LIBRARY OF CONGRESS

TPSDirect

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

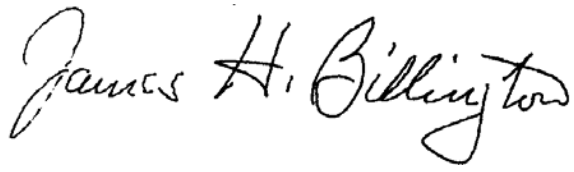
Welcome to Teaching with Primary Sources (TPS) Direct from the Library of Congress. This innovative new tool puts Library of Congress professional development in your hands, and lets you plan, customize, and deliver exactly the program you need, either for yourself or for your fellow teachers. The Library 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.nsdc.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

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Book Backdrops

GOAL

Teaching with Primary Sources

OBJECTIVES

Participants will:

- 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

Time Required

3 hours 0 minutes

Standards

AASL 2.1.3
AASL 3.1.4
AASL 4.2.1
NETS-T 2a
NETS-T 2c

MATERIALS

Materials/Resources Using Primary Sources in the Classroom

- ☐ Book Backdrops: Connecting Literature and Primary Sources
- ☐ 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
- ☐ 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.

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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.*
- *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.*

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.

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BOOK BACKDROPS

There are 17 resources for this activity...

Book Backdrops: Connecting Literature and Primary Sources
Book title - Mr. Lincoln's Whiskers
(3 pages)

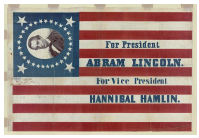
Keeping Track of Primary Sources

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(aj29048))

BOOK BACKDROPS

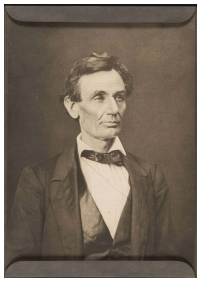


For president, Abra[ha]m Lincoln. For vice president, Hannibal Hamlin.
For president, Abra[ha]m Lincoln. For vice president, Hannibal Hamlin. Print shows a large campaign banner for Republican presidential candidate Abraham Lincoln and running mate Hannibal Hamlin. Lincoln's first name is given here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

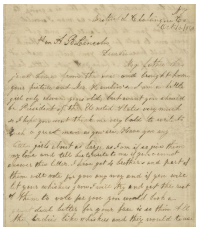
Abraham Lincoln - Hannibal Hamlin
Abraham Lincoln - Hannibal Hamlin. Political campaign button for 1860 presidential election showing bust portrait of Abraham Lincoln on one side and bust portrait of Hannibal Hamlin on the other side; metal casing with thread. Photographer: Mathew Brady, 1860.
http://hdl.loc.gov/loc.pnp/ppmsca.19428

Roderick M. Cole. Abraham Lincoln. Albumen print, ca. 1858.
Roderick M. Cole. Abraham Lincoln. Albumen print, ca. 1858. On loan from the Benjamin Shapell Family Manuscript Foundation (071, beardless Lincoln)
http://myloc.gov/Exhibitions/lincoln/vignettes/CandidateLincoln/ExhibitObjects/LincolnPortrait.aspx

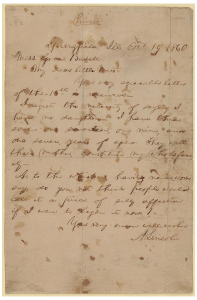


Hesler photograph of Lincoln. Photographer: Alexander Hesler.
Hesler photograph of Lincoln. Photographer: Alexander Hesler. Created/Published: June 03, 1860, Springfield, Illinois
http://hdl.loc.gov/loc.rbc/lprbscsm.scsm0985

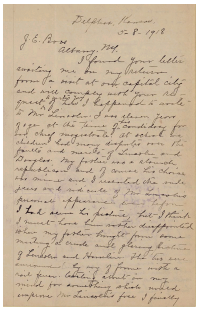
BOOK BACKDROPS



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://myloc.gov/Exhibitions/lincoln/vignettes/CandidateLincoln/ExhibitObjects/GrowingWhiskers.aspx



Abraham Lincoln to Grace Bedell, October 19, 1860.
Abraham Lincoln to Grace Bedell, October 19, 1860. On loan from the Benjamin Shapell Family Manuscript Foundation (070, Lincoln to Grace Bedell)
http://myloc.gov/Exhibitions/lincoln/vignettes/CandidateLincoln/ExhibitObjects/LincolnsBeard.aspx



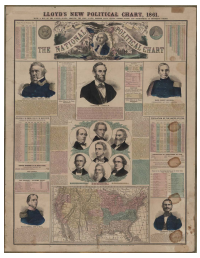
Grace Bedell to J. E. Boos, May 8, 1918.
Grace Bedell to J. E. Boos, May 8, 1918. On loan from a private collector (091, Bedell to Boos, May 8, 1918)
http://myloc.gov/Exhibitions/lincoln/vignettes/CandidateLincoln/ExhibitObjects/BedellRecallsMeetingLincoln.aspx

C.S. German. Abraham Lincoln.
Albumen print, possibly January 26, 1861.
http://myloc.gov/Exhibitions/lincoln/vignettes/CandidateLincoln/ExhibitObjects/LincolnwithaBeard.aspx

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. Illus. 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)

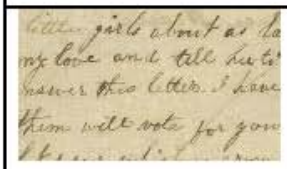


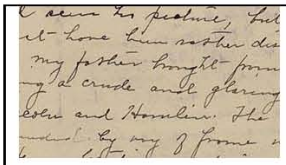
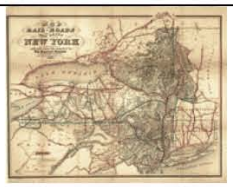
Lloyd's new political chart, 1861.
Lloyd's new political chart, 1861. With a map of the United States showing the free states, border states, cotton states, and territories in different colors.
Created/Published: 1861, New York, H. H. Lloyd & Co.
http://hdl.loc.gov/loc.rbc/lprbscsm.scsm0918

