TAKE THE LIBRARY HOME WITH YOU!

Library staff have specifically selected these items for English & Language Arts teachers.

The Short Story Cube prints out Library of Congress teacher resources, which are all free to use and reuse. This document provides a full list of items offered through the Story Cube at NCTE’s 2023 Annual Conference. QR codes will connect you to our website to learn more!

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Finding Teacher Resources

Library of Congress Teacher’s Website
loc.gov/teachers

Find out how you can bring primary sources into your classroom quickly and effectively by visiting the Library of Congress’ Teacher’s Website.

The Library of Congress offers classroom materials and professional development opportunities to help teachers effectively use primary sources from the Library’s vast digital collections in their teaching.

On loc.gov/teachers, you will find the following:

- How to get started with primary sources;
- Classroom materials and suggestions;
- Primary source analysis tools;
- How to cite primary sources;
- Professional development opportunities

To visit loc.gov/teachers to learn more about the available Library of Congress teacher resources, scan the QR code.
What is a primary source?
Primary sources are the raw materials of history — original documents and objects that were created at the time under study. They are different from secondary sources, accounts that retell, analyze, or interpret events, usually at a distance of time or place.

Why teach with primary sources?
Bringing young people into close contact with these unique, often profoundly personal, documents and objects can give them a sense of what it was like to be alive during a long-past era. Helping students analyze primary sources can also prompt curiosity and improve critical thinking and analysis skills.

On the “Getting Started with Primary Sources” webpage, learn how to:
- Engage students with primary sources
- Promote student inquiry
- Assess how students apply critical thinking and analysis skills to primary sources

To learn more, scan the QR code to visit the “Getting Started with Primary Sources” webpage from the Library of Congress.
In the Teacher-in-Residence program, a K-12 educator works with Library of Congress Educational Resources and Educational Programs staff to help teachers incorporate the Library’s collections of digitized primary sources into high-quality instruction. Previous Teachers-in-Residence have led professional development workshops, represented the Library at various conferences across the United States, and developed teaching materials and lesson plans using the Library’s digitized primary sources for national distribution.

**Qualifications include:**

- Knowledge of the Library's digitized primary sources with experience using them in upper elementary or middle school instruction,
- Leadership experience, especially in designing and delivering primary source-based learning activities for students,
- Experience and enthusiasm for conducting historical research,
- An ability to think "big picture" as well as focus on details and multitask,
- An innovative, flexible and collaborative work style, able to work on a team in an office environment,
- Excellent spoken and written communication skills,
- The ability to live and work in the Washington, DC, metro area for the duration of the school year.

*Scan the QR Code, to learn more about the Teacher In Residence opportunity at the Library of Congress.*
The TPS Consortium currently includes more than 200 partner organizations and reaches all 50 states and the District of Columbia. Consortium members share ideas, information, and materials, and in many cases collaborate on the design and delivery of TPS projects.

TPS Consortium members represent several broad types of educational organizations, including colleges and universities, non-profits, cultural institutions, libraries, state agencies, professional associations, public school districts, and advocacy organizations.

TPS Consortium members use Library of Congress online collections to teach subjects like rural history, civics, ethnic studies, journalism, writing, urban education, geography, STEM, and more. They offer professional development workshops and academic courses; write curricula others can adapt to use with their own students and participants; and create online apps and online interactives that teach concepts, develop analysis skills, and unleash creativity.

For more information on the TPS Consortium, scan the QR code.
The Library of Congress Literacy Awards are intended to draw public attention to the importance of literacy, and the need to promote literacy and encourage reading in the United States or abroad. The awards also encourage the continuing development of innovative methods for combating illiteracy and the wide dissemination of the most effective practices.

The Literacy Awards Program has awarded more than $3 million in prizes to more than 180 institutions in 39 countries. By recognizing current achievements, the awards seek to enable any organization or program that does not operate on a for-profit basis to strengthen its involvement in literacy and reading promotion and to encourage collaboration with like-minded organizations.

2024 Literacy Awards applications will become available in January 2024.

Why Apply?
- Receive a cash prize to further your mission and program goals.
- Gain public recognition for your work.
- Join a growing network of past winners and honorees.

