

TAKE THE LIBRARY HOME WITH YOU!

Library staff have specifically selected these items for **Social Studies 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 NCSS'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.

Library of Congress
Getting Started with Primary Sources
Teaching with the Library of Congress

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.

Library of Congress
Teaching with the Library Blog
Primary Sources & Ideas for Educators

Discover and discuss the most effective techniques for using Library of Congress primary sources in the classroom. Teaching strategies, outstanding primary sources, lesson plans, teacher resources, and current thinking on effective classroom practice are all open for discussion on the Teaching with the Library blog.

**LIBRARY
OF CONGRESS
BLOGS**

The Library of Congress has millions of primary sources available for free online. Teaching with primary sources is a powerful way to help students engage with content, build their critical thinking skills, and construct knowledge.



Scan the QR code to access all of the Teaching with the Library blog posts.

Online Tools

Self-Paced Module

Professional Development

Find self-guided interactive professional learning modules from the Library of Congress on key concepts for teaching with primary sources online! Right now, there are two modules available:

1. **Analyzing Primary Sources** (45-60 minutes): An introduction to the foundations of primary source analysis. Watch a sample primary source analysis, practice the strategy by analyzing a historical photograph, and explore teacher resources from the Library of Congress.
2. **Multiple Sources for Multiple Perspectives** (45-60 minutes): Strategies for analyzing multiple primary sources to examine multiple perspectives. Analyze a primary source about a well-documented event in U.S. history, examine multiple points of view related to the source, and work with additional sources to further expand your understanding of multiple perspectives.

These self-contained, asynchronous, professional development modules can be completed in an hour or less. **Certificates for professional development time will be available.**



To explore the Library of Congress self-paced modules for professional development, scan the QR code.

Digital Collections
Historic Newspapers
Chronicling America

On the Library of Congress website, Chronicling America provides free access to millions of historic newspaper pages from nearly every state and territory in the United States published through 1963.

On Chronicling America, you'll find:

- Newspapers from all 50 states
- Newspapers in multiple languages
- Local newspapers
- Topic guides to help your search
- Newspapers between 1770 – 1963
- Each newspaper page's "About" page

The list goes on!

New newspaper pages are added to Chronicling America on a regular basis. Explore Chronicling America's newspapers on an interactive map and timeline interface and view additional data visualizations to better understand the scope and coverage of newspapers currently available in the collection.



Teaching Suggestion:

Choose newspapers with differing perspectives and ask students to study and compare how each paper reported about a particular event.

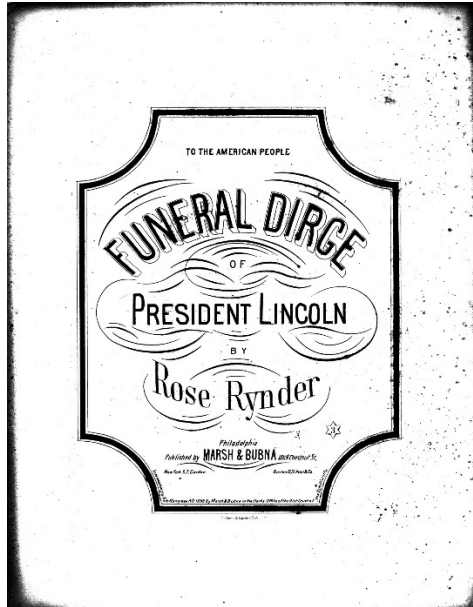
Students might begin by scanning the headlines and images, if any, attached to an article. To deepen their analysis, they might focus on word choice, which facts or details are included or omitted, and the order in which the facts are presented. They might even find that the papers report different sets of "facts."



To explore newspapers in Chronicling America, scan the QR code.

Historic Figures
Abraham Lincoln
Free to Use and Reuse

Abraham Lincoln (1809-1865) continues to inspire people throughout the world through his words and life. The Lincoln Papers came to the Library of Congress from Lincoln's oldest son, Robert Todd Lincoln, who arranged for their organization and care shortly after his father was assassinated on April 14, 1865.



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.

Historic Figures

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.

Historic Figures

The Louisiana Purchase and the Lewis and Clark Expedition
Teaching with the Library of Congress

The Louisiana Purchase Treaty, which was signed in April of 1803, transferred millions of acres of land west of the Mississippi River from France to the U.S. This acquisition opened new opportunities for westward expansion by the U.S. It also began a period of dramatic transformation, both for the United States and for the indigenous communities already living in the Louisiana territory. This spurred a number of attempts to explore. The best known of these journeys of exploration was the Lewis and Clark expedition, which began in 1804 and lasted more than two years.