Book Backdrops: Connecting Literature and Primary Sources

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

Cover Image	**Bibliographic Information:** Winnick, Karen. B. *Mr. Lincoln's Whiskers*. Honesdale, PA: Boyds Mill Press, 1999. ISBN-13: 978-1563978050 **Summary:** The true story of Grace Bedell, who suggested that Abraham Lincoln grow a beard.	**Book Type:** Picture Book; Historical Fiction **Setting and Time Period:** Westfield, New York; 1860 **Subjects:** Abraham Lincoln, Grace Bedell
Primary Source Thumbnail	**Caption** **Publication Information** **Book Notes**	**Digital ID**
	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.)	http://hdl.loc.gov/loc.rbc/lprbscsm.scsm0926
	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.)	http://memory.loc.gov/cgi-bin/query/r?ammem/cwnyhs:@field(DOCID+@lit(aj29048))
	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, Phiadelphia, 1860. (Book note: Additional 1860s presidential campaign material featuring beardless Lincoln.)	http://hdl.loc.gov/loc.pnp/pga.01637

	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.	http://hdl.loc.gov/loc.pnp/cph.3b35669
	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.)	http://hdl.loc.gov/loc.pnp/ppmsca.19428
	Roderick M. Cole. Abraham Lincoln. Albumen print, ca. 1858. On loan from the Benjamin Shapell Family Manuscript Foundation (071, beardless Lincoln)	http://myloc.gov/Exhibitions/lincoln/vignettes/CandidateLincoln/ExhibitObjects/LincolnPortrait.aspx Downloadable pdf: http://memory.loc.gov/learn/educators/summer_institute/lincoln/pdf/portrait1858.pdf
	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.	http://hdl.loc.gov/loc.rbc/lprbscsm.scsm0985
	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.)	http://myloc.gov/Exhibitions/lincoln/vignettes/CandidateLincoln/ExhibitObjects/GrowingWhiskers.aspx Downloadable pdf: http://memory.loc.gov/learn/educators/summer_institute/lincoln/pdf/recall.pdf
	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)	http://myloc.gov/Exhibitions/lincoln/vignettes/CandidateLincoln/ExhibitObjects/LincolnsBeard.aspx Downloadable pdf: http://memory.loc.gov/learn/educators/summer_institute/lincoln/pdf/lincolnletter.pdf

	Grace Bedell to J. E. Boos, May 8, 1918. On loan from a private collector (091, Bedell to Boos, May 8, 1918) (Book note: In this letter Grace recalls her meeting with Lincoln.)	http://myloc.gov/Exhibitions/lincoln/vignettes/CandidateLincoln/ExhibitObjects/BedellRecallsMeetingLincoln.aspx Downloadable pdf: http://memory.loc.gov/learn/educators/summer_institute/lincoln/pdf/recall.pdf
	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.)	http://myloc.gov/Exhibitions/lincoln/vignettes/CandidateLincoln/ExhibitObjects/LincolnwithaBeard.aspx Downloadable pdf: http://memory.loc.gov/learn/educators/summer_institute/lincoln/pdf/beard.pdf
	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.)	http://hdl.loc.gov/loc.pnp/cph.3b09842
	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.)	http://hdl.loc.gov/loc.gmd/g3801p.rr002650
	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.)	http://hdl.loc.gov/loc.rbc/lprbscsm.scsm0918
Additional Library of Congress Links		
	(Exhibition) With Malice Toward None: The Abraham Lincoln Bicentennial Exhibition – Vignettes – Candidate Lincoln (Book note: See zoom views of Bedell letters and Lincoln images.)	http://myloc.gov/Exhibitions/lincoln/vignettes/CandidateLincoln/Pages/SlObjectList.aspx

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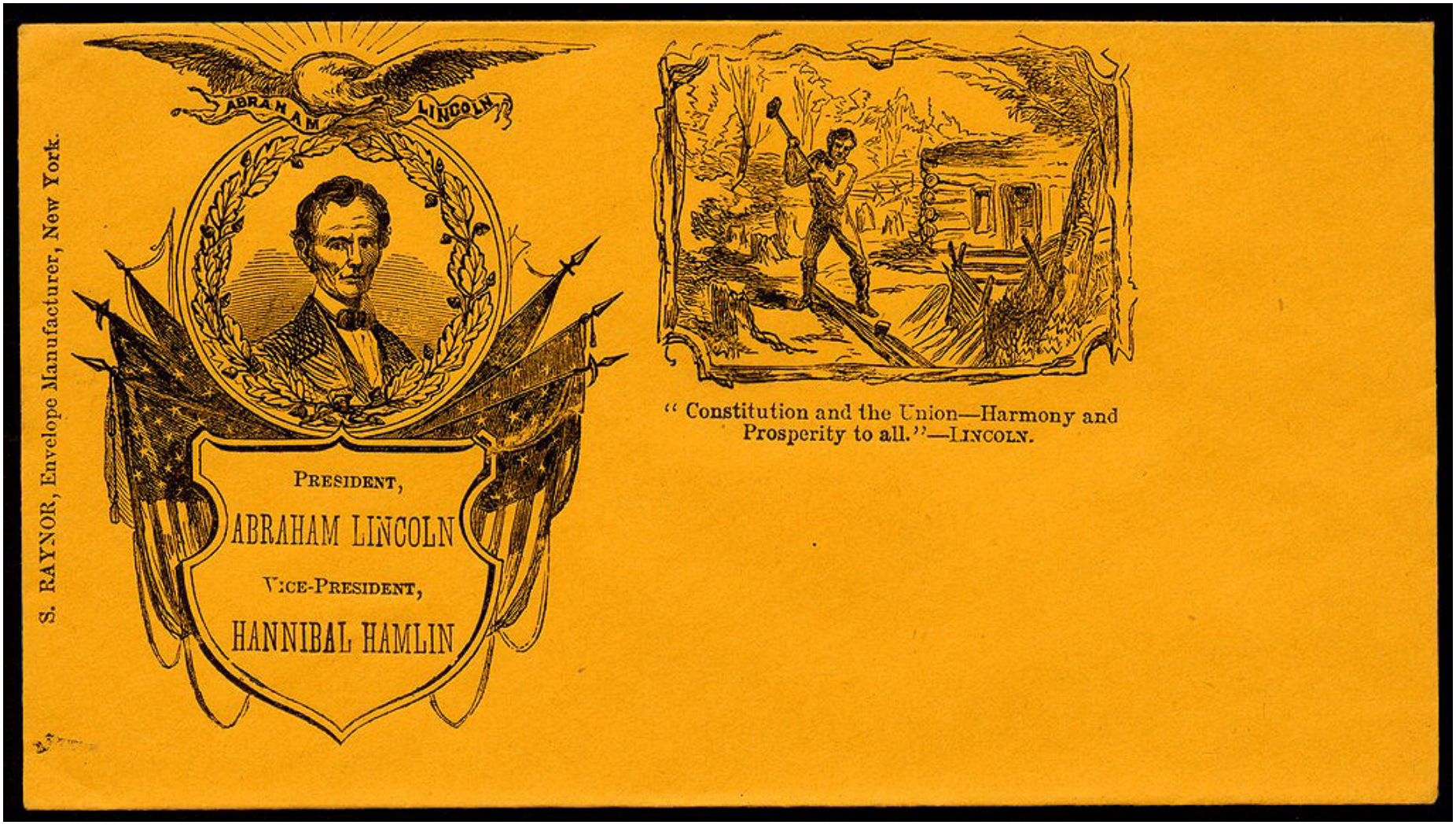
Keeping Track of Primary Sources