Learn about the 2023 Literacy Awards Top Prize Winners:

David M. Rubenstein Prize ($150,000):
The News Literacy Project
American Prize ($50,000):
Downtown Boxing Gym
International Prize ($50,000):
Worldreader

In addition to the top three prize categories, applicants will automatically be considered for the Successful Practices Honoree ($5,000 each) category.

Scan the QR code to visit the website and learn more about the Literacy Awards Program.
In the nineteenth century, social changes and the rise of new media revolutionized the way people discovered and read literature. As a result, the audience for American literature grew tremendously, and many authors became celebrities.

Edgar Allan Poe (1809-49) was orphaned at a young age. Poe had some success as a writer of poems and short stories, but he also continued to be plagued by alcohol and money problems. Life's tragedies affected his writing. Poe died at the age of 40.

Despite the problems in his personal and financial life, his detective stories and macabre poetry remain popular today.

**Teaching Activity Suggestion:**
Refer to the "American Authors in the Nineteenth Century: Whitman, Dickinson, Longfellow, Stowe, and Poe" Primary Source Set.

**Ask your students** to find out something about an author's life and times. How does the work reflect the time in which the author worked and the author's life experiences? Have students report their findings and conduct a class discussion of similarities and differences among authors.

To view the full “American Authors in the Nineteenth Century: Whitman, Dickinson, Longfellow, Stowe, and Poe" Primary Source Set on the Library of Congress website, scan the QR code.
Author Card

American Authors in the Nineteenth Century

Walt Whitman

In the nineteenth century, social changes and the rise of new media revolutionized the way people discovered and read literature. As a result, the audience for American literature grew tremendously, and many authors became celebrities.

Walt Whitman (1819-92) grew up in a large New York family that had serious financial problems. He left school at age 11. By the age of 20, Whitman already had founded and sold a newspaper, the Long Islander. He wrote poetry and in 1855 self-published the first edition of his classic work, Leaves of Grass, which remains one of the most influential works of American poetry.

Although Whitman did not use traditional rhyme and meter in most of his poetry, there were exceptions, including "O Captain, My Captain," a popular poem written on the death of President Lincoln.

Teaching Suggestion:
The primary source set "American Authors in the Nineteenth Century: Whitman, Dickinson, Longfellow, Stowe, and Poe" includes examples of illustrations and other images inspired by authors' writing. Encourage students to evaluate these images and explore the connections between an illustration and the text.

Ask Students:
- How does your selected illustration or image contribute to the meaning or tone of the text?
- How does the illustration differ from your own interpretation of the text?

To view the full "American Authors in the Nineteenth Century: Whitman, Dickinson, Longfellow, Stowe, and Poe" Primary Source Set on the Library of Congress website, scan the QR code.
In the nineteenth century, social changes and the rise of new media revolutionized the way people discovered and read literature. As a result, the audience for American literature grew tremendously, and many authors became celebrities.

Harriet Beecher Stowe (1811-96) observed slavery firsthand while living in Cincinnati. She wrote one of the most influential books in U.S. history: Uncle Tom's Cabin. First published as a serial in the abolitionist newspaper The National Era, the novel came out as a two-volume book in 1852. An international bestseller, the book led readers to question the evils of slavery and galvanized the abolitionist movement and inspired numerous other authors of the time to address social problems through their writing.

Teaching Suggestion:
The primary source set "American Authors in the Nineteenth Century: Whitman, Dickinson, Longfellow, Stowe, and Poe" includes documents created by authors. Some of the documents show the authors' revisions or corrections on their work.

Ask students to:
- Examine these documents. Can students apply what they learn about revisions to their own work?
- Write a descriptive paragraph or a short poem and then revise it over several days, dating each version. How does their work change over time?

To view the full “American Authors in the Nineteenth Century: Whitman, Dickinson, Longfellow, Stowe, and Poe” Primary Source Set on the Library of Congress website, scan the QR code.
Writers and Writing
Alexander Hamilton
Teaching with the Library of Congress

Have you ever used a $10 bill, visited an American bank, or studied the United States Constitution? Then, you have encountered, to some extent, the influence of Alexander Hamilton (1757-1804). Indeed, this important figure in the nation’s foundational years assumed numerous integral roles, many of which had an impact on U.S. history, government, and culture.