A Canoe striking on a Tree,

Teaching Suggestion:

The “The Louisiana Purchase and the Lewis and Clark Expedition” Primary Source Set includes several maps, some embedded with other information.

Ask students to arrange the maps in chronological order and then to evaluate how each reflects what was known at the time. Ask them to consider, thinking about all of the maps: What changed over time? What stayed the same?



To view the full “The Louisiana Purchase and the Lewis and Clark Expedition” Primary Source Set on the Library of Congress' website, scan the QR code.

Historic Figures

Rosa Parks

Teaching with the Library of Congress

On Dec. 1, 1955, Rosa Parks was arrested when she refused to surrender her seat on a Montgomery, Alabama, bus to a white passenger. The arrest led to the Montgomery Bus Boycott, a seminal event in the U.S. Civil Rights Movement, and was a defining moment in Parks' long career as an activist.



Teaching Suggestion:

Use the “Rosa Parks” Primary Source Set to complete the following activity with your students.

Ask students what they can learn from these primary sources about why Rosa Parks took her stand against segregation, and about the organizations and movements that participated in the struggle. They might compare that to what they learn from a textbook or other secondary source and then write a possible update for the secondary source.



To view the full “Rosa Parks” Primary Source Set on the Library of Congress' website, scan the QR code.

Historic Figures

The Inventive Wright Brothers

Teaching with the Library of Congress

The Wright Brothers, Wilbur and Orville Wright, tested the first powered plane craft at Kitty Hawk in September 1903. Wilbur was the test pilot of the Wright Flyer, which only stayed in the air for 3½ seconds. By the fourth flight, Wilbur managed to keep the Flyer in the air for 59 seconds and made a trip of 852 feet.

As the brothers worked to achieve powered flight, they also worked to secure a patent for their invention which they finally received on May 23, 1906.

The Wright brothers will long be known for their momentous invention.



Teaching Suggestion:

Use “The Inventive Wright Brothers” Primary Source Set to complete the following activity with your students.

Consider Orville and Wilbur as children. What do their early letters tell you about their personalities? Their teamwork? What early jobs did they have and how did this help them develop problem solving and mechanical skills? Select a passage from one letter and match it to an image from the set.



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

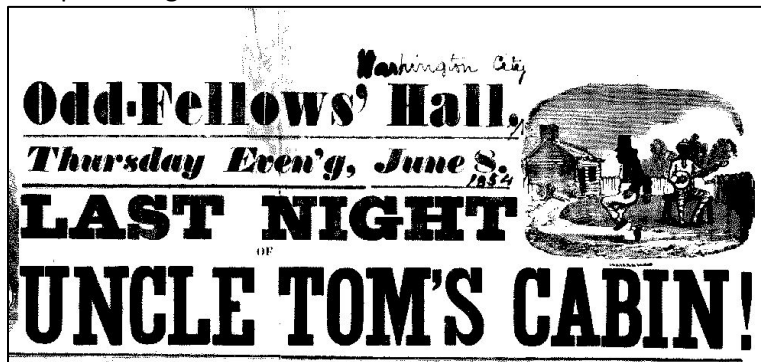
Historic Events

The Civil War

Teaching with the Library of Congress

In the 1850s, the conflict over slavery brought the United States to the brink of destruction.

In the course of that decade, the debate over slavery raged in the nation's political institutions and its public places. Congress enacted new policies related to slavery. The courts ruled on cases related to slavery. Abolitionists continued their efforts to end the institution. Political parties realigned and reformed. Newspapers, novelists, activists, and reformers joined the debate. All of these events were important in the decade preceding Abraham Lincoln's election and the outbreak of Civil War.



Teaching Suggestion:

Use "The Civil War: The Nation Moves Towards War, 1850-61" Primary Source Set to complete the following activity with your students.

Working as a class or in small groups, use several primary sources to create a timeline of important events in the 1850s.

- What evidence can they find in the documents of how Northerners and Southerners responded to each event?
- What additional documents might help fill gaps in their understanding of how the events affected the regional conflict?



To view the full "The Civil War: The Nation Moves Towards War, 1850-61" Primary Source Set on the Library of Congress' website, scan the QR code.