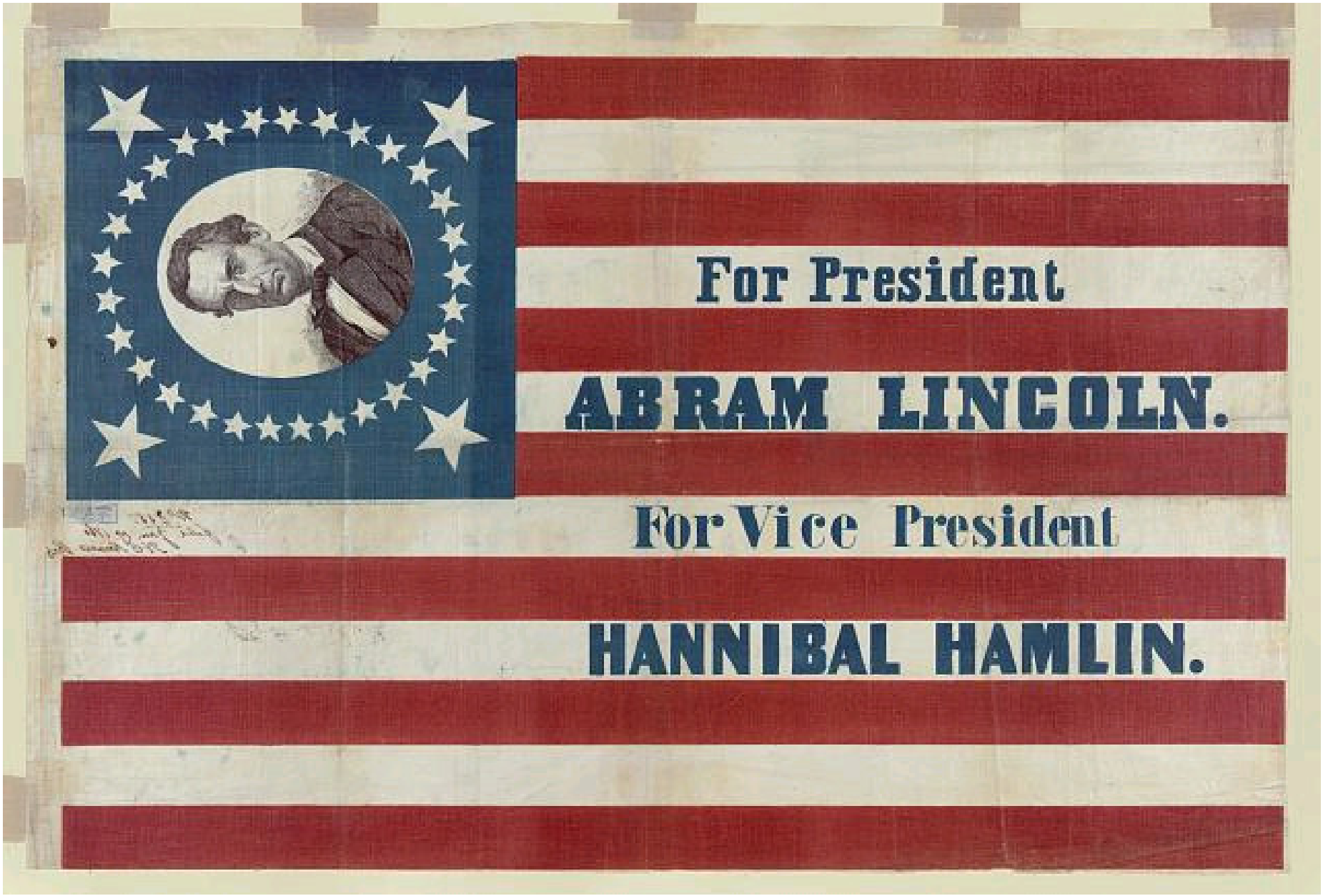
Document Caption	Format	Collection	Subjects	Notes/url
(sample) Capitol Building at Washington, D.C.	panoramic photo	Taking the Long View	capitols, government buildings	1906 photo of capitol! http://hdl.loc.gov/loc.pnp/pan.6a03055

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.

