to locate at least two or three connections for their book. Encourage them to use the *Keeping Track of Primary Sources* handout.
9. Have each participant share the book they selected, the kinds of primary source connections they found, and the strategies they might use with their students to explore these primary sources.

ASSESSMENT Completed “Book Backdrop” for selected book will demonstrate that the participant understands how to use a book to make connections to Library of Congress primary sources.

BOOK BACKDROPS

There are 17 resources for this activity...



Book Backdrops: Connecting Literature and Primary Sources

Book title - Mr. Lincoln's Whiskers

(3 pages)



Keeping Track of Primary Sources



Creating Book Backdrops Using the Inquiry Method



Political chart. Presidential campaign, 1860

Political chart. Presidential campaign, 1860. Campaign broadside presenting portraits and platforms of all candidates as well as portraits of the 15 previous presidents. Created/Published: 1860, New York, H.H.Lloyds and Co.

<http://hdl.loc.gov/loc.rbc/lprbscsm.scsm0926>



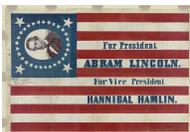
President--Abraham Lincoln Vice-President--Hannibal Hamlin

President--Abraham Lincoln Vice-President--Hannibal Hamlin [Pictorial envelope]

Image of Lincoln in a decorative border with an eagle on top and flags draped below. Another image of Lincoln chopping wood outside his log cabin. Orange envelope with black ink.

[http://memory.loc.gov/cgi-bin/query/r?ammem/cwnyhs:@field\(DOCID+@lit\(a j29048\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/cwnyhs:@field(DOCID+@lit(a j29048)))

BOOK BACKDROPS



For president, Abra[ha]m Lincoln. For vice president, Hannibal Hamlin.

For president, Abra[ha]m Lincoln. For vice president, Hannibal Hamlin. Print shows a large campaign banner for Republican presidential candidate Abraham Lincoln and running mate Hannibal Hamlin. Lincoln's first name is given here as "Abram."

Created/Published: H.C.Howard, Philadelphia, 1860.

<http://hdl.loc.gov/loc.pnp/pga.01637>



Lincoln Quick Step

Lincoln quick step. Campaign sheet music for the Lincoln candidacy. The cover illustration features an oval bust portrait of Republican nominee Abraham Lincoln, surrounded by vignettes and motifs recalling his early backwoods career.

Created/Published: Philadelphia: T. Sinclair's Lith., 1860.

<http://hdl.loc.gov/loc.pnp/cph.3b35669>



Abraham Lincoln - Hannibal Hamlin

Abraham Lincoln - Hannibal Hamlin. Political campaign button for 1860 presidential election showing bust portrait of Abraham Lincoln on one side and bust portrait of Hannibal Hamlin on the other side; metal casing with thread. Photographer: Mathew Brady, 1860.

<http://hdl.loc.gov/loc.pnp/ppmsca.19428>



Roderick M. Cole. Abraham Lincoln. Albumenprint, ca. 1858.

Roderick M. Cole. Abraham Lincoln. Albumenprint, ca. 1858. On loan from the Benjamin Shapell Family Manuscript Foundation (071, beardless Lincoln)

<http://www.loc.gov/exhibits/lincoln/candidate-lincoln.html#obj2>

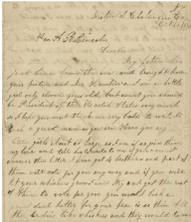


Hesler photograph of Lincoln. Photographer: Alexander Hesler.

Hesler photograph of Lincoln. Photographer: Alexander Hesler. Created/Published: June 03, 1860, Springfield, Illinois

<http://hdl.loc.gov/loc.rbc/lprbcsms.scsms0985>

BOOK BACKDROPS



Grace Bedell to Abraham Lincoln, October 15, 1860.

Grace Bedell to Abraham Lincoln, October 15, 1860. On loan from the Detroit Public Library, Burton Historical Collection (069, Grace Bedell to Lincoln)

<http://www.loc.gov/exhibits/lincoln/candidate-lincoln.html#obj0>



5VfU Ua @bW b hc ; fUW 6YXY z CVWcVYf % z % * \$"

Abraham Lincoln to Grace Bedell, October 19, 1860. On loan from the Benjamin Shapell Family Manuscript Foundation (070, Lincoln to Grace Bedell)

<http://www.loc.gov/exhibits/lincoln/candidate-lincoln.html#obj1>



; fUW 6YXY hc >"9"6ccg A Um, z % % "

Grace Bedell to J.E.Boos, May 8, 1918. On loan from a private collector (091, Bedell to Boos, May 8, 1918)

<http://www.loc.gov/exhibits/lincoln/candidate-lincoln.html#obj4>



7"G"; Yfa Ub "5VfU Ua @bW b "

Albumen print, possibly January 26, 1861.

<http://www.loc.gov/exhibits/lincoln/candidate-lincoln.html#obj3>



3 illus.: 1. The Presidential journey - Reception of President Lincoln in New York
 3 illus.: 1. The Presidential journey - Reception of President Lincoln in New York, on the arrival of the special trains at the Hudson River R. depot, Thirtieth Street, Thursday, Feb. 19, 1861; 2. Reception of President Lincoln at Cleveland, Ohio; 3. President Lincoln in Buffalo, N.Y. llus. in: Frank Leslie's illustrated newspaper, vol. 11, no. 275 (1861 Mar. 2), pp. 232-233.

<http://hdl.loc.gov/loc.pnp/cph.3b09842>

BOOK BACKDROPS

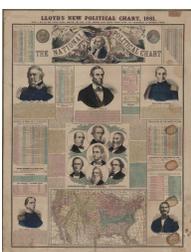


Map of the rail-roads of the state of New York

Map of New York and parts of adjacent states showing drainage, relief by hachures, county boundaries, cities and towns. Different colors in dictate railroads in operation, in progress of construction, and proposed.

<http://hdl.loc.gov/loc.gmd/g3801p.rr002650>

(4 pages)



Lloyd's new political chart, 1861.

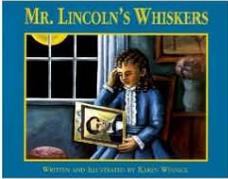
Lloyd's new political chart, 1861. With a map of the United States showing the free states, border states, cotton states, and territories in different colors.

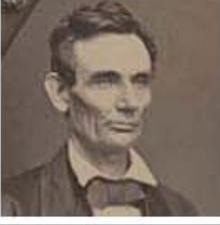
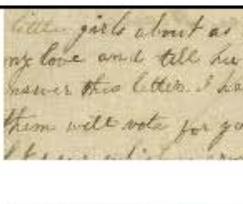
Created/Published: 1861, New York, H. H. Lloyd & Co.