Historic Events

The Dust Bowl Migration

Teaching with the Library of Congress

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 California [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 bats an eye.  
  
Here comes the river  
It sure knows its stuff.  
It takes our home and cattle,  
An' leaves us feelin' tough.  
  
California, California,  
Here I come too.  
With a coffee pot and skillet,  
I'm a-comin' to you!
```

Teaching Suggestion:

Read "Why We Come to California [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.



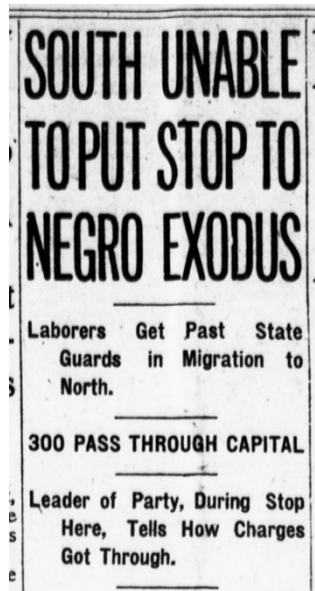
To view the full “The Dust Bowl Migration” Primary Source Set on the Library of Congress' website, scan the QR code.

Historic Events

The Great Migration

Teaching with the Library of Congress

From the 1910s to 1970, one of the largest internal migrations in the history of the United States took place. Millions of African Americans moved from rural to urban centers and from southeastern states to the north and west. This exodus, which came to be called “the Great Migration,” transformed American life in the 20th century and beyond.



Teaching Suggestion:

Direct students to select one or more historic newspaper accounts from the Library’s online newspaper archive, *Chronicling America*, that report on the Great Migration. Encourage them to identify the different perspectives that are included in each account. Are any perspectives missing? Why might that be?



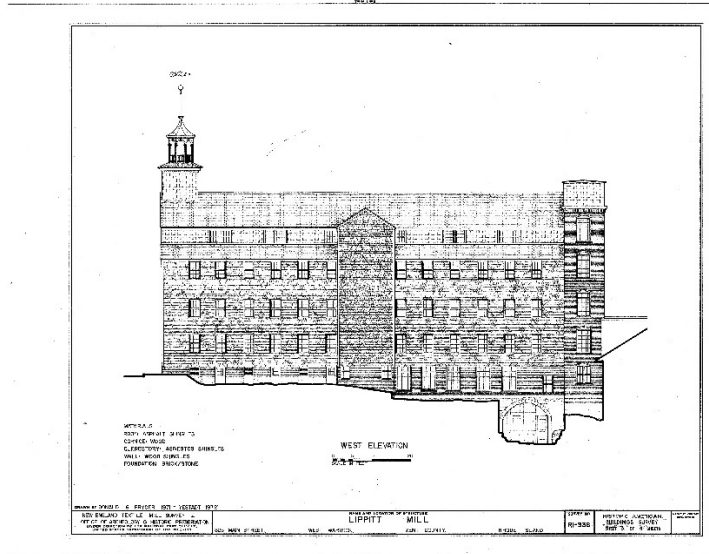
To view the full “The Great Migration” Primary Source Set on the Library of Congress’ website, scan the QR code.

Historic Events

The Industrial Revolution in the United States

Teaching with the Library of Congress

The Industrial Revolution took place over more than a century, as production of goods moved from home businesses, where products were generally crafted by hand, to machine-aided production in factories. This revolution, which involved major changes in transportation, manufacturing, and communications, transformed the daily lives of Americans as much as—and arguably more than—any single event in U.S. history.



Teaching Suggestion:

Use the “The Industrial Revolution in the United States” Primary Source Set to complete the following activity with your students.

Understanding a historical event as it was experienced by those who lived through it is an important skill of historical thinking. **Challenge your students** to study documents in the collection to identify varied perspectives on the changes brought by the Industrial Revolution, as experienced by people of the day.

Would students classify the responses as mainly positive, mainly negative, or about equally divided? How did people respond to what they perceived as negative effects of the Industrial Revolution?



To view the full “The Industrial Revolution in the United States” Primary Source Set on the Library of Congress’ website, scan the QR code.

Historic Events

Jamestown

Teaching with the Library of Congress

After five grueling months at sea, a small group of soldiers, laborers, and aristocrats from England completed a 3000-mile journey across the Atlantic and stepped off their ship to greet an unfamiliar new land. The year was 1607 and the land they chose to live on became the first permanent settlement of the British in North America.