Teaching Suggestion:
Ask students to select a depiction of Hamilton from his lifetime and a more recent depiction, either from the "Alexander Hamilton" Primary Source Set or elsewhere.

Ask students:
• How have perceptions of Alexander Hamilton evolved or shifted over time?
• Are these perceptions a result of societal or political shifts or trends, new academic scholarship, or developments in pop culture?
• How can they explain these changes in perception?

Scan the QR code to view the full “Alexander Hamilton” Primary Source Set on the Library of Congress’ website.
While some of George and Lennie's experiences in John Steinbeck's classic novella *Of Mice and Men* are universal, such as the dream of a place to call home and the need for friendships, others are directly related to the book's setting.

One significant element of the novella's context is George and Lennie's nomadic life as migrant farm laborers. At the beginning of the book, they have traveled from Weed, California in Siskiyou County to Soledad in Monterey County. Using primary sources to teach will help to contextualize the story and deepen student understanding.

Use the Teacher's Guide to Analyzing Sheet Music and Song Sheets (www.loc.gov/teachers) to facilitate analysis of the song "I'd Rather Not be on Relief."

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**I'D RATHER NOT BE ON RELIEF**

Lester Hunter Shafter, 1938

We go around all dressed in rags
While the rest of the world goes neat,
And we have to be satisfied
With half enough to eat.
We have to live in lean-tos,
Or else we live in a tent,
For when we buy our bread and beans
There's nothing left for rent.

Ask Students:
- In what ways does the song reflect George and Lennie's experiences?
- What questions does the song raise about the Depression and the struggles people faced?

Scan the QR code to read the rest of the blog post “Of Mice and Men: Exploring the Context with Primary Sources.”
Resources from the National Book Festival are a great way to introduce your students to active authors. Because not all students or schools have access to author visits, the Festival videos offer opportunities for students to hear from authors with whom they may be familiar as well as authors new to them.

**Teaching Suggestion:**
Consider watching a video from the National Book Festival as a class after reading one or more poems by the writer.

**Ask students** how listening to the writer speak about their work changes their experience as readers. If the video includes a poetic reading, offer a printed copy of the work to follow along instead of reading first. Ask how listening to the poet read their own work is different from reading it silently or listening to someone else read.

*To read the full blog post with more information about the National Book Festival, scan the QR code.*
Writers and Writing

Teaching with the Library of Congress

Notable authors in a variety of fields appear in the Library of Congress' Writers and Writing Free to Use and Reuse set along with people who overcame challenges in writing. You'll find connections to novelists, poets, historians, philosophers, reformers, scientists, a mystery writer and a horror fiction king.

The Library of Congress is working to make it easier for you to find content that is rights-clear or in the public domain. The Free to Use and Reuse sets are just a small sample of the Library's digital collections that are free to use and reuse. The digital collections comprise millions of items including books, newspapers, manuscripts, prints and photos, maps, musical scores, films, sound recordings and more.

Scan the QR code to explore all of the Library of Congress 'Free to Use and Reuse' sets.
Where do you like to read? The pictures in the Reading – Books, Maps, and More Free to Use and Reuse set confirm that you can enjoy reading just about anywhere. You might be walking with a dog, sitting on a crate, rowing a boat, or visiting a library. What you read also ranges widely--from books and scrolls to maps, magazines, newspapers, letters, and computers.

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Scan the QR code to explore all of the Library of Congress ‘Free to Use and Reuse‘ sets.
Poetry at the Library
Poetry Is Everywhere at the Library of Congress!
Teaching with the Library of Congress


For example, last year the Library published a compilation of resources on Ukraine, including poetry.

Here are the opening lines of "My Testament," a Ukrainian poem by Taras Shevchenko:

*When I am dead, bury me
In my beloved Ukraine,
My tomb upon a grave mound high
Amid the spreading plain,
So that the fields, the boundless steppes,
The Dnieper's plunging shore
My eyes could see, my ears could hear
The mighty river roar.*

To read the full blog post with more information about poetry at the Library, scan the QR code.
Poetry at the Library
Found Poetry
Teaching with the Library of Congress

While there are many ways that students can “retell” history, one very effective strategy is the writing of “found” poetry. Using rich primary source texts, students select words that allow them to retell the historical content in poetic form.