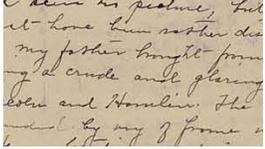
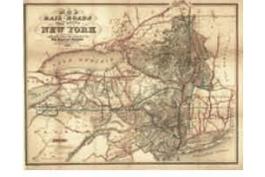
<http://hdl.loc.gov/loc.rbc/lprbscsm.scsm0918>

Book Backdrops: Connecting Literature and Primary Sources

Book Title: *Mr. Lincoln's Whiskers* by Karen Winnick

<p style="text-align: center;">Cover Image</p> 	<p>Bibliographic Information: Winnick, Karen. B. <i>Mr. Lincoln's Whiskers</i>. Honesdale, PA: Boyds Mill Press, 1999. ISBN-13: 978-1563978050</p> <p>Summary: The true story of Grace Bedell, who suggested that Abraham Lincoln grow a beard.</p>	<p>Book Type: Picture Book; Historical Fiction</p> <p>Setting and Time Period: Westfield, New York; 1860</p> <p>Subjects: Abraham Lincoln, Grace Bedell</p>
<p style="text-align: center;">Primary Source Thumbnail</p>	<p style="text-align: center;">Caption Publication Information Book Notes</p>	<p style="text-align: center;">Digital ID</p>
	<p>Political chart. Presidential campaign, 1860. Campaign broadside presenting portraits and platforms of all candidates as well as portraits of the 15 previous presidents. Created/Published: 1860, New York, H.H.Lloyds and Co. (Book note: Grace's father brings home a similar campaign poster picturing Lincoln without a beard.)</p>	<p>http://hdl.loc.gov/loc.rbc/rp/rbscsm.scsm0926</p>
	<p>President--Abraham Lincoln Vice-President--Hannibal Hamlin [Pictorial envelope] Image of Lincoln in a decorative border with an eagle on top and flags draped below. Another image of Lincoln chopping wood outside his log cabin. Orange envelope with black ink. (Book note: Additional 1860s presidential campaign material - similar to the envelope that Grace addressed to Lincoln.)</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/cwnyhs:@field(DOCID+@lit(aj29048))</p>
	<p>For president, Abra[ha]m Lincoln. For vice president, Hannibal Hamlin. Print shows a large campaign banner for Republican presidential candidate Abraham Lincoln and running mate Hannibal Hamlin. Lincoln's first name is given here as "Abram." Created/Published: H.C.Howard, Philadelphia, 1860. (Book note: Additional 1860s presidential campaign material featuring beardless Lincoln.)</p>	<p>http://hdl.loc.gov/loc.pnp/pga.01637</p>

	<p>Lincoln quick step. Campaign sheet music for the Lincoln candidacy. The cover illustration features an oval bust portrait of Republican nominee Abraham Lincoln, surrounded by vignettes and motifs recalling his early backwoods career. Created/Published: Philadelphia: T. Sinclair's Lith., 1860. (Book note: Cover of 1860 campaign sheet music featuring beardless Lincoln.</p>	<p>http://hdl.loc.gov/loc/pnp/cph.3b35669</p>
	<p>Abraham Lincoln - Hannibal Hamlin. Political campaign button for 1860 presidential election showing bust portrait of Abraham Lincoln on one side and bust portrait of Hannibal Hamlin on the other side; metal casing with thread. Photographer: Mathew Brady, 1860. (Book note: Additional 1860s presidential campaign material featuring photographs of Lincoln and Hamlin.)</p>	<p>http://hdl.loc.gov/loc/pnp/pmsca.19428</p>
	<p>Roderick M. Cole. Abraham Lincoln. Albumen print, ca. 1858. On loan from the Benjamin Shapell Family Manuscript Foundation (071, beardless Lincoln)</p>	<p>http://myloc.gov/Exhibitions/lincoln/vignettes/CanddateLincoln/ExhibitObjects/LincolnPortrait.aspx Downloadable pdf: http://memory.loc.gov/learn/educators/summer_institute/lincoln/pdf/portrait1858.pdf</p>
	<p>Hesler photograph of Lincoln. Photographer: Alexander Hesler. Created/Published: June 03, 1860, Springfield, Illinois. (Book note: Grace's letter to Lincoln was dated October 13, 1860. This photograph was taken several months earlier.</p>	<p>http://hdl.loc.gov/loc/rbc/p/rbcsn.scsn0985</p>
	<p>Grace Bedell to Abraham Lincoln, October 15, 1860. On loan from the Detroit Public Library, Burton Historical Collection (069, Grace Bedell to Lincoln) (Book note: Download hi res copy of Grace's letter to Lincoln.)</p>	<p>http://myloc.gov/Exhibitions/lincoln/vignettes/CanddateLincoln/ExhibitObjects/GrowingWhiskers.aspx Downloadable pdf: http://memory.loc.gov/learn/educators/summer_institute/lincoln/pdf/recall.pdf</p>
	<p>Abraham Lincoln to Grace Bedell, October 19, 1860. On loan from the Benjamin Shapell Family Manuscript Foundation (070, Lincoln to Grace Bedell) (Book note: Download Hi-Res copy of Lincoln's letter to Grace)</p>	<p>http://myloc.gov/Exhibitions/lincoln/vignettes/CanddateLincoln/ExhibitObjects/LincolnsBeard.aspx Downloadable pdf: http://memory.loc.gov/learn/educators/summer_institute/lincoln/pdf/lincolnletter.pdf</p>

	<p>Grace Bedell to J. E. Boos, May 8, 1861. On loan from a private collector (091, Bedell to Boos, May 8, 1918) (Book note: In this letter Grace recalls her meeting with Lincoln.)</p>	<p>http://myloc.gov/Exhibitions/lincoln/vignettes/CandidateLincoln/ExhibitObjects/BedellRecallsMeetingLincoln.aspx Downloadable pdf: http://memory.loc.gov/learn/educators/summer_institute/lincoln/pdf/recall.pdf</p>
	<p>C.S. German. Abraham Lincoln. Albumen print, possibly January 26, 1861. On loan from the Benjamin Shapell Family Manuscript Foundation (072, bearded Lincoln) (Book note: This photograph was the first one taken picturing the president-elect with a beard.)</p>	<p>http://myloc.gov/Exhibitions/lincoln/vignettes/CandidateLincoln/ExhibitObjects/LincolnwithaBeard.aspx Downloadable pdf: http://memory.loc.gov/learn/educators/summer_institute/lincoln/pdf/beard.pdf</p>
	<p>3 illus.: 1. The Presidential journey - Reception of President Lincoln in New York, on the arrival of the special trains at the Hudson River R. depot, Thirtieth Street, Thursday, Feb. 19, 1861; 2. Reception of President Lincoln at Cleveland, Ohio; 3. President Lincoln in Buffalo, N.Y. Illus. in: Frank Leslie's illustrated newspaper, vol. 11, no. 275 (1861 Mar. 2), pp. 232-233. (Book note: Lincoln's train stopped in Westfield, NY on February 16, 1861 on his journey to Washington.)</p>	<p>http://hdl.loc.gov/loc.pnp/cph.3b09842</p>
	<p>Map of the rail-roads of the state of New York prepared under the direction of Van Rensselaer Richmond, state engineer and surveyor; Geo R. Perkins, Dep State Engineer & Surveyor. Created/Published: Albany, 1861. (Book note: Locate Westfield on this 1861 New York railroad map.)</p>	<p>http://hdl.loc.gov/loc.gmd/g3801p.rr002650</p>
	<p>Lloyd's new political chart, 1861. With a map of the United States showing the free states, border states, cotton states, and territories in different colors. Created/Published: 1861, New York, H. H. Lloyd & Co. (Book note: Compare this chart created after Lincoln's election with the 1861 Presidential Campaign Chart.)</p>	<p>http://hdl.loc.gov/loc.rbc/lprbcsms.scsm0918</p>
<p>Additional Library of Congress Links</p>		
	<p>(Exhibition) With Malice Toward None: The Abraham Lincoln Bicentennial Exhibition – Vignettes – Candidate Lincoln (Book note: See zoom views of Bedell letters and Lincoln images.)</p>	<p>http://myloc.gov/Exhibitions/lincoln/vignettes/CandidateLincoln/Pages/SIObjectList.aspx</p>