POLITICAL CHART.
PRESIDENTIAL CAMPAIGN, 1860
BELL.
EVERETT.
THE DEMOCRATIC PLATFORM.
THE DEMOCRATIC PLATFORM,
THE Republican Platform,
THE PEOPLE'S CANDIDATE FOR PRESIDENT GEN. SAM HOUSTON.
THE NATIONAL UNION PLATFORM,
JOHN BELL & EDWARD EVERETT.
DOUGLAS.
BRECKINRIDGE.
LINCOLN.
JOHNSON.
LANE.
HAMLIN.
HOUSTON.
STEPHEN A. DOUGLAS.
ABRAHAM LINCOLN.
JOHN BELL.
JOHN C. BRECKINRIDGE.
JOSEPH LANE.
HERSCHEL V. JOHNSON.
HANNIBAL HAMLIN.
EDWARD EVERETT.
SAM HOUSTON.
UNITED STATES.
GULF of MEXICO
JOHN ADAMS.
THOMAS JEFFERSON.
JAMES MADISON.
JAMES MONROE.
JOHN QUINCY ADAMS.
ANDREW JACKSON.
MARTIN VAN BUREN.
WILLIAM H. HARRISON.
JOHN TYLER.
JAMES K. POLK.
ZACHARY TAYLOR.
MILLARD FILLMORE.
FRANKLIN PIERCE.
JAMES BUCHANAN.
Published at H. H. LLOYD & CO.'S Book and Map Agents' Depot, 25 Howard Street, New York. Agents wanted.

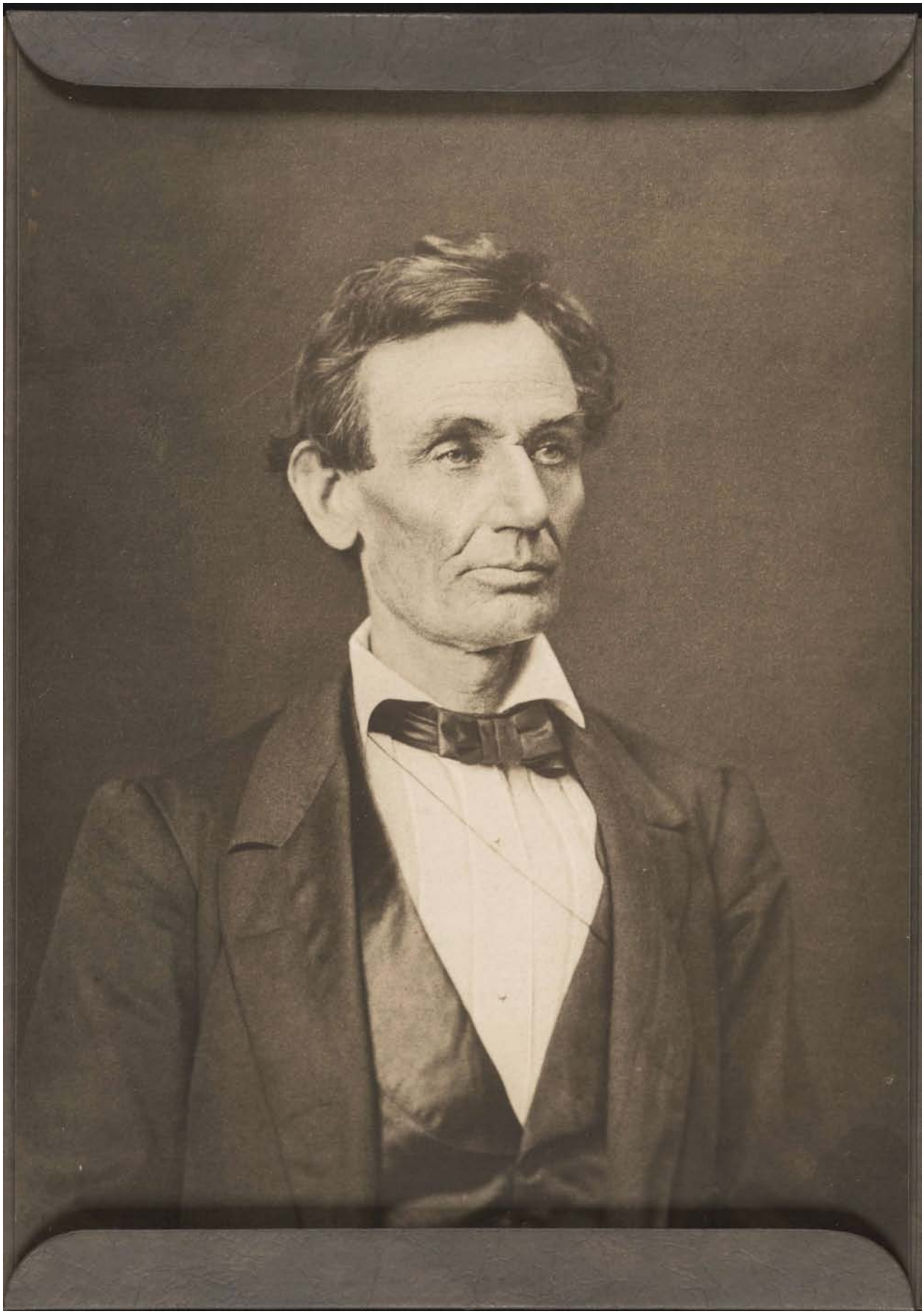

ABRAHAM LINCOLN
PRESIDENT,
ABRAHAM LINCOLN
VICE-PRESIDENT,
HANNIBAL HAMLIN
S. RAYNOR, Envelope Manufacturer, New York.
"Constitution and the Union—Harmony and Prosperity to all."—LINCOLN.