Teaching Suggestion:

Use the “Jamestown” Primary Source Set. Select items created at various times in history and compare how each portrays Jamestown.



To view the full “Jamestown” Primary Source Set on the Library of Congress' website, scan the QR code.

Historic Events
Japanese American Internment
Teaching with the Library of Congress

Between 1942 and 1945, thousands of Japanese Americans were, regardless of U.S. citizenship, required to evacuate their homes and businesses and move to remote war relocation and internment camps run by the U.S. Government. This proved to be an extremely trying experience for many of those who lived in the camps, and to this day remains a controversial topic.



Teaching Suggestion:

Select an image from the “Japanese American Internment” Primary Source Set and analyze one image of life in a relocation center.

Ask Students:

- What can be learned from the image?
- What questions does the image raise?

Analyze additional images from the set to see what questions can be answered, and what new questions come up. Students might organize their thinking into categories such as living conditions, recreation, or work. If time permits, select one or two questions for further research using primary or secondary sources.



To view the full “Japanese American Internment” Primary Source Set on the Library of Congress’ website, scan the QR code.

Historic Events

World War I

Teaching with the Library of Congress

World War I was a war like no other, and U.S. participation in this global conflict had a profound impact on those who fought and on the future of the nation.



MAKING WAR "FRIGHTFUL"

Teaching Suggestion:

Print a selection of items from the "World War I" Primary Source Set that depend on visual elements to convey a message. Allow students to select an item and examine it, attending closely to visual techniques.

Pair students who selected the same item and allow them to compare their thinking.

- What techniques can they identify?
- Why do they think the creator of the item used those techniques?

If time allows, also pair students with someone who selected a different item, to compare messages and techniques.



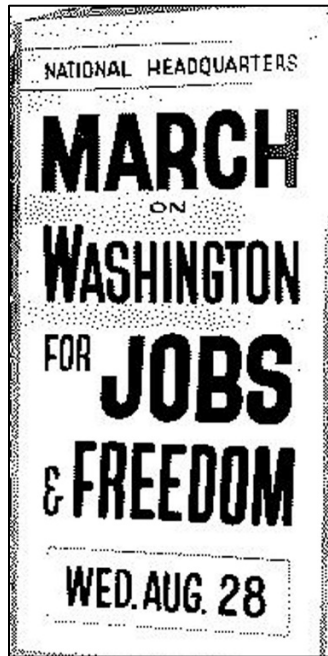
To view the full "World War I" Primary Source Set on the Library of Congress' website, scan the QR code.

Historic Movements

Civil Rights Movement

Teaching with the Library of Congress

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.

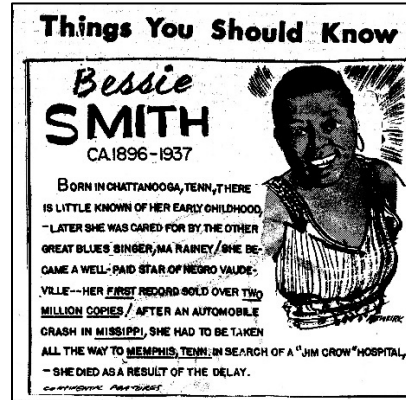
Allow time for students to study and analyze one primary source without presenting the caption or headline, and then ask them to write a caption or headline. To sharpen their focus and prompt discussion, divide students into pairs or small groups and require consensus. Finally, ask them to compare their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

Historic Movements LGBTQ Activism and Contributions Teaching with the Library of Congress