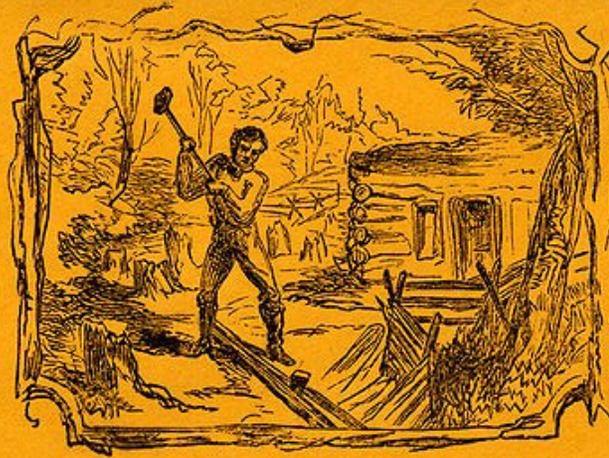
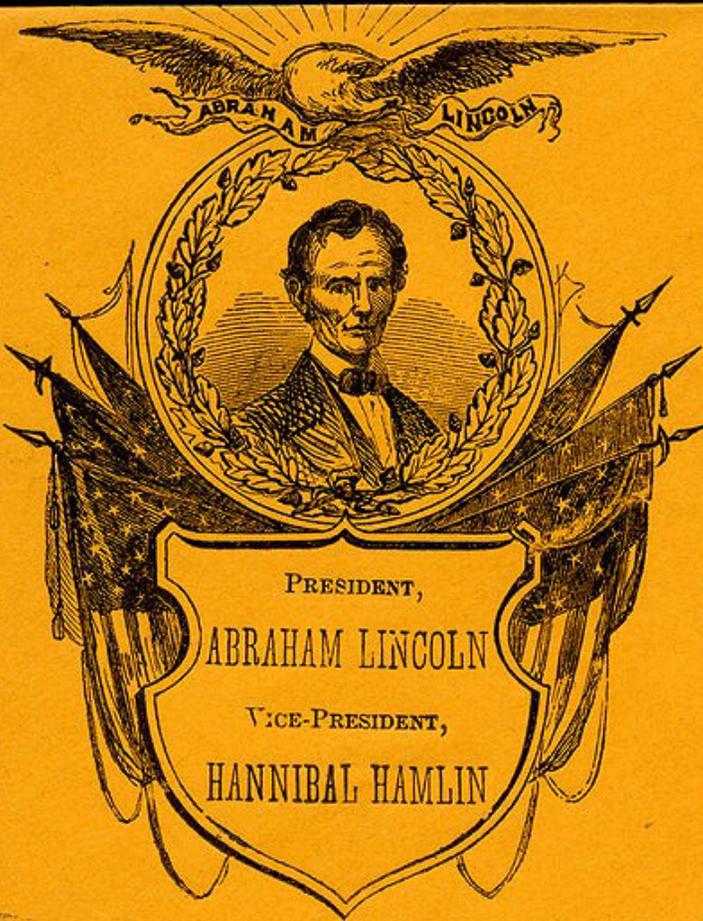
Keeping Track of Primary Sources

Document Caption	Format	Collection	Subjects	Notes/url
(sample) Capitol Building at Washington, D.C.	panoramic photo	Taking the Long View	capitols, government buildings	1906 photo of capitol! http://hdl.loc.gov/loc.pnp/pan.6a03055

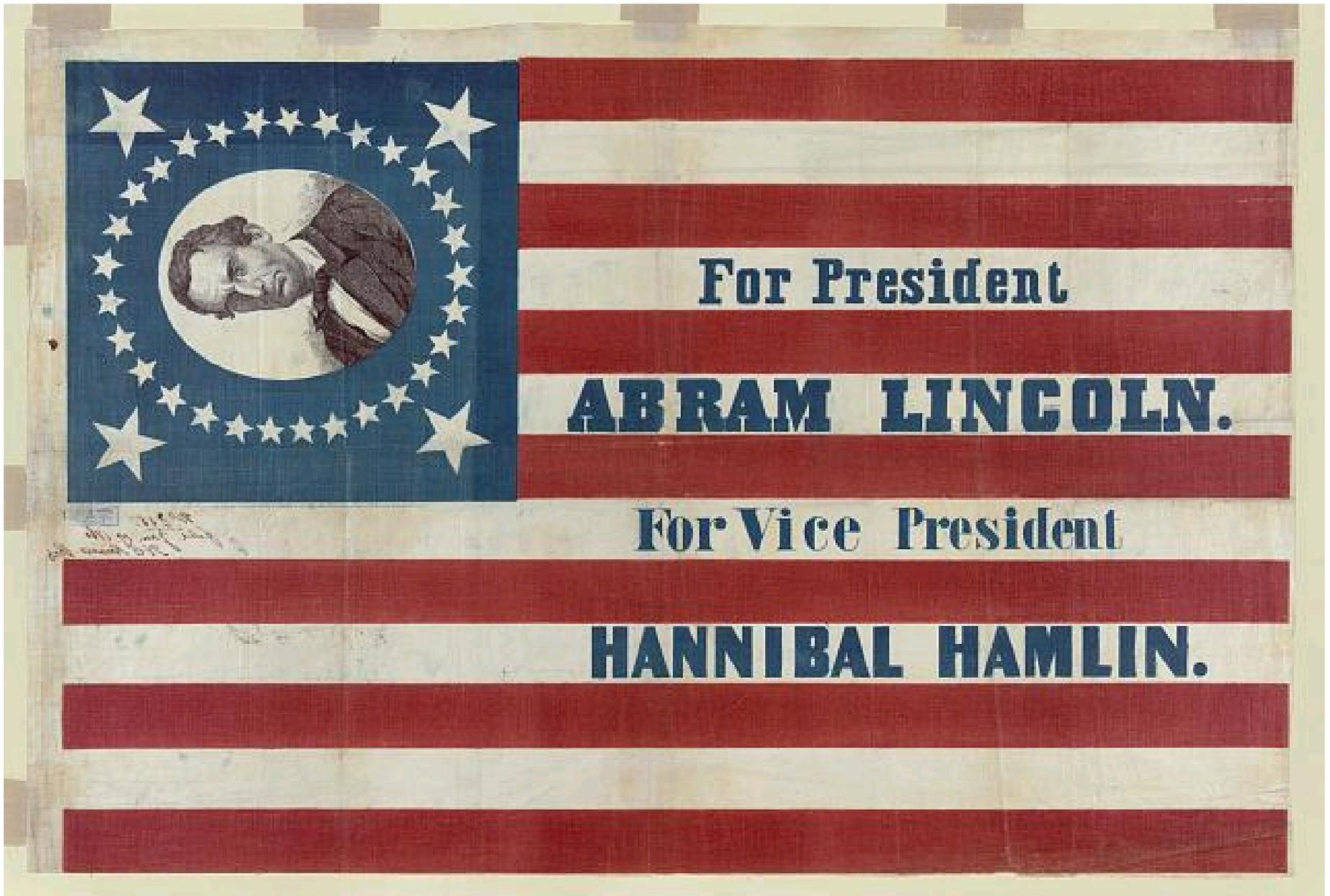
Creating Book Backdrops Using the Inquiry Method