For President
ABRAM LINCOLN.
For Vice President
HANNIBAL HAMLIN.

LINCOLN QUICK STEP.
DEDICATED TO THE
HON. ABRAHAM LINCOLN.

ABRAHAM LINCOLN
1860

Yours truly
A. Lincoln.



N Y
Westfield Chautauque Co
Oct 15. 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, Ills. Oct 19. 1860

Miss. Grace Bedell

My dear little Miss.

Your very agreeable letter of the 15th is received—

I regret the necessity of saying I have no daughter— I have three sons— one seventeen, one nine, and one seven, years of age— They, with their mother, constitute my whole family—

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

Your very sincere well wisher

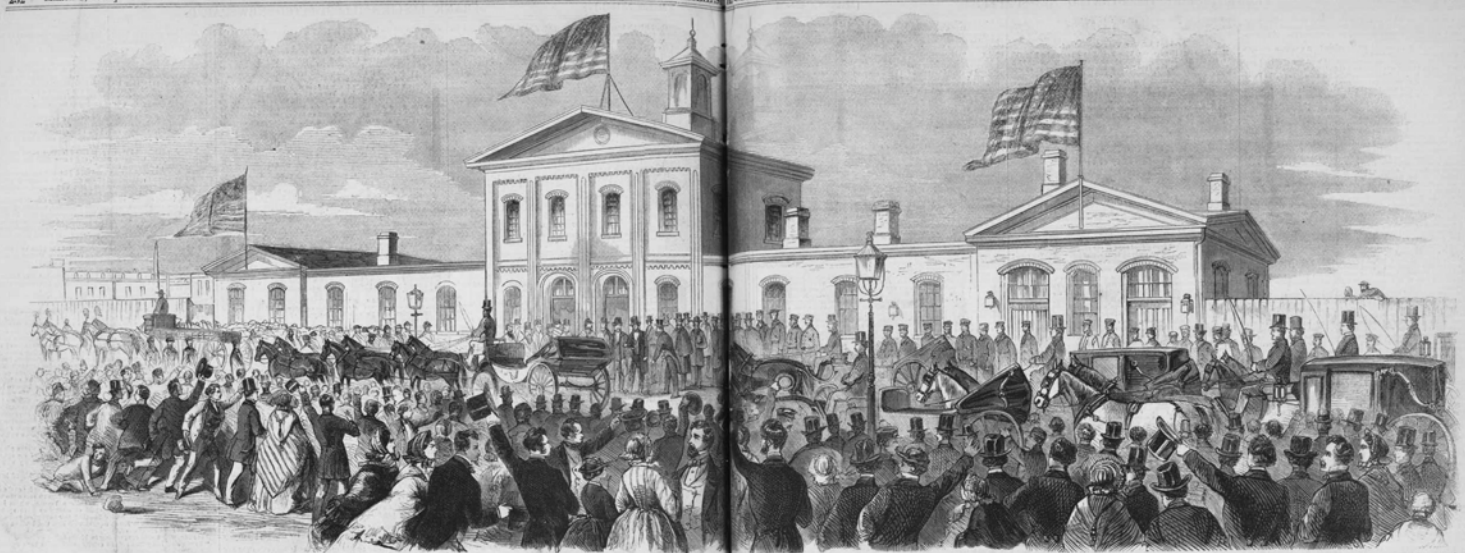
A. Lincoln.

Delphos, Kansas.
5-8-1918

J. E. Boss
Albany, NY.

I found your letter awaiting me on my return from a visit at our capital city and will comply with your request by telling how I happened to vote for 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 lips were surrounded by way of frame with a rail fence. Casting about in my mind for something which would improve Mr Lincoln's face I finally

A Lincoln Springfield, Ill,
January 26. 1861



THE PRESIDENTIAL JOURNEY—RECEPTION OF PRESIDENT LINCOLN IN NEW YORK, ON THE ARRIVAL OF THE SPECIAL TRAIN AT THE HUDSON RIVER [illegible] ROOT, THIRTIETH STREET, TUESDAY, FEB. 19, 1861—SUPERINTENDENT KENNEDY CONDUCTING THE PRESIDENT TO HIS CARRIAGE.—FROM A SKETCH BY OUR PRESIDENT ARTIST.

THE PRESIDENTIAL JOURNEY TO WASHINGTON.

(*Continued from page 226.*)

Mr. Lincoln Arrives at Cleveland.

Mr. Lincoln arrived at Cleveland at half-past four P. M., on the 15th, and was received by an immense crowd. The President and party were placed in carriages, surrounded by a body of mounted young Republicans, and, seizing colour, put on a spirited charger, and in a few minutes after the arrival the procession was moving up Euclid street, one of the finest avenues in the West. Mr. Masters, the acting Mayor, welcomed the President elect on behalf of the city authorities, and Judge Andrews did the same on behalf of the citizens. Mr. Lincoln made a response in which the most remarkable thing was his declaration that the crisis was artificial.

Separate levees were held in the course of the evening by Mr. and Mrs. Lincoln, the former's arms and [illegible] got so much the worse [illegible] from previous occasions [illegible] the thousands that [illegible] a look at him [illegible] a comfortable distance [illegible] Presidential couple [illegible] a most [illegible] judging from the [illegible] the new them during [illegible] A supper was given [illegible] and suite at ten P. M.

Our [illegible], who accompanied [illegible] from Springfield through [illegible], has made a most [illegible] of his reception at the [illegible] of the Forests.

[illegible] at Buffalo.