Teaching Suggestion:
Langston Hughes’ poem is just one of many works offered in the “Found Poetry” Primary Source Set. This poem offers students a chance to view the process of Hughes’ writing, not just the final product.

Invite students to analyze his edits, consider why these changes may have been made, and think about what the poem would have said without these changes. Students may wish to find out more about the life of Booker T. Washington, as well.

Scan the QR code to see the full “Found Poetry” Primary Source Set on the Library of Congress’ website.
Alice Duer Miller’s incisive poetry advocating for women’s suffrage was in response to publications and speeches, but poetry can be used as a tool of protest and social change.

The provided poem imagines an exchange between a father and son, in which the son twice asks the title question and each time the father answers differently: When it comes to voting rights, “criminals, lunatics and women are not people;” however, in response to a question about paying taxes, women are people “just as much as men are.”

Miller initially published her poetry in the New York Tribune newspaper, but many of the poems were published in two books: Are Women People? and Women are People!

**Teacher Suggestion:**

Encourage students to select a poem that quotes a speech or published writing, and try to learn more about the original text, the person who created it, and the circumstances to which the person was reacting.

To read more, scan the QR code to visit the "Launching Student Learning About Women’s Suffrage with a Suffragist’s Poetry" blog post.
In the 1930s, disaster struck the southwestern Great Plains region of the United States. In the heartland of the U.S., poor soil conservation practices and extreme weather conditions exacerbated the existing misery of the Great Depression and instigated the largest migration in American history, better known as “The Dust Bowl Migration.”

**Why We Came To Californy [California]**  
Flora Robertson Shafter, 1940

```
Here comes the dust-storm  
Watch the sky turn blue.  
You better git out quick  
Or it will smother you.

Here comes the grasshopper,  
He comes a-jumpin' high.  
He jumps away across the state  
An' never b'ats an eye.

Here comes the river  
It sure knows its stuff.  
It takes our home and cattle,  
An' leaves us feelin' tough.

Californy, Californy,  
Here I come too.  
With a coffee pot and skillet,  
i'm a-comin' to you!
```

**Teaching Suggestion:**
Read "Why We Come to Californy [California]" with your students. Poems and song lyrics provide rich evidence of irony and the pathos of the time period.

Assign or allow students to select a poem or song from the Library's “Dust Bowl Migration” Primary Source Set and ask them to identify examples of irony or pathos.

Scan the QR code to view more primary sources from the “Dust Bowl Migration” Primary Source Set from the Library of Congress.
"Living Nations, Living Words" is the signature project of the 23rd U.S. Poet Laureate, Joy Harjo. In an introductory statement about the project, Harjo wrote, "As the first Native U.S. Poet Laureate, I decided that my signature project should introduce the country to the many Native poets who live in these lands." The project encompasses an ArcGIS story map (a server and online geographic information system) and an online poetry collection that includes the work of 47 contemporary Native poets.

These poets also contributed recordings of themselves reciting their work, as well as some personal commentary and context about the poems they selected for the project. The featured poetry reflects a series of themes and touchpoints, including place, displacement, acknowledgment, resistance, persistence, and visibility.

To learn more about this project and access the Guide for Educators, scan the QR code.
The National Ambassador for Young People's Literature is an initiative of the Library of Congress in partnership with Every Child a Reader. It is also a title that comes with prestige and a platform to spread a message of love for books and reading. Each Ambassador adds their own flavor to this goal, and Meg Medina, the 8th Ambassador, is planning a unique community-oriented approach to her upcoming 2-year term, encapsulated by her platform "Cuéntame: Let's Talk Books."

Below, read a sneak preview of an interview about what brought her to this position, what drives her passion as a literacy advocate, and what she sees on the horizon.

Our conversation has been edited for length and clarity.

"I'd love to help our readers get to know you. Can you tell us some fun facts that everyone should know?"