- **Content:** Select a topic(s) you will be studying in your classroom. Check your state and local school district standards and curriculum guides for content and skills suggestions.
- **Learning Objective:** Determine what you want students to learn from working with the primary sources associated with the book you select. What is the enduring understanding?
- **Book Selection:** Choose a book that aligns with your topic and is appropriate for your grade level. Consult online resources and booklists if necessary.
- **Pre-reading:** Before reading the book as a class, discuss its historical setting. Brainstorm words and events related to that time period.
- **Read:** As you (or students) read the book, compile a list of dates, people and events that might have primary source connections. (Teaching Tip: Use post-its while reading.) After reading, brainstorm again to extend vocabulary list.
- **Investigate:** Search across the Library of Congress for primary source items that connect with the selected book. Record findings (caption, collection, and permanent url) on tracking sheet or other graphic organizer.
- **Share:** Share findings with class. Discuss how the primary sources that were found might increase student understanding of the book and its historical setting.
- **Question:** Discuss further learning possibilities. Discuss possible resources for more information. Ask more questions. Look for more answers.
- **Teaching Strategies:** Determine how you will incorporate the primary sources into your lessons. A sampling of suggestions follow:
 - Compare and contrast images of the same event by different artists.
 - Compare fiction and non-fiction books written about the same event.
 - Analyze maps that depict settings described in the book.
 - Examine sheet music or audio files that connect with the time period.
 - Use photographs as story starters or writing prompts. Have students use the photograph as a jumping off point for writing a paragraph, letter or short story.
 - Write dialogue. Select an image depicting one or more people. Have students study the image and write dialogue or “thought bubbles” to accompany the image.
 - Create found poetry. Have students create a “found poem” using a sampling of rich text from a letter, document or narrative.
 - Write captions or headlines. Select images relating to the topic and ask students to write an attention-getting phrase (headline or caption) to accompany each image.
 - Write a news article. Select a photograph or drawing that depicts a historical event or era in your curriculum. Have students become reporters, research the image and write a news article based on their findings.
 - Write a narrative report to accompany a motion picture. Browse the American Memory collections for early motion pictures. <http://memory.loc.gov/ammem/browse/ListSome.php?format=Motion+Picture> Select a motion picture that ties in your subject. Have students assume the role of a TV news anchor, and research, write, and narrate a report to accompany footage.
 - Rewrite song lyrics. Select a song popular during a particular historical era or associated with a curricular theme. Have students consider why the song was written and what it tells about life during that era. Have them rewrite the song for our times, reflecting the events, places, people, feelings and perspectives of today.
 - Create a book gallery displaying the book (or cover) with primary source connections and student statements.
 - Create a timeline with primary sources related to happenings in the book.

S. RAYNOR, Envelope Manufacturer, New York.



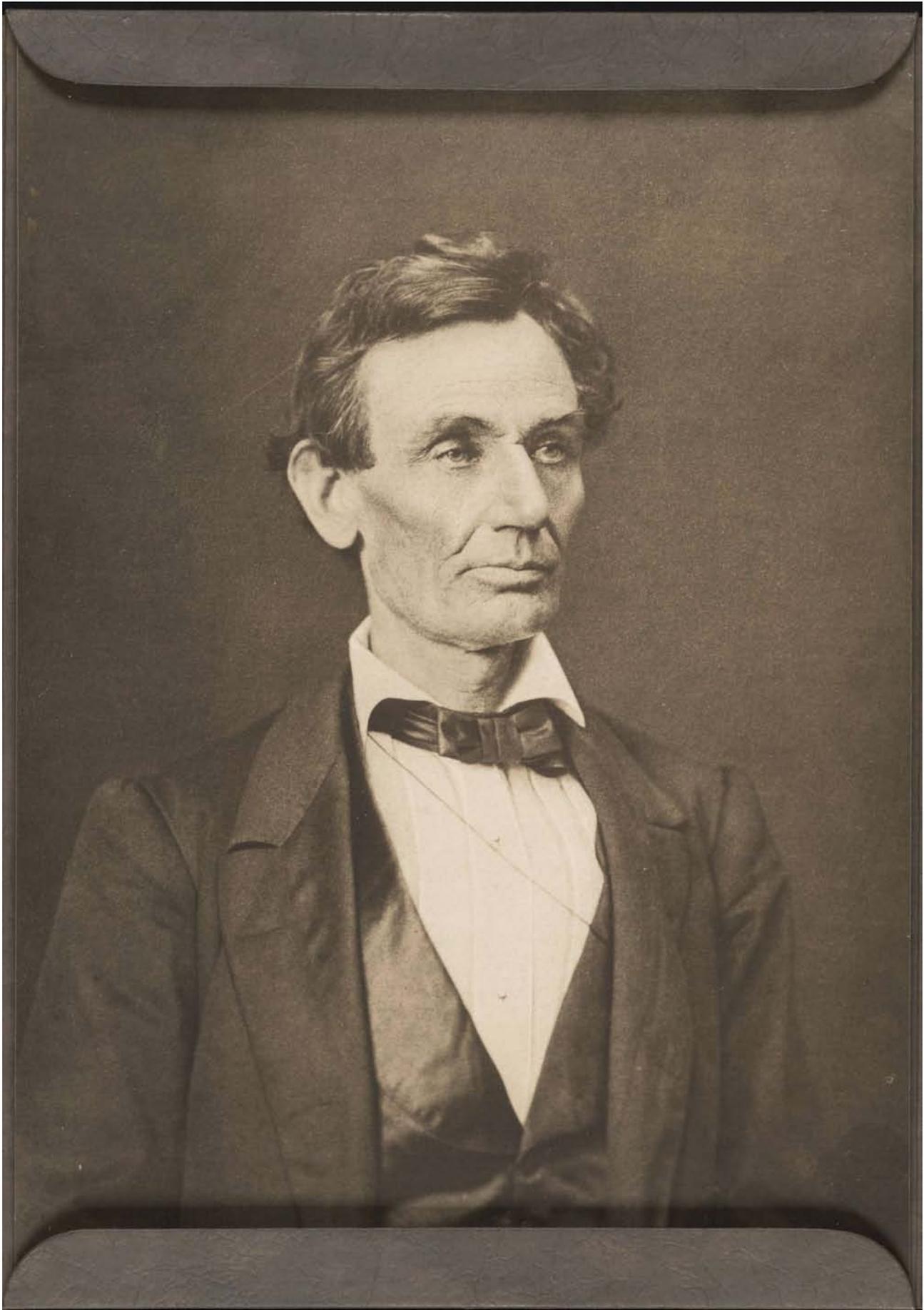
“ Constitution and the Union—Harmony and Prosperity to all.”—LINCOLN.