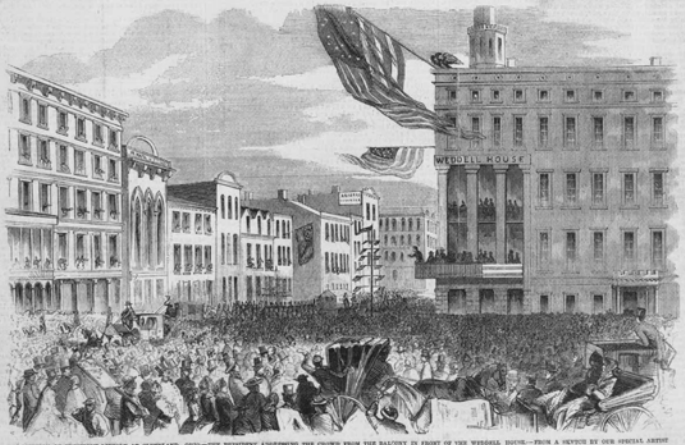
On [illegible] the President elect [illegible] Buffalo, and was met [illegible] of the car by Ex-President [illegible]. Their meeting was [illegible]. The crowd surrounding [illegible] was dense, and [illegible] ten thousand [illegible] Sixty Mayor Hunter [illegible] United States Army, [illegible] suite, had his [illegible]. The cortege went [illegible] Main streets to the [illegible]. The buildings [illegible] were gaily decorated [illegible] arrived at the hotel [illegible] in a neat speech [illegible]. Mr. Lincoln [illegible]. The doors of the [illegible] blockaded by the [illegible] in the evening he held [illegible] received a German [illegible].

The [illegible] ex-President Fillmore [illegible] Mr. Lincoln, and [illegible] church. From the [illegible] ex-President and [illegible] back to the hotel [illegible] by Mrs. Lincoln [illegible] party were driven to [illegible] residence to [illegible].

Mr. [illegible] returned to the [illegible] o'clock P. M., and [illegible] of the day in [illegible] were called [illegible] distinguished [illegible] in the course of the [illegible] the latter [illegible] were Hon. [illegible] Clapp, F. P. [illegible], James Putnam, [illegible] Fillmore, J. A. [illegible], R. P. Lurvin, [illegible] Grover, B. Van [illegible] Dorsheimer.

[illegible] in Albany.

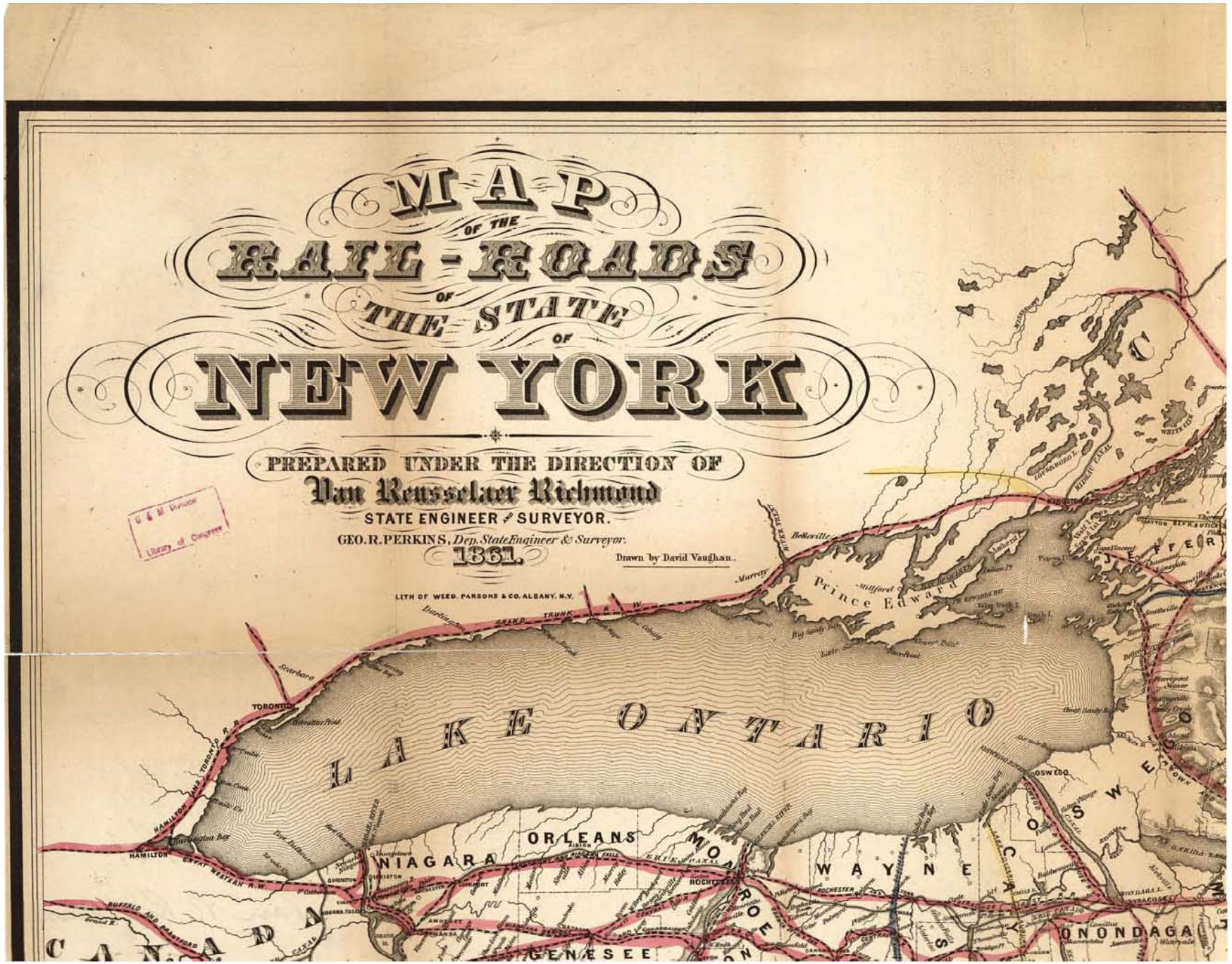
[illegible] o'clock the party [illegible] and was greeted [illegible] with the greatest [illegible] Batavia he did not [illegible], but bowed to



