



# TEACHER TREASURES

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## A TREASURE TROVE IN OUR BACKYARD!

Good teachers are constantly on the hunt for high quality resources that will pique our students' interest and take our teaching and their learning to new dimensions. Living in this area affords us many wonderful educational opportunities from fieldtrips to local battlefields, the downtown museums, and the halls of Congress. One educational gem that is growing in riches by the millions, are the resources of the Library of Congress, both on Capital Hill and on the World Wide Web. The [Library of Congress](#) web site has over 7 million digitized primary sources and an abundance of teaching tools and proven lessons in a user friendly format that will take our students to those soaring new heights. Imagine finding sheet music about the controversial presidential campaign of [Abraham Lincoln](#) in 1860 or the baseball cards of legends [Ty Cobb](#), [Cy Young](#), or [Christy Mathewson](#)? How about using political cartoons of the [Cold War](#) in your Social Studies classroom, or analyzing the designs of [Alexander Graham Bell](#) or

[Thomas Edison](#), in your Science lessons? Discover the poetry of [Robert Frost](#) or the photographs of [Ansel Adams](#) to use with K-12 students.

These items and so much more can be found in the [American Memory](#) collections, which highlight U.S. history and culture. In addition, the LOC site features other treasures such as: [Ask a Librarian](#), an online reference tool, [America's Library](#) for kids and families, and [THOMAS](#), the legislative resource used by our senators and representatives. So, if you haven't started digging at the LOC yet, or have not been back recently, take a closer look. It will take your breath away!



Credit Line: Library of Congress, Rare Book and Special Collections Division, Alfred Whitall Stern Collection of Lincolniana.

## BRING ON THE ELECTIONS! (CONTINUED, P. 2)

Every four years we endeavor to teach the presidential election creatively. We desire to enliven the electoral process, educate our students as to the merits and positions of the candidates and breathe some life into what often seems far removed from the world of young people. One way to do this is to utilize the lives and campaigns of past presidents and presidential candidates

through primary sources. There are many photographs, prints, campaign songs, documents, motion pictures, and sound recordings available in [American Memory](#) related to the electoral process. Listen to a stump speech for [Harding and Coolidge](#) or watch [Theodore Roosevelt](#) address a crowd. Study the campaign posters of [Millard Fillmore](#) and [James Buchanan](#) and

### SPECIAL POINTS OF INTEREST:

- [LIBRARY OF CONGRESS](#), [www.loc.gov](http://www.loc.gov)
- [American Memory](#), <http://memory.loc.gov/highlights> U.S. history and culture through primary sources.
- [The Learning Page](#), <http://memory.loc.gov/learn/> is designed especially for teachers.
- [Ask a Librarian](#), [www.loc.gov/rr/askalib](http://www.loc.gov/rr/askalib) is an online reference tool.
- [America's Library](#), [www.americas.library.gov/](http://www.americas.library.gov/) appeals to kids and families.
- [THOMAS](#), <http://thomas.loc.gov> is the legislative resource for Congress.

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E.W. Guston, 1909 Credit Line: Library of Congress, Prints and Photographs Division [reproduction number, e.g., LC-USZ62-110212]

## BRING ON THE ELECTIONS! (CONTINUED FROM P. 1)

compare its appeal to the techniques candidates use today. One fabulous feature presentation, ready for your use on the Learning Page is entitled: [Elections...the American Way](http://memory.loc.gov/ammem/ndlpedu/features/election/home.html) at: <http://memory.loc.gov/ammem/ndlpedu/features/election/home.html>. *Elections...the American Way* is a highly interactive presentation that involves students in an understanding of who can be a candidate, the evolution of suffrage, the history of political parties, the election process, and a comparison of campaign issues from the past and present. All this is done through the creative use of primary sources beginning with the U. S. Constitution through the elections of the past 200+ years. Students may work independ-

ently or in small groups to analyze and evaluate each aspect of the presentation before launching into a study of the candidates of 2004. They will come away with a sense of the cyclical nature of history by looking at the themes found in the issues titles: “*Win the War and Win the White House*”, “*Slavery, Secession and States’ Rights*”, “*Anti-Corruption*”, “*The President and the Press*”, and “*Foreign Policy and Peace*”. They can then simulate this electoral season or create original political parties and hold mock elections of their own. [Resource links](#) at the end of the presentation provide added opportunities for your students to get involved in the current campaign season and do their part to help get out vote!