Westfield Edatanguie Co
Oct 18. 1860

Hon A B Lincoln

Dear Sir

My father has just come from the Fair and brought home your picture and Mr. Hamlin's. I am a little girl only eleven years old, but want you should be President of the United States very much so I hope you wont think me very bold to write to such a great man as you are. Have you any

little girls about as large as I am if so give them my love and tell her to write to me if you cannot answer this letter. I have got 4 brothers and part of them will vote for you any way and if you will let your whiskers grow I will try and get the rest of them to vote for you you would look a great deal better for your face is so thin. All the ladies like whiskers and they would tease

Private

Springfield, Ill. Oct 19. 1860
Miss. Grace Beede

My dear little Miss.

Your very agreeable letter
of the 15th is received.

I regret the necessity of saying I
have no daughters. I have three
sons - one seventeen, one nine, and
one seven, years of age - They, with
their mother, constitute my whole fam-
ily.

As to the whisper, having never worn
any, do you not think people would
call it a piece of silly affection
if I were to begin it now?

Your very sincere well-wisher
A. Lincoln.

Delphos, Kansas.

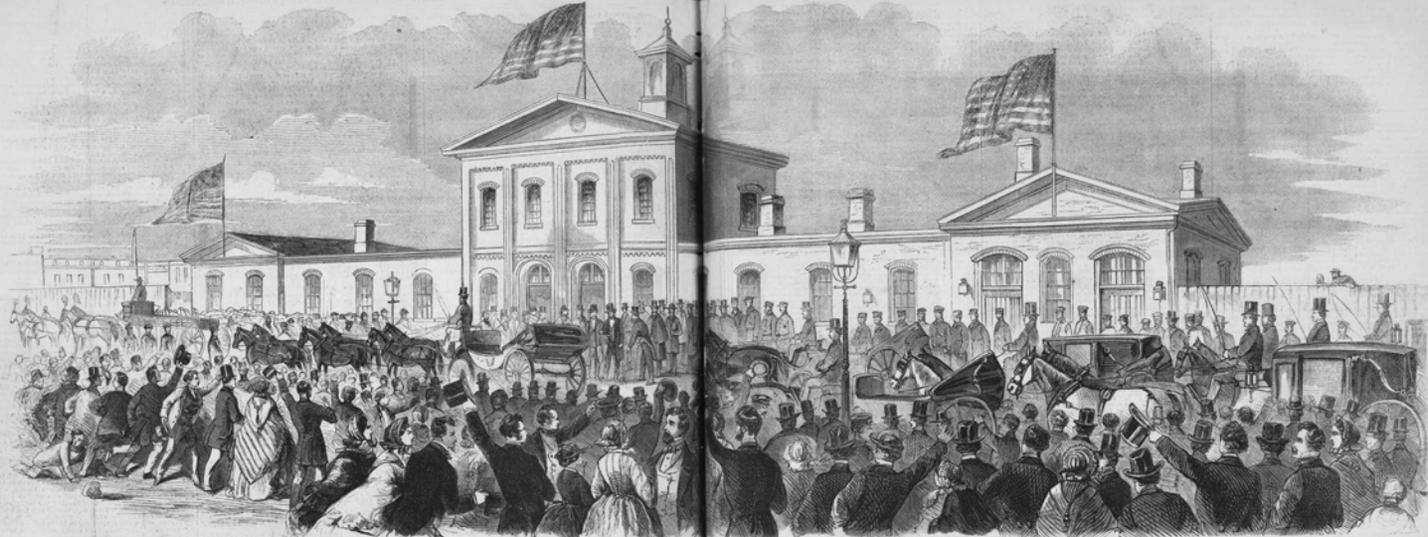
5-8-1918

J. E. Ross

Albany, N.Y.

I found your letter awaiting me on my return from a visit at our capital city and will comply with your request ^{to write you} of how I happened to vote to Mr Lincoln. I was eleven years of age at the time of ^{his} candidacy for our chief magistrate. At school we children had many disputes over the faults and merits of Lincoln and Douglas. My father was a staunch republican and of course his choice was mine and I resented the rude jeers and ridicule of Mr Lincoln's personal appearance even before I had seen his picture, but I think I must have been rather disappointed when my father brought from some meeting a crude and glaring picture of Lincoln and Hamlin. The two were surrounded by my 3 frame with a rail fence. Looking about in my mind for something which would improve Mr Lincoln's face I finally



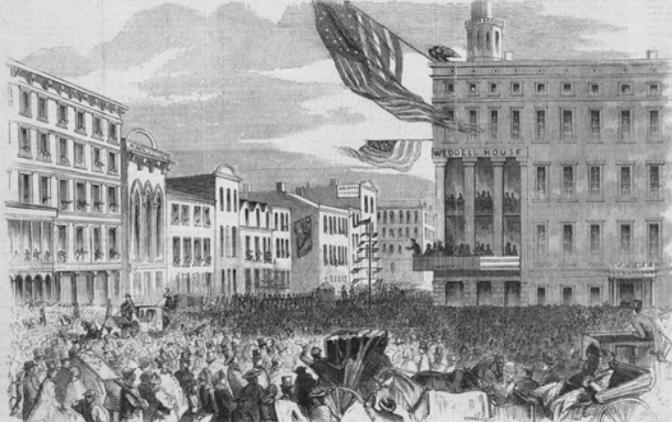


THE PRESIDENTIAL JOURNEY—RECEPTION OF PRESIDENT LINCOLN IN NEW YORK, ON THE ARRIVAL OF THE SPECIAL TRAIN AT THE HUDSON RIVER DEPOT, THIRTIETH STREET, TUESDAY, FEB. 19, 1861—SUPERINTENDENT KENNEDY CONDUCTING THE PRESIDENT TO HIS CABRIAGE.—FROM A SKETCH BY DR. DEWEY ARTIST.

18th, and was received by an immense crowd. The President and party were placed in carriages, surrounded by a body of mounted young Republicans, and were taken out on a special charger, and in a few minutes after the arrival the procession was moving up Broad street, east of the first avenue in the West. Mr. Stanton, the acting Mayor, welcomed the President short on behalf of the city authorities, and Judge Andrews did the same on behalf of the citizens. Mr. Lincoln made a response in which his most remarkable saying was his declaration that the crisis was at hand, and his assurance that the nation was united. In the course of the evening by Mr. and Mrs. Lincoln, who accompanied the President, but made a number of the reception, at the depot.

On the 19th the President and party were met at the depot by the Mayor, the acting Mayor, and Judge Andrews. The crowd was immense, and the President was surrounded by a body of mounted young Republicans. The President was taken to his carriage, and in a few minutes after the arrival the procession was moving up Broad street, east of the first avenue in the West. Mr. Stanton, the acting Mayor, welcomed the President short on behalf of the city authorities, and Judge Andrews did the same on behalf of the citizens. Mr. Lincoln made a response in which his most remarkable saying was his declaration that the crisis was at hand, and his assurance that the nation was united. In the course of the evening by Mr. and Mrs. Lincoln, who accompanied the President, but made a number of the reception, at the depot.