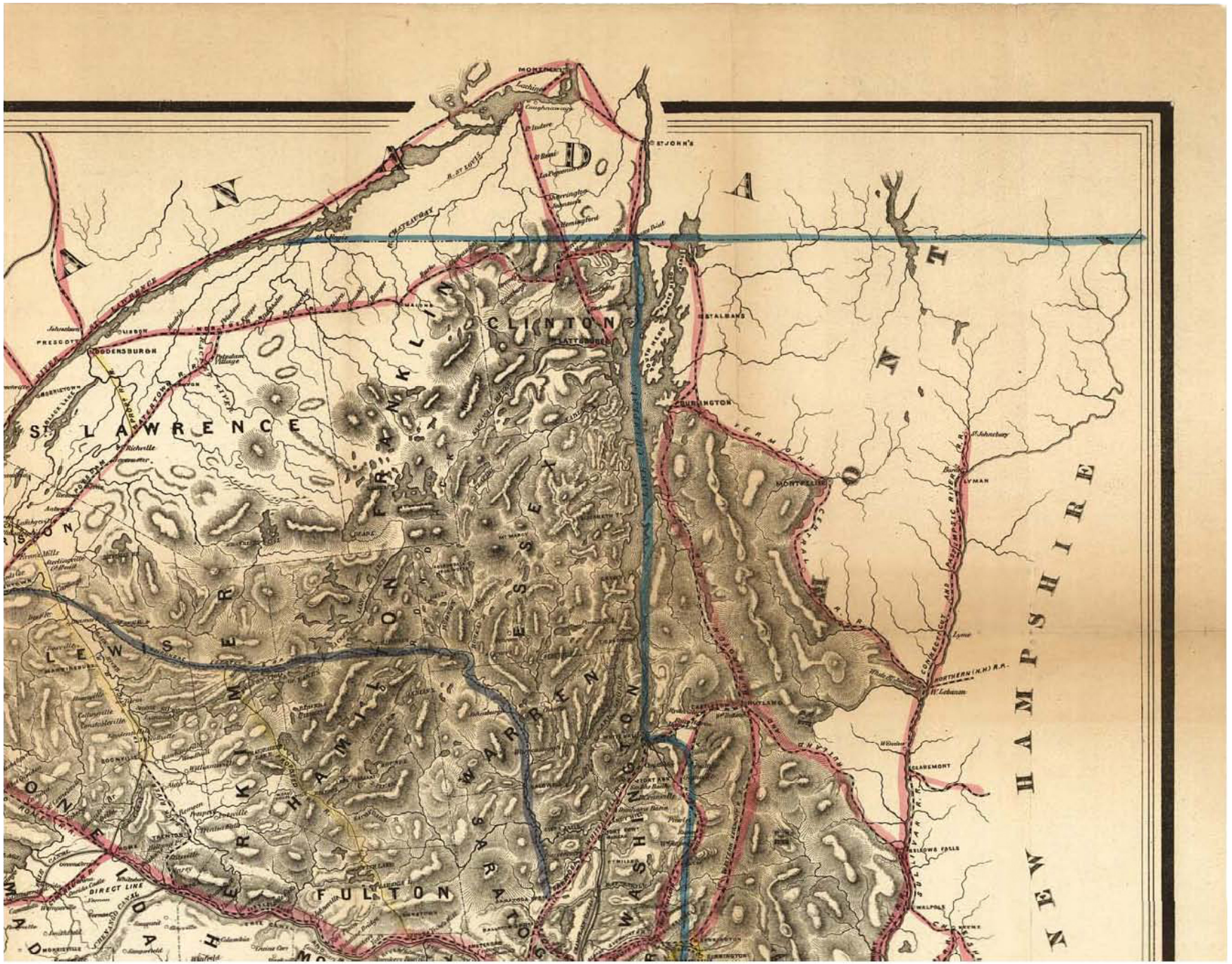
RECEPTION OF PRESIDENT LINCOLN AT CLEVELAND, OHIO—THE PRESIDENT ADDRESSING THE CROWD FROM THE BALCONY IN FRONT OF THE WEDDELL HOUSE.—FROM A SKETCH BY OUR SPECIAL ARTIST TRAVELLING IN THE SUITE OF THE PRESIDENT.

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

LIBRARY OF CONGRESS | LOC.gov/teachers | THIS RESOURCE http://hdl.loc.gov/loc.pnp/cph.3b09842