The lives, freedom struggles, and social and cultural contributions of lesbian, gay, bisexual, transgender, and queer (LGBTQ) people make up a rich part of the history of the United States, and primary sources from the Library of Congress provide valuable opportunities to explore individuals, movements, and events from the nation's LGBTQ history.



Working with primary sources related to LGBTQ history presents unique challenges and opportunities for reflection and questioning. As a result of longtime official and public hostility to LGBTQ communities, firsthand accounts of LGBTQ lives can be difficult to find, especially in published materials. Many of the depictions and descriptions that do survive are trivializing caricatures or hateful attacks.

Teaching Suggestion:

Encourage students to select a primary source from the “LGBTQ Activism and Contributions” Primary Source Set. This source should depict or describe a political protest or demonstration for LGTBQ rights.

Ask them:

- What persuasive strategies are used in the protest?
- Why do you think the participants chose those strategies?

Suggest that students brainstorm strategies that they would use if they were organizing the selected protest today.



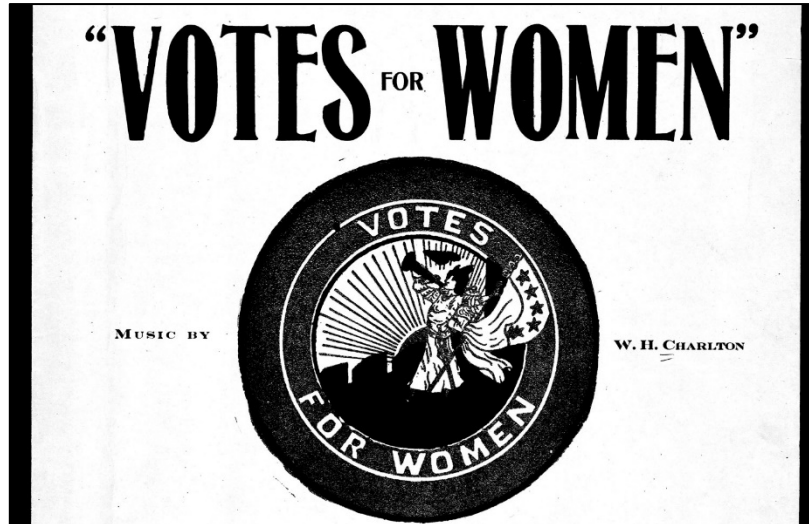
To view the full “LGBTQ Activism and Contributions” Primary Source Set on the Library of Congress' website, scan the QR code.

Historic Movements

Women's Suffrage

Teaching with the Library of Congress

In July 1848, the first calls for women's suffrage were made from a convention in Seneca Falls, New York. This convention kicked off more than seventy years of organizing, parading, fundraising, advertising, and petitioning before the 19th amendment securing this right was approved by Congress and three-fourths of the state legislatures. After the 19th Amendment was ratified in 1920, women used the organizing skills they had honed during in the Suffrage movement to continue to fight for equality.



Teaching Suggestion:

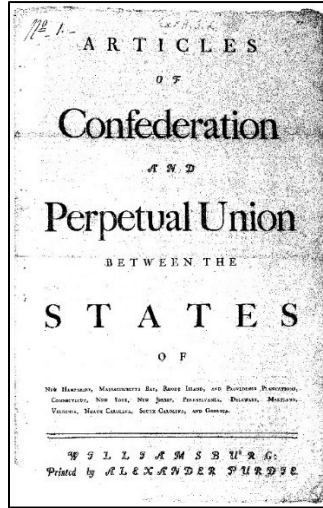
Encourage students to select items from the "Women's Suffrage" Primary Source Set that reflect different strategies used in the fight for equal suffrage. Study the items supporting and opposing suffrage and compare strategies. If time allows, brainstorm or research to identify other strategies used in the struggle for suffrage.



To view the full "Women's Suffrage" Primary Source Set on the Library of Congress' website, scan the QR code.

American Civics and Politics
The Constitution
Teaching with the Library of Congress

They met in Philadelphia in May 1787. Fifty-five men from 12 different states gathered, intending to revise the Articles of Confederation. A plan was presented, prepared by James Madison. The plan outlined a design for a new, centralized, strong national government. Thus began the Constitutional Convention which produced a document that would soon be known in all corners of the globe: **the Constitution of the United States.**



Teaching Suggestion:

Use “The Constitution” Primary Source Set to complete the following activity with your students.

Ask each student to select a single amendment from the 12 proposed in the draft of the Bill of Rights and make a case to their classmates for its ratification. After the class debates each amendment and votes on its ratification, compare the class’s list of rights with the Bill of Rights as it was eventually passed. How would the nation be different if your class’s list of rights were in effect?