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RECEPTION OF PRESIDENT LINCOLN AT CLEVELAND, 1861—THE RUSHING ALONG THE CROWD FROM THE BALCONY IN FRONT OF THE WEDDER HOUSE.—FROM A SKETCH BY OUR SPECIAL ARTIST TRAVELLING IN THE WHEEL OF THE REPUBLIC.

On the 19th the President and party were met at the depot by the Mayor, the acting Mayor, and Judge Andrews. The crowd was immense, and the President was surrounded by a body of mounted young Republicans. The President was taken to his carriage, and in a few minutes after the arrival the procession was moving up Broad street, east of the first avenue in the West. Mr. Stanton, the acting Mayor, welcomed the President short on behalf of the city authorities, and Judge Andrews did the same on behalf of the citizens. Mr. Lincoln made a response in which his most remarkable saying was his declaration that the crisis was at hand, and his assurance that the nation was united. In the course of the evening by Mr. and Mrs. Lincoln, who accompanied the President, but made a number of the reception, at the depot.



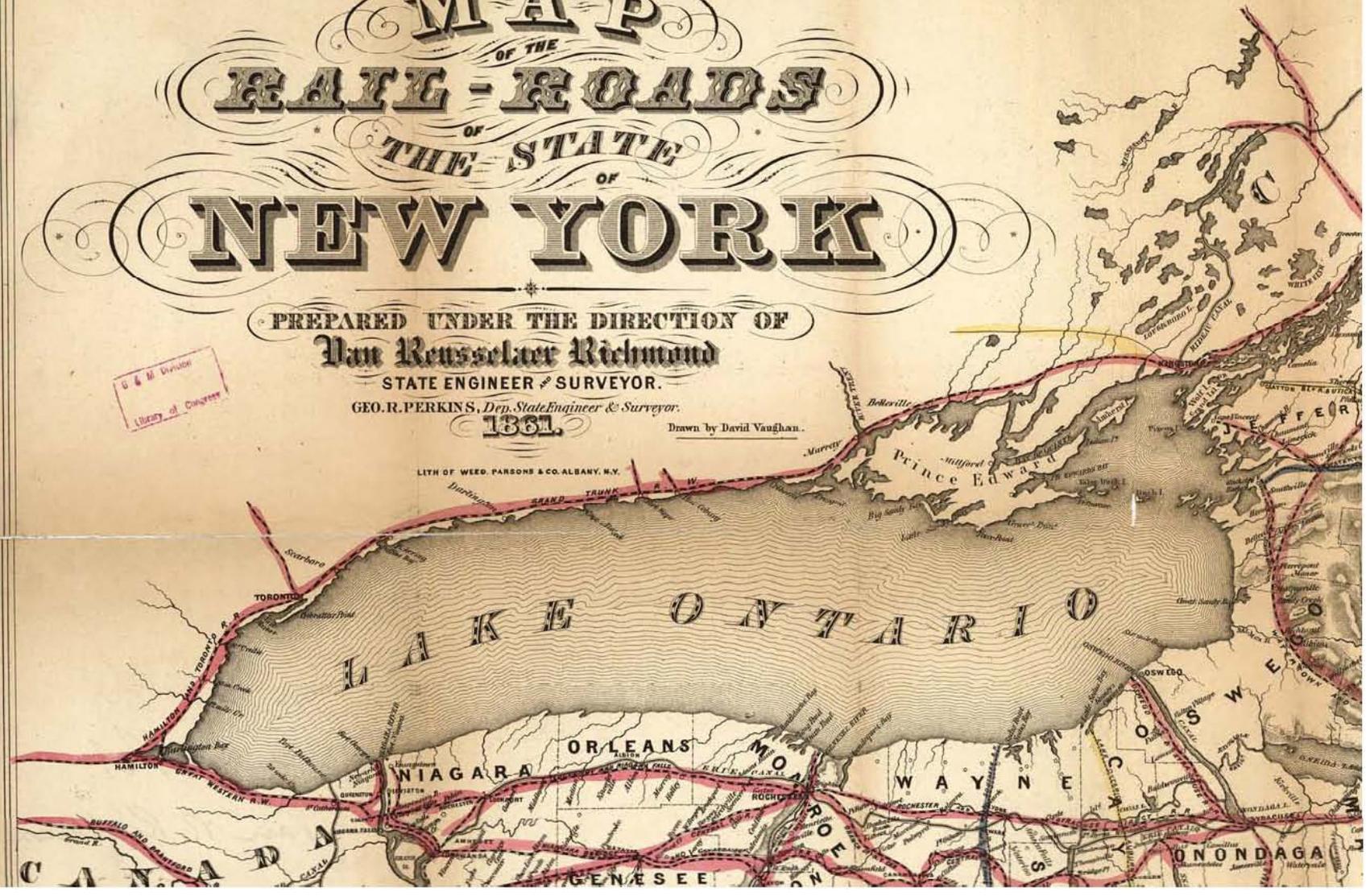
PRESIDENT LINCOLN IN BUFFALO, N. Y.—ARRIVAL OF THE PRESIDENT AND PARTY IN FRONT OF THE AMERICAN HOTEL.—FROM A SKETCH BY OUR SPECIAL ARTIST TRAVELLING IN THE WHEEL OF THE REPUBLIC.