U & M Division
Library of Congress


CANADA
CANADA
NEW HAMPSHIRE
ST. LAWRENCE
CLINTON
FRANKLIN
ESSEX
WARREN
WASHINGTON
HAMILTON
FULTON
SARATOGA
MONTGOMERY
SCHENECTADY
HERKIMER
LEWIS
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MADISON
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Oswego
Syracuse
Saratoga
Schenectady
Canton
Potsdam
Malone
St. Albans
St. John's
Lake Champlain
Lake Ontario
Mohawk River
Hudson River
Erie Canal
Champlain Canal
Northern (N.H.) R.R.
Connecticut and Passumpsic Rivers R.R.
Vermont Central R.R.
Rensselaer and Saratoga R.R.
Troy and Boston R.R.
Utica and Schenectady R.R.
Mohawk and Hudson R.R.
Auburn and Syracuse R.R.
Oswego and Syracuse R.R.
Rome and Watertown R.R.
Ogdensburgh and Lake Champlain R.R.
Northern R.R.
Lake Shore R.R.
Buffalo and Lake Huron R.R.
Buffalo and New York City R.R.
Attica and Hornellsville R.R.
Genesee Valley Canal
Chenango Canal
Black River Canal
Oswego Canal
Cayuga and Seneca Canal
Crooked Lake Canal
Chemung Canal
Junction Canal
Delaware and Hudson Canal
Morristown
Ogdensburgh
Potsdam
Canton
Malone
Plattsburgh
Burlington
Montpelier
Claremont
Rutland
Troy
Albany
Utica
Rome
Oswego
Syracuse
Saratoga
Schenectady
Johnstown
Fonda
Canajoharie
Little Falls
Herkimer
Ogdensburgh
Lisbon
Prescott
Waddington
Potsdam
Canton
Malone
Chateaugay
Plattsburgh
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Claremont
Rutland
Troy
Albany
Utica
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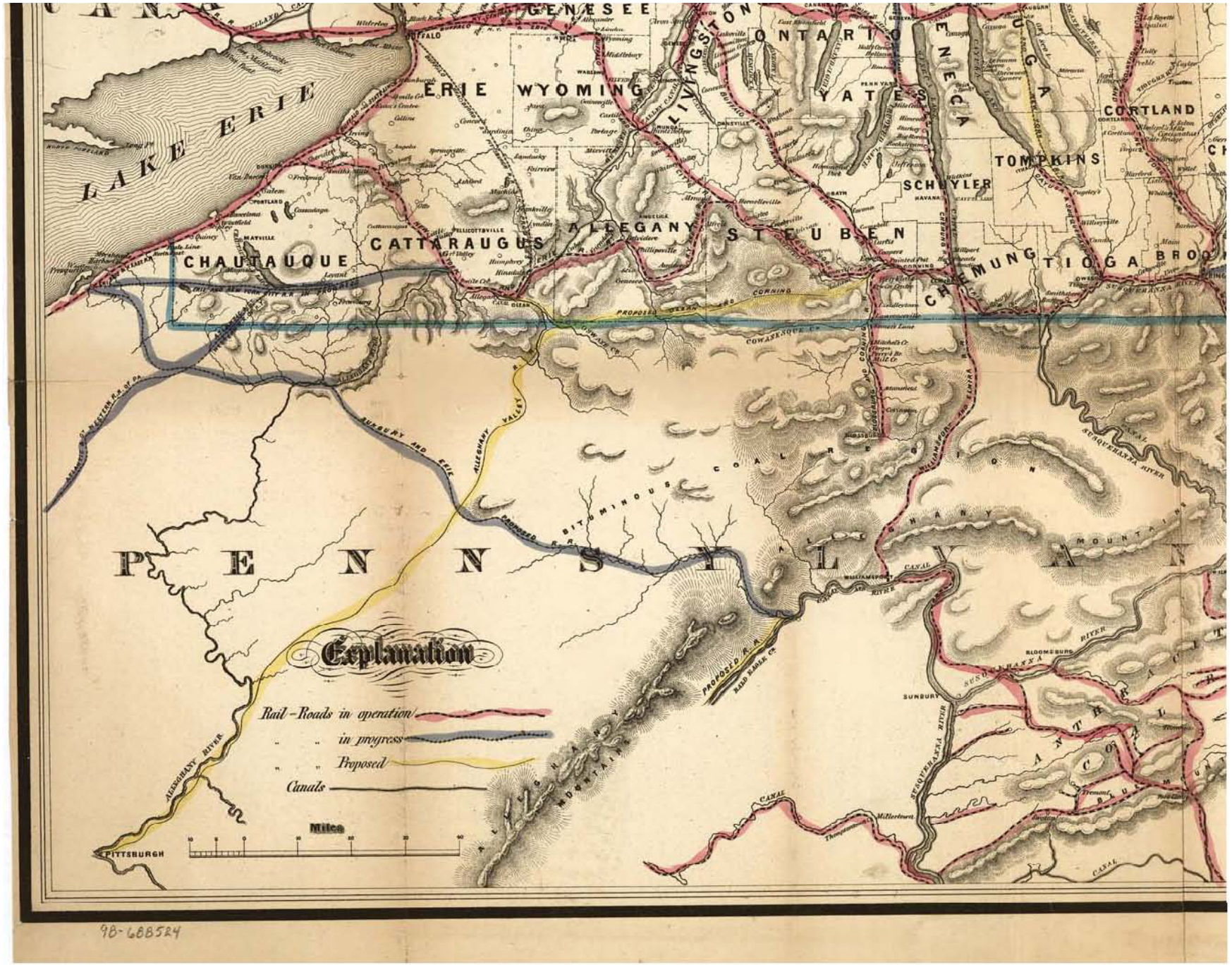
Syracuse
Saratoga
Schenectady
Johnstown
Fonda
Canajoharie
Little Falls
Herkimer

MONTGOMERY
SCHENECTADY
OTSEGO
ALBANY
RENSSELAER
CHENANGO
SCHOHARIE
COLUMBIA
DELAWARE
GREENE
MASSACHUSETTS
ULSTER
SULLIVAN
DUTCHESS
CONNECTICUT
RHODE ISLAND
ORANGE
PUTNAM
ROCKLAND
WESTCHESTER
LONG ISLAND SOUND
Fishers Island
Gardiners Island
LONG ISLAND
SUFFOLK
QUEENS
KINGS
RICHMOND
ATLANTIC OCEAN
Sandy Hook
G3801.P3 1861 .V3 RR 265


Explanation
Rail-Roads in operation
in progress
Proposed
Canals
Miles
LAKE ERIE
GENESEE
ERIE
WYOMING
LIVINGSTON
ONTARIO
YATES
SENECA
CORTLAND
TOMPKINS
SCHUYLER
CHAUTAUQUE
CATTARAUGUS
ALLEGANY
STEUBEN
CHEMUNG
TIOGA
PENNSYLVANIA
BITUMINOUS COAL REGION
ALLEGHANY MOUNTAINS
PITTSBURGH
SUNBURY
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.

THE NATIONAL POLITICAL CHART

LIEUTENANT-GENERAL WINFIELD SCOTT.

ABRAHAM LINCOLN.

MAJOR ROBERT ANDERSON,
COMMANDER AT FORT SUMTER.

MAJOR-GENERAL JOHN E. WOOL.

LIEUTENANT SLEMMER,
COMMANDER AT FORT PICKENS.

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