Meg Medina: "Well, everyone should know that I write for kids of all ages. I think that I write from the very youngest all the way to teenagers and occasionally for adults. So for me, the thing is story, I pick the age group and the format that matches the story that's in my heart that I want to tell at that time.

I think folks should know that I came to writing through stories in my family. I had very talkative Cuban aunts and grandmothers and mother, and they did a lot of talking and storytelling in the house...

I think people should know that I used to be a teacher...

And I think people should know that I love Milk Duds, but do not tell my dentist because I have been told I'm not allowed to eat them anymore."

Scan the QR code to read the full interview with Meg Medina.
National Ambassador for Young People's Literature
Grab the Mic: Tell Your Story
Jason Reynolds

The National Ambassador for Young People's Literature is an initiative of the Library of Congress in partnership with Every Child a Reader. It is also a title that comes with prestige and a platform to spread a message of love for books and reading. Each Ambassador adds their own flavor to this goal.

On January 16, 2020, award-winning writer Jason Reynolds began his tenure as the 7th National Ambassador for Young People's Literature. Reynolds focused specifically on helping young people see the value in their own stories though his signature platform GRAB THE MIC: Tell Your Story.

Get your students excited about writing! Find video archives, teaching activities, and more from GRAB THE MIC on the Library's website.

Scan the QR Code to learn more about Jason Reynolds's tenure at the Library of Congress.
Library of Congress
Primary Sources From Your State
OHIO

Did you know the Library of Congress has a Primary Source Set for all 50 states?

Ohio was admitted into the Union as the 17th state in 1803. The primary sources in the set, 'Ohio: Selected Library of Congress Primary Sources' highlight key moments in the state's story and provide opportunities for students to explore that rich history further.

Teaching Suggestion:
Find your state's Primary Source Set. Use question sets and the Library's primary source analysis tool to deepen student engagement and thinking about these compelling, imperfect objects. Select questions such as:

1. What do you see?
2. Why do you think this item was made?
3. What do you wonder about this item?

Extend student learning by asking them to write a caption for the item, imagine what happened an hour before or after what the item portrays, or expand a textbook or other secondary account of history to include the item.

These primary sources can raise further questions about the time, place, or events from which they emerged, and can prompt students to further investigation of the state's history.

To explore selected primary sources and teaching suggestions for all 50 states, scan the QR code.
In the middle of the 20th century, the United States was rocked by a nationwide movement for equal rights for African Americans and for an end to the racial segregation and exclusion that had been enforced by law and by practice throughout the Jim Crow era. This movement took many forms, and its participants used a wide range of means to make their demands felt. By the end of the 1960s, the civil rights movement had brought about dramatic changes in the law and in public practice, and had secured legal protection of rights and freedoms for African Americans that would shape American life for decades to come.

**Teaching Suggestion:**
Select resources from the “Civil Rights Movement” Primary Source Set.

Allow time for students to study and analyze one primary source without presenting the caption or headline, and then ask them to write a caption or headline. To sharpen their focus and prompt discussion, divide students into pairs or small groups and require consensus. Finally, ask them to compare their product with the published caption or headline.

*To view the full “Civil Rights Movement” Primary Source Set on the Library of Congress’ website, scan the QR code.*
The Harlem Renaissance, also known as the New Negro Movement, was a period of great cultural activity and innovation among African American artists and writers, one that saw new artists and landmark works appear in the fields of literature, dance, art, and music. The participants were all fiercely individualistic talents, and not all of them saw themselves as being part of a movement. But in time writers such as Countee Cullen and Langston Hughes; painters like Jacob Lawrence and Romare Bearden; and musicians and composers such as Duke Ellington and Bessie Smith became widely known as members of the Harlem Renaissance.

Teaching Suggestion:
Select resources from the “The Harlem Renaissance” Primary Source Set.

Ask students to examine the newspaper pages from the Primary Source Set. How do they convey connections between the African American community in New York City—the principal setting of the Harlem Renaissance—and African Americans in other areas? What is the importance of these connections?

To view the full “The Harlem Renaissance” Primary Source Set on the Library of Congress’ website, scan the QR code.