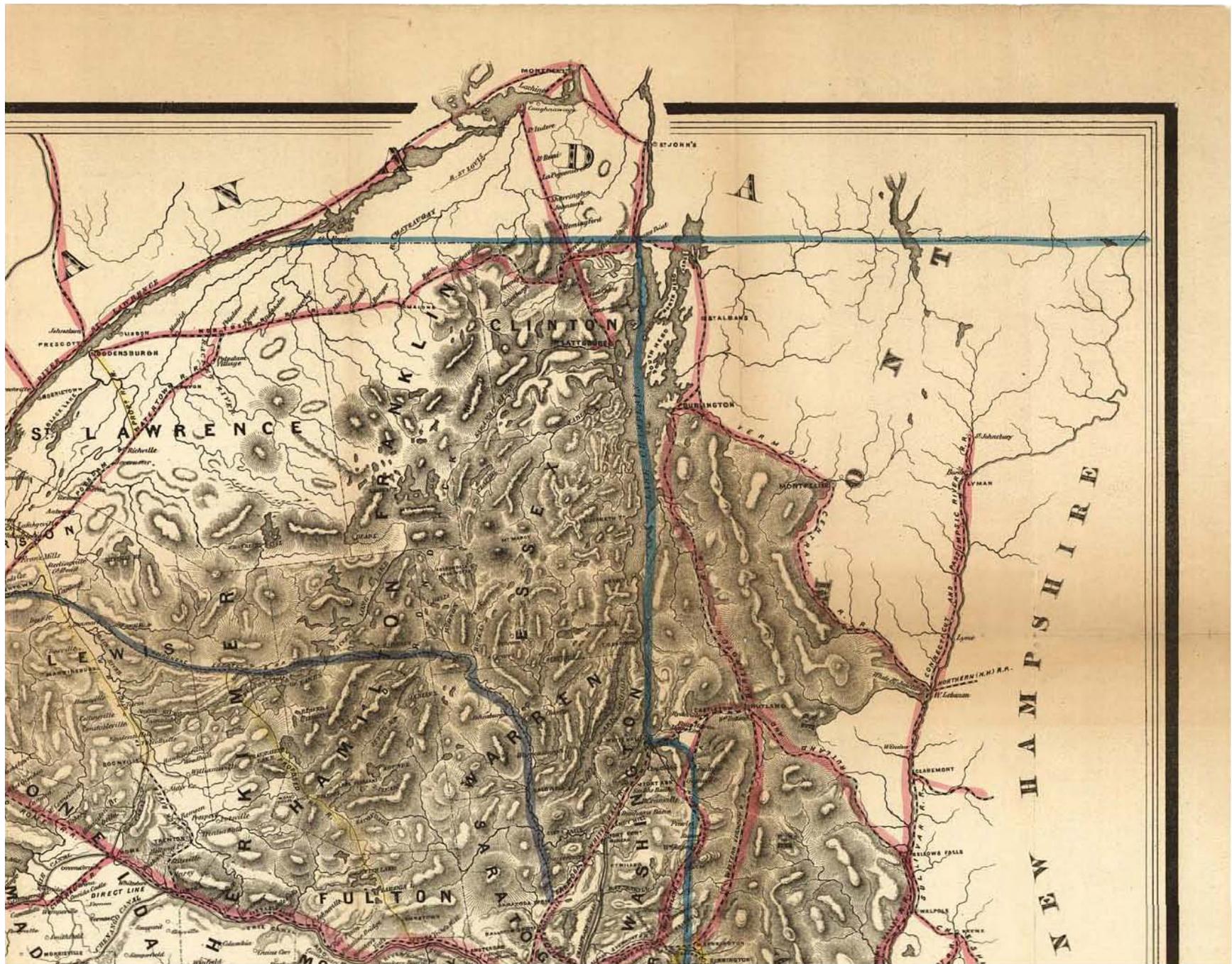
MAP OF THE RAIL-ROADS OF THE STATE OF NEW YORK

PREPARED UNDER THE DIRECTION OF
Van Rensselaer Richmond
STATE ENGINEER & SURVEYOR.
GEO. R. PERKINS, *Dep. State Engineer & Surveyor.*
1861. Drawn by David Vaughan.

U. S. M. Division
Library of Congress

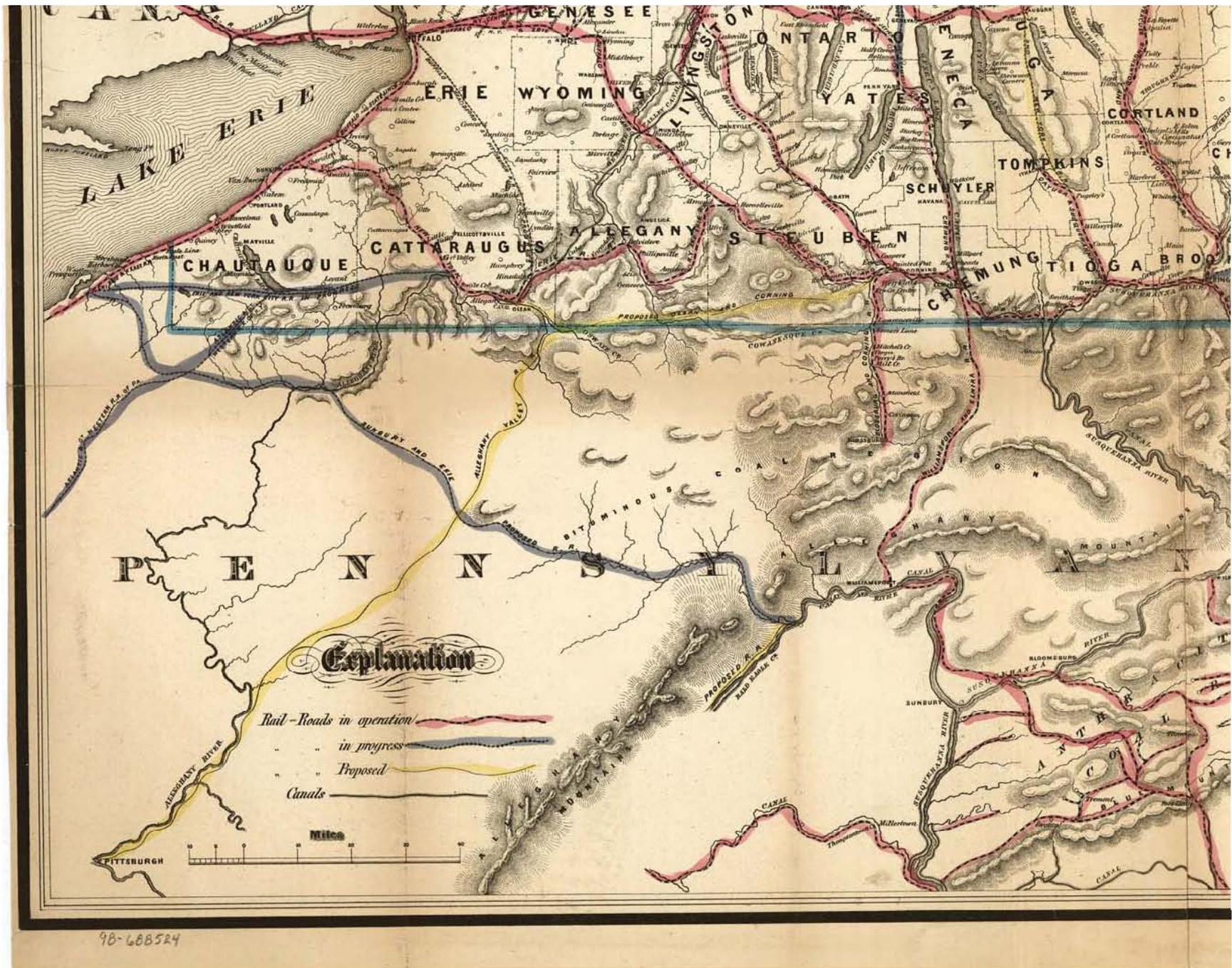
LITH OF WEED, PARSONS & CO. ALBANY, N.Y.







G3801.P3 1861.V3 RR 265



98-688524

LLOYD'S NEW POLITICAL CHART, 1861.

WITH A MAP OF THE UNITED STATES, SHOWING THE FREE STATES, BORDER SLAVE STATES, COTTON STATES, AND TERRITORIES, IN DIFFERENT COLORS.