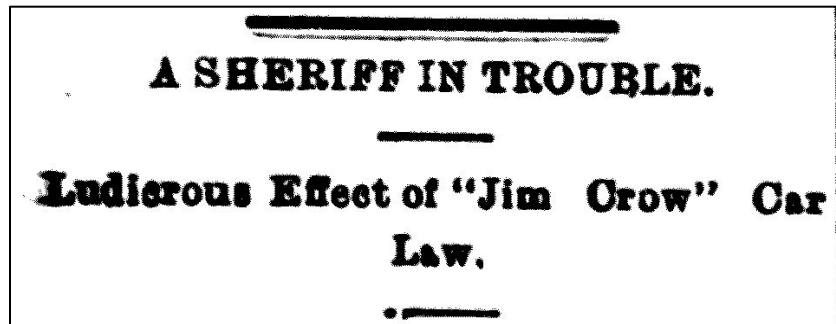


To view the full “The Constitution” Primary Source Set on the Library of Congress’ website, scan the QR code.

American Civics and Politics
Jim Crow and Segregation
Teaching with the Library of Congress

With the Compromise of 1877, the federal government abandoned attempts to enforce the 14th and 15th amendments in many parts of the country. By 1890, when Mississippi added a disfranchisement provision to its state constitution, the legalization of Jim Crow had begun.

Jim Crow was not enacted as a universal, written law of the land. Instead, a patchwork of state and local laws, codes, and agreements enforced segregation to different degrees and in different ways across the nation.



Teaching Suggestion:

Use the “Jim Crow and Segregation” Primary Source Set to complete the following activity with your students.

Select one primary source that reflects racial segregation and ask your students to consider segregation from multiple perspectives.

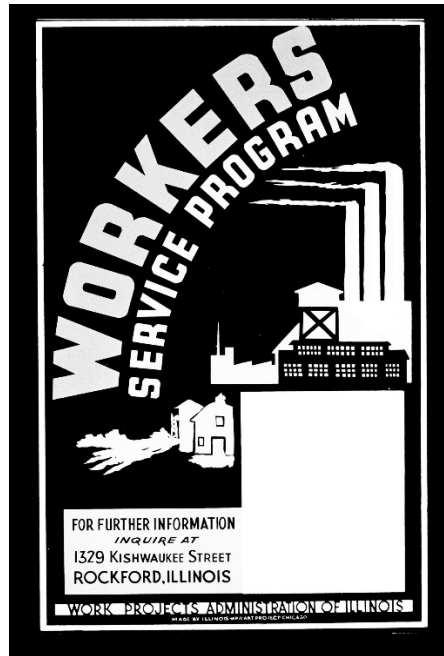
- How would they react if they were excluded?
- How would they feel if they were not excluded?
- What would they do if they were asked to enforce the rule or law?



To view the full “Jim Crow and Segregation” Primary Source Set on the Library of Congress’ website, scan the QR code.

American Civics and Politics
The New Deal
Teaching with the Library of Congress

In July of 1932, in the midst of the greatest economic crisis in U.S. history, Franklin D. Roosevelt accepted the Democratic Party's presidential nomination, promising "a new deal for the American people." That promise became a series of relief, recovery, and reform programs designed to provide assistance to the unemployed and poor, revive the economy, and change the financial system to prevent another depression.



Teaching Suggestion:

"The New Deal" Primary Source Set features a variety of documents produced by several agencies. Divide students into five groups. Ask each group to analyze three of the documents in this primary source set.

Ask students:

- What can they infer from the items and accompanying bibliographic information about the problem(s) facing the country during the Great Depression?
- What can they infer about the work of the New Deal agencies represented by these items?

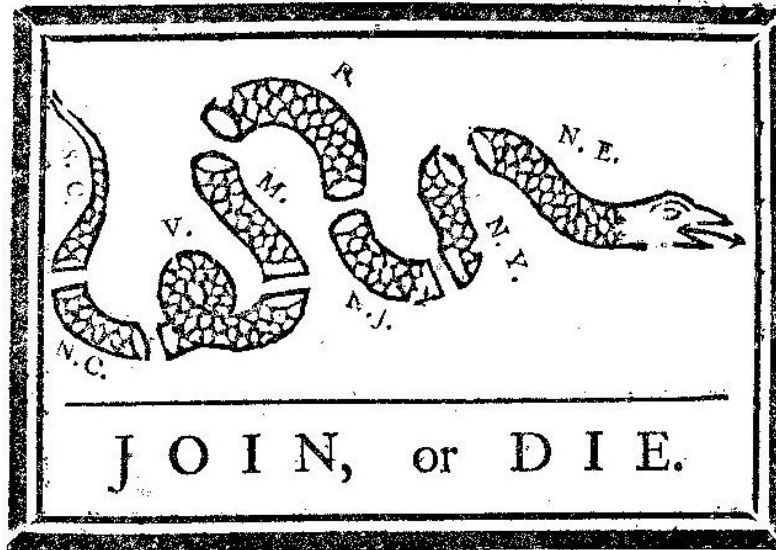
Ask each group to share what they learned, either orally or by adding to a list of agencies displayed in the classroom.



To view the full "The New Deal" Primary Source Set on the Library of Congress' website, scan the QR code.

American Civics and Politics
Political Cartoons and Public Debates
Teaching with the Library of Congress

For over two hundred years, whenever a debate has broken out in the United States, political cartoons have been there to take part in the argument—and sometimes to push it to its limits.



Teaching Suggestion:

Use the “Political Cartoons and Public Debates” Primary Source Set to complete the following activity with your students.