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## I DO SOLEMNLY SWEAR—INAUGURATIONS

[“I Do Solemnly Swear . . .”](#): [Presidential Inaugurations](#) is a collection of approximately 400 items from each of the 54 inaugurations from George Washington to George W. Bush. This collection 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. It is organized chronologically and an effort has been made to offer a balanced number of items for each inauguration. Special Presentations include : [Presidential Inaugurations: Words and](#)

[Images](#), [Presidential Oaths of Office](#), [Precedents and Notable Events](#), [Bibles and Scripture Passages](#). One of the most useful features for teachers is the [Collections Connections](#). High quality suggestions are given for using items from [I Do Solemnly Swear](#) to compliment U.S. History, Critical Thinking, and the Arts and Humanities. As we strive to teach for meaning and make connections to present times with our students, finding themes in past inaugurations and examining how our nation addressed past challenges can provide insight to concerns of today and tomorrow.



Library of Congress, Prints and Photographs Division [reproduction number, e.g., LC-USZ62-110212]. Theodore Roosevelt, 1903

## PRESIDENTIAL TRAITS—USING PRIMARY SOURCES

Our nation’s Presidents lead with important skills, experiences, passions, and beliefs. The following student activity requires you to use [American Memory](#) to find primary sources that depict our presidents, their traits, and times.

1. **Teacher:** Collect primary sources depicting social change, foreign policy, rituals, war, and the economy for five presidents. The American Memory collections are particularly strong from Washington to FDR. Use the [Learning Page](#) and [Pathfinders](#) as searching tools.

2. **Teacher:** Place primary sources into folders that are color coded by theme. Ask students to choose a folder with a primary source of interest.
3. **Students:** Examine the primary source and describe the item using prior knowledge and objective observations.
4. **Students:** Ask self, “How do I relate to this item/president?”
5. **Teacher:** Move students to groups according to those who (continued, p. 3)

## CREATING MINI PRESIDENTIAL LIBRARIES

When modern American presidents leave office, the records and artifacts of their tenure are housed in carefully created presidential libraries which serve to illuminate their work and legacy. These libraries are used by the public for research and education. This lesson asks students to use the primary sources of the [American Memory](#) collections to create “mini” versions of the modern presidential library and determine for themselves, the legacy and impact of individual presidents. In this way, students use aspects of the *parallel of practice* from the *Parallel Curriculum Model* devised by Carol Tomlinson (2001), to work as curators and historians. This lesson could fit into a larger

unit on the role of the presidency or be part of a year-long study of United States history. It is designed for secondary students (grades 7-12), and addresses Virginia Social Studies standards related to identifying and interpreting primary sources, formulating historical questions and defending findings based on inquiry and interpretation, making connections between past and present, sequencing events in U.S. history, interpreting ideas and events from different historical perspectives, and evaluating and discussing issues orally and in writing. Using [Thomas Jefferson](#) as an example, students will be able to evaluate primary sources to determine Jefferson’s impact (continued p. 4)



Thomas Jefferson, bust portrait, right profile, wearing laurel crown. Aquatint portrait after painting ca. 1799 by Tadeusz Kosciuszko.

## FROM GEORGE W TO GEORGE W FEATURE PRESENTATION

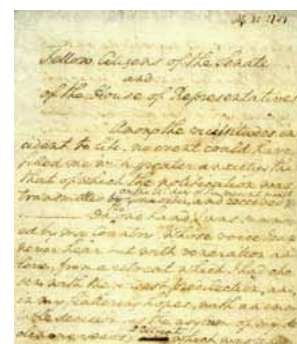
*How does an inaugural oath turn an ordinary citizen into the President, the Leader of our Nation?* That is the question posed in the animated and chock-full of primary sources Feature Presentation entitled, [Inaugurations, from George W to George W...](#) found at <http://memory.loc.gov/learn/features/inaug/theatre.html>. This presentation is designed with a stage theme in mind and is divided into three parts. Part I. Prologue—emphasizes the peaceful transition of power that has taken place when one has assumed the presidency. Part II. Opening Act—looks closely at themes

present in first inaugural addresses, promises to keep by second term presidents, signs of domestic and foreign policy, and economic policies put forth by our commanders-in-chiefs. Finally, Part III Review—evaluates promises made by presidents, memories of inaugurations, and our most recent presidential pledges for the new millennium. This is a fun and informative presentation that provides the big picture for students endeavoring to evaluate the impact of a peaceful changing of the guard even during tumultuous times.

*“I do solemnly swear (or affirm) that I will faithfully execute the office of the President of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States.”* Presidential Oath of Office.