State	Electoral	Majority
Alabama	10	10
Arkansas	10	10
California	9	9
Colorado	3	3
Connecticut	11	11
Delaware	3	3
District of Columbia	3	3
Florida	9	9
Georgia	15	15
Illinois	26	26
Indiana	13	13
Iowa	11	11
Kansas	11	11
Kentucky	12	12
Louisiana	10	10
Maine	11	11
Maryland	10	10
Massachusetts	14	14
Michigan	11	11
Minnesota	10	10
Mississippi	10	10
Missouri	12	12
Montana	3	3
Nebraska	11	11
Nevada	3	3
New Hampshire	11	11
New Jersey	14	14
New Mexico	3	3
New York	36	36
North Carolina	14	14
Ohio	23	23
Oregon	3	3
Pennsylvania	26	26
Rhode Island	11	11
South Carolina	10	10
Texas	10	10
Vermont	11	11
Virginia	12	12
Washington	3	3
West Virginia	12	12
Wisconsin	10	10
Wyoming	3	3

Rank	State	Electors
1	New York	36
2	Illinois	26
3	Pennsylvania	26
4	Ohio	23
5	Massachusetts	14
6	Virginia	12
7	Georgia	15
8	North Carolina	14
9	Michigan	11
10	Indiana	13

LIEUTENANT-GENERAL WINFIELD SCOTT.
LIEUTENANT-GENERAL SCOTT, who served as Chief of the Army, was born in 1792, in Vermont. He was a member of the War of 1812, and was distinguished by his gallantry at the Battle of Bladensburg, and at the Battle of the Clouds. He was promoted to Major-General in 1841, and to Lieutenant-General in 1855. He was appointed Chief of the Army in 1861, and was killed at the Battle of Ft. Sumter, April 9, 1861.

ABRAHAM LINCOLN.
ABRAHAM LINCOLN, the 16th President of the United States, was born in 1809, in Kentucky. He was a member of the War of 1812, and was distinguished by his gallantry at the Battle of New Orleans. He was elected President in 1860, and was assassinated in 1865.

MAJOR ROBERT ANDERSON,
COMMANDER AT FORT SUMTER.
MAJOR ANDERSON is a native of Kentucky, and was born in 1814. He was a member of the War of 1812, and was distinguished by his gallantry at the Battle of New Orleans. He was appointed Major in 1841, and was killed at the Battle of Ft. Sumter, April 9, 1861.

POPULATION OF THE PRINCIPAL CITIES OF THE UNITED STATES, ACCORDING TO THE CENSUS TAKEN, FROM 1800 TO 1860.

CITY	1790	1800	1810	1820	1830	1840	1850	1860
New York	33,829	50,000	69,000	123,000	242,000	312,000	387,000	517,000
Philadelphia	27,000	41,000	56,000	73,000	106,000	136,000	168,000	228,000
Boston	18,000	27,000	37,000	50,000	67,000	87,000	111,000	147,000
Washington	—	—	—	—	—	—	—	—
San Francisco	—	—	—	—	—	—	—	—

WILLIAM HENRY HARRISON, President, 1841-1842.
JOHN TYLER, President, 1841-1845.
JAMES K. POLK, President, 1845-1849.
ZACHARY TAYLOR, President, 1849-1850.
FRANKLIN PIERCE, President, 1853-1857.
JAMES BUCHANAN, President, 1857-1861.
ABRAHAM LINCOLN, President, 1861-1865.

POPULATION OF THE UNITED STATES, According to the Census, from the year 1790 to 1860.

Year	Population
1790	3,929,214
1800	5,308,483
1810	7,264,556
1820	11,937,254
1830	17,069,453
1840	24,040,361
1850	31,208,645
1860	39,315,321

POPULATION OF TERRITORIES IN 1860.

Territory	Population
Arizona	10,000
California	100,000
Colorado	10,000
Florida	10,000
Idaho	10,000
Illinois	10,000
Indiana	10,000
Iowa	10,000
Kansas	10,000
Kentucky	10,000
Louisiana	10,000
Maine	10,000
Maryland	10,000
Massachusetts	10,000
Michigan	10,000
Minnesota	10,000
Mississippi	10,000
Missouri	10,000
Montana	10,000
Nebraska	10,000
Nevada	10,000
New Hampshire	10,000
New Jersey	10,000
New Mexico	10,000
New York	10,000
North Carolina	10,000
Ohio	10,000
Oregon	10,000
Pennsylvania	10,000
Rhode Island	10,000
South Carolina	10,000
Texas	10,000
Vermont	10,000
Virginia	10,000
Washington	10,000
West Virginia	10,000
Wisconsin	10,000
Wyoming	10,000

EXECUTIVE GOVERNMENT OF THE UNITED STATES, ORIGINATED MARCH 4, 1800.

President	Term
George Washington	1789-1797
John Adams	1797-1801
Thomas Jefferson	1801-1809
James Madison	1809-1817
James Monroe	1817-1825
John Quincy Adams	1825-1829
Andrew Jackson	1829-1837
Martin Van Buren	1837-1841
William Henry Harrison	1841-1842
John Tyler	1841-1845
James K. Polk	1845-1849
Zachary Taylor	1849-1850
Franklin Pierce	1853-1857
James Buchanan	1857-1861
Abraham Lincoln	1861-1865

THE JUDICIARY.—SUPREME COURT.

Justice	Term
John Jay	1789-1795
William C. Cushing	1790-1795
John Rutledge	1790-1795
Edward Livingston	1791-1794
Samuel Chase	1796-1805
William Bradford	1796-1800
Thomas Todd	1800-1806
George Catlin	1801-1805
Samuel Miller	1806-1816
William Johnson	1810-1815
Joseph Story	1812-1819
John McLean	1819-1828
Richard M. Johnson	1820-1824
Roger Taney	1829-1864
Samuel Nelson	1845-1859
Robert B. Grier	1847-1850
Benjamin R. Curtis	1857-1858
Charles Evans Hughes	1889-1895
William Howard Taft	1901-1903
Charles Evans Hughes	1910-1916
William Howard Taft	1921-1930
Charles Evans Hughes	1930-1938
William Howard Taft	1930-1938
Charles Evans Hughes	1938-1946
William Howard Taft	1938-1946
Charles Evans Hughes	1946-1954
William Howard Taft	1946-1954
Charles Evans Hughes	1954-1962
William Howard Taft	1954-1962
Charles Evans Hughes	1962-1970
William Howard Taft	1962-1970
Charles Evans Hughes	1970-1978
William Howard Taft	1970-1978
Charles Evans Hughes	1978-1986
William Howard Taft	1978-1986
Charles Evans Hughes	1986-1994
William Howard Taft	1986-1994
Charles Evans Hughes	1994-2002
William Howard Taft	1994-2002
Charles Evans Hughes	2002-2010
William Howard Taft	2002-2010
Charles Evans Hughes	2010-2018
William Howard Taft	2010-2018
Charles Evans Hughes	2018-2026
William Howard Taft	2018-2026

MAJOR-GENERAL JOHN E. WOOL.
MAJOR-GENERAL WOOL, who served as Chief of the Army, was born in 1792, in Vermont. He was a member of the War of 1812, and was distinguished by his gallantry at the Battle of Bladensburg, and at the Battle of the Clouds. He was promoted to Major-General in 1841, and to Lieutenant-General in 1855. He was appointed Chief of the Army in 1861, and was killed at the Battle of Ft. Sumter, April 9, 1861.



LIEUTENANT GENERAL SHERMAN,
COMMANDER AT FORT SUMTER.
LIEUTENANT GENERAL SHERMAN is a native of New York, and was born in 1803. He was a member of the War of 1812, and was distinguished by his gallantry at the Battle of New Orleans. He was appointed Lieutenant-General in 1841, and was killed at the Battle of Ft. Sumter, April 9, 1861.

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