Political cartoonists, like political writers, have a point to make. Assign, or allow students to select, a cartoon to analyze.

Ask students:

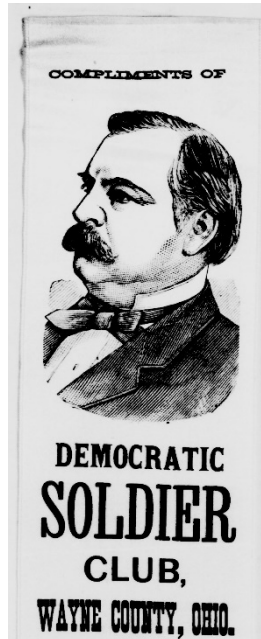
- What point is the cartoonist trying to make?
- What techniques, such as symbols, words, caricature, exaggeration, and irony, communicate the message?



To view the full “Political Cartoons and Public Debates” Primary Source Set on the Library of Congress’ website, scan the QR code.

American Civics and Politics
Presidential Papers, 1780s-1920s
Free to Use and Reuse

The Library of Congress holds the papers of 23 presidents from George Washington to Calvin Coolidge, all of which have been digitized and are available online as 3.3 million images. These documents represent the variety of materials available in the papers as well as some of the most important texts.



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.

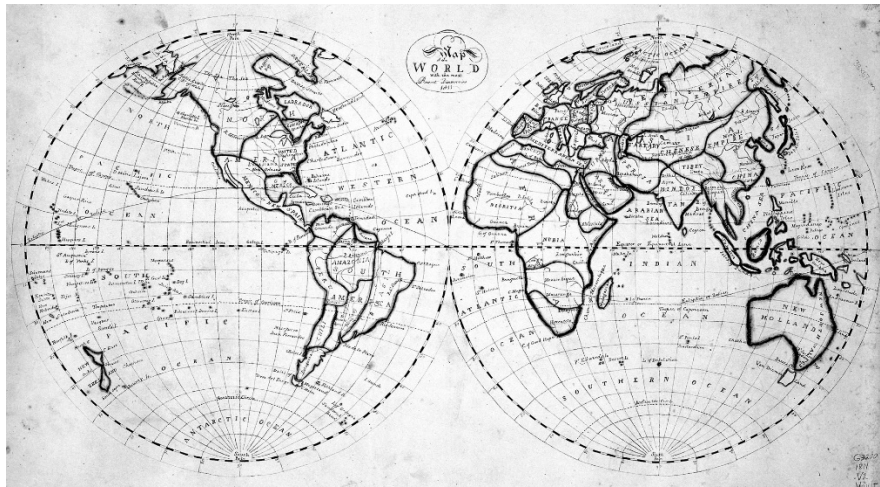


Scan the QR code to explore all of the Library of Congress 'Free to Use and Reuse' sets.

Maps and Exploration
Discovery and Exploration
Free to Use and Reuse

The Library has thousands of maps available online and many more can be viewed in person when you visit the Geography & Map Reading Room.

Materials in the “Discovery and Exploration” Free to Use and Reuse Set depict maps that shaped our view of the world throughout history including the first document to name America from 1507 and a 1650 map showing California as an island.



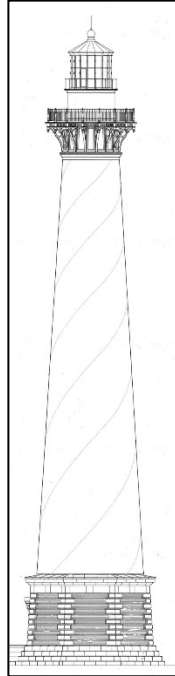
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Scan the QR code to explore all of the Library of Congress 'Free to Use and Reuse' sets.

Maps and Exploration
Historic Sites
Free to Use and Reuse

You can visit many historic sites virtually through architectural drawings in the Historic American Buildings Survey, the Historic American Engineering Record, and the Historic American Landscapes Survey Collection. The drawings provide fascinating perspectives on how a site was designed and can reveal parts of a building not easily visible. This collection has more than 40,000 sites included!



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Scan the QR code to explore all of the Library of Congress 'Free to Use and Reuse' sets.

Library of Congress
Maps of Cities
Free to Use and Reuse

The Geography and Map Division (G&M) has custody of the largest and most comprehensive cartographic collection in the world. The Library's cartographic collections include a wide array of copyright free maps that depict everything from individual buildings to panoramic views of large urban areas.



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Library of Congress
Baseball Across a Changing Nation
Teaching with the Library of Congress

Baseball has been part of the culture of the United States since the earliest days of the nation, and the ways in which the game has changed through the centuries provide opportunities to explore changes in U.S. society.



Teaching Suggestions:

Invite students to select an illustration or photograph to analyze from the “Baseball Across a Changing Nation” Primary Source Set, and ask them to respond to the following prompts:

- Why did you select this particular image?