## PRESIDENTIAL TRAITS— A STUDENT ACTIVITY (CONTINUED FROM P. 2)

- have items related to the same president.
6. **Students:** Each person in the group should fully describe the item they have examined. Other group members should try to add something they see/hear to enhance the overall description.
  7. **Students:** Together, discuss and record the skills, experiences, traits, tools, passions, and beliefs the president possessed or used as evidenced in the primary sources.
  8. **Teacher:** Regroup students again by colored folders.
  9. **Students:** Share items with new group. Decide if there is an overall theme that connects these primary sources together.
  10. **Teacher:** Bring all groups together to share items and themes. Ask how these primary sources help us understand the role and leadership of the presidency, and compare to traits those our current presidential candidates possess. *Designed by Dr. Rhonda Clevenson, AAMNVA Director*



[Inaugural Address, April 30, 1789, in Washington's hand.](#) Library of Congress. Manuscript Division. The Papers of George Washington.

*TEACHER TREASURES* was written and edited by Patricia Baron Carlson, Professional Development Specialist, AAMNVA  
[pcarlson@aamnva.org](mailto:pcarlson@aamnva.org)

*Adventure of the American Mind  
Northern Virginia Partnership  
Dr. Rhonda Clevenson, Program Director  
3300 North Fairfax Drive, Suite 212  
Arlington, VA 22201  
Phone: 703-294-6270*

**Coming Next Issue...** AM Collection Highlights, Learning Page Treasures, Lesson Plan Ideas, and AAMNVA website offerings for Teachers & Students!



JOINING EDUCATORS AND STUDENTS  
WITH LIBRARY OF CONGRESS RESOURCES  
[WWW.AAMNVA.ORG](http://WWW.AAMNVA.ORG)

An Adventure of the American Mind Northern Virginia ([AAMNVA](#)) Partnership was formed under the leadership of [Congressman James Moran](#) to provide students in Northern Virginia with learning experiences that use Library of Congress primary resources to promote critical thinking and the understanding of the established state/school district curriculum. The partnership includes [Alexandria City Public Schools](#), [Arlington Public Schools](#), [Falls Church City Public Schools](#), and [Fairfax County Public Schools](#).

The AAMNVA program is a professional development program designed by school personnel in an effort to promote student learning while advancing current local school district instructional initiatives. Each school in the partnership will have an opportunity for school-based professional development and the school system will have opportunities for district-wide curriculum development that will result in learning experiences that use LOC primary resources to challenge and support students in achieving state standards and curricular goals.

Since February, 2004, AAMNVA program has served nearly 500 educators. In addition to school-based programs, the professional development has included bringing more than 200 educators to the [Library of Congress](#). These professional development experiences enable educators to develop expertise with using the Library of Congress collections. Collaboration opportunities among the participants from the Northern Virginia school systems have been a highlight in the program development activities.

The goal of all AAMNVA professional development activities is to assist teachers in implementing challenging learning experiences with students that use the Library of Congress primary resources as a vehicle to increase student understanding of the established curriculum.

The AAMNVA program will continue to serve educators in Arlington Public Schools, Alexandria City Public Schools, Falls Church City Public Schools, and Fairfax County Public Schools through June, 2008.

## CREATING MINI PRESIDENTIAL LIBRARIES (CONTINUED FROM P. 3)

on the U.S. and the world in the early 1800's. By the end of the lesson, evidence of this learning will be found in the research and creation of a presidential library or exhibit explaining Jefferson's presidency, and the student creators' view of his legacy.

**Note:** Students may research any president to create a mini presidential library. The LOC holdings are particularly rich with primary sources for George Washington through FDR. Use [Pathfinders-People-Presidents](#) to find items.

**Setting the Stage:** The teacher begins this lesson by introducing Thomas Jefferson through a quote, map, photograph or document to elicit prior knowledge about the time period and the man.

**Project Goals:** Explain that students will work in small groups to research Jefferson using [American Memory](#) to create a primary source exhibit that depicts his life, a description of the era in which he led, foreign policy issues of the time, domestic concerns including social and economic policy, and their evaluation of his legacy and impact. They should include a comparison and contrast between their views and those of professional historians who have studied

Jefferson's legacy. The library may be digital or hand-constructed on tri-fold cardboard.

**Parallel of Practice:** Have students view the LOC exhibition, [Madison's Treasures](#) as well as online presidential libraries to determine evaluation criteria for content and design of their exhibit. Arrange for a museum curator to meet with students to answer questions about standards of quality and the creation of museum exhibits. Have students consult professional historians' evaluations of the president (through secondary sources or email if possible), and compare/contrast their evaluations to those of the historian. A student bibliography of primary and secondary sources should be included in the final project.

**Assessment:** Provide students with teacher created research and planning guides. This will help structure their work and hold all accountable. The teacher should also create a rubric for the final exhibit keeping in mind quality and accuracy of historical content, student evaluation of president, and design aesthetics. Allow students to self-assess their exhibit and give them an opportunity to view and discuss the work of their peers.

*Lesson created by Patricia Carlson, Professional Development Specialist, Adventure of the American Mind, Northern Virginia*