- If the photographer or illustrator came to your class, what questions would you ask?
- Write a caption for your image.



To view the full “Baseball Across a Changing Nation” Primary Source Set on the Library of Congress website, scan the QR code.

Library of Congress
Primary Sources From Your State
TENNESSEE

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

Called the "Volunteer State," Tennessee became the 16th state of the Union in 1796. The primary sources in this set document 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 the question sets and analysis tool to deepen student engagement and thinking about these compelling, imperfect primary sources. Select questions such as:

- What do you see?
- Why do you think this item was made?
- What do you wonder about this item?

Extend student learning by asking them to write a caption for a primary source they select, 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.

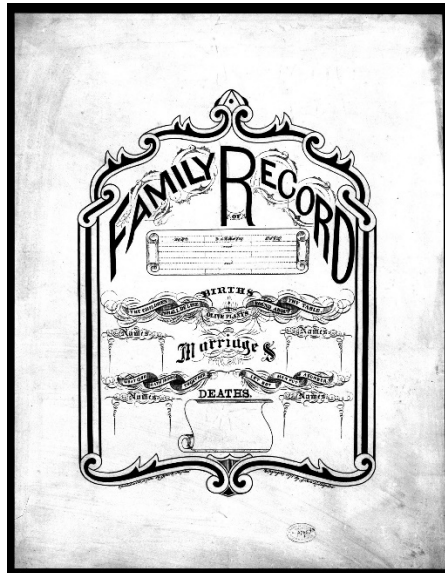


To explore selected primary sources and teaching suggestions for all 50 states, scan the QR code.

Library of Congress
Genealogy
Free to Use and Reuse

The Library of Congress' collections feature family registers, family trees and photos, maps that document land ownership and more.

The Library offers many resources for researching your family history including historical newspapers, land ownership maps, tips on researching African American family histories and guides to the Library's genealogy collections. Consult the Local History & Genealogy Reference Services for help getting started (<https://www.loc.gov/rr/genealogy/>).



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Scan the QR code to explore all of the Library of Congress 'Free to Use and Reuse' sets.

Library of Congress
Immigration
Teaching with the Library of Congress

From its beginnings, the United States has been shaped by people from many nations. Some of the men considered today to have been the founders of the United States were born far from the thirteen original colonies. Alexander Hamilton, for example, was born on the island of St. Kitts in the British West Indies. Nonetheless, issues surrounding immigration and citizenship have caused debate—and controversy—since the 1790s.

PUBLICATIONS OF THE IMMIGRATION RESTRICTION LEAGUE No. 38.

Immigration Figures for 1903.
(From data furnished by the Commissioner-General of Immigration.)

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Comparison of the Fiscal Years ending June 30, 1902 and 1903.

	1902.	1903.
Total immigration	648,743	857,046
Percentage of increase over 1902		32
Percentage of increase over 1901	33	76
Percentage of increase over 1899	108	175
Percentage of increase over 1898	183	274

Teaching Suggestion:

Use the “Immigration Challenges for New Americans” Primary Source Set to complete the following activity with your students.

Compare and contrast current immigration data to data from an earlier time. Is the total number of immigrants similar or different from today? Is the percentage of immigrants greater or less than today. How do the data compare?



To view the full “Immigration Challenges for New Americans” Primary Source Set on the Library of Congress’ website, scan the QR code.