George Washington http://www.loc.gov/pictures/item/98501986/

Teaching with Primary Sources:
Keystone of the Federal Union
February 1, 2012

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Goal: Teachers become familiar with the breadth and organization of the Library of Congress' digital primary sources, understand their value in instruction and create basic inquiry-based learning experiences.

Objectives:
Participants:

1. Learn what primary sources are and understand their value in teaching
2. How to locate and navigate the Library of Congress Web site
3. How to access, save and present primary sources from the Library of Congress' Web site
4. Gain a foundational understanding of effective instructional practices for teaching with primary sources
5. Create instructionally sound learning experiences that integrate primary sources from the Library of Congress

9:00 -- 9:20 Introduction to the Library of Congress

Wonder: Do primary sources from the Library of Congress relate to your curriculum?

Investigate: Together we will watch this Introductory Video from the Library of Congress.

Reflect: What did you learn about the Library of Congress that you previously did not know?

9:20 – 10:15 Supporting Inquiry Using Library of Congress Primary Sources

Wonder: How can I access quality primary sources that I can use to promote historical thinking skills?

Connect with primary sources:
1. Browse the list of Primary Source sets from the Library of Congress website.
2. Open one that interests you as an educator.
3. Discuss how you can engage your students using primary sources.

Investigate a selection of sites within the Library of Congress website useful for teachers
1. Teacher's page
2. Thomas
3. Veteran's History Project
4. Ask a Librarian
5. World Digital Library
6. Exhibitions

10:15 – 11:30 Hands-On Example Activities

Wonder: How can teaching with primary sources enhance and motivate student learning?

Construct: The Library of Congress has developed an all-purpose Analysis tool for students to use. Teacher guidelines are available to assist your students in the analysis process specific to each type of primary source:
1. Photographs and prints
2. Books and other printed material
3. Maps
4. Political cartoons
5. Sheet music and song sheets
6. Sound Recordings
7. Motion pictures

<u>*Image Analysis*</u>

Connect: Together we will analyze an image of George Washington found on the Library of Congress website. We will analyze this image with the Library of Congress analysis tool.

> **Column 1: Observe-** Identify and note details on the image. Example: Who is present? What are the figures doing? How are the figures arranged?

> **Column 2: Reflect-** In this column generate and test hypothesis about the image. Example: Why was this image made? What evidence do I have to support my response?

> **Column 3: Questions-** What questions cannot be answered by just looking at this image. What questions remain? What more do I need to learn?

Investigate: Research to find answers to some of your questions that will assist you in understanding this image.

Express: Share our observations and reflections about the image. Collate a list of questions that we have about the image.

Reflect: How does this image want you to see or feel about George Washington?

<u>*Map Analysis*</u>

Connect: From the previous image analysis we observed that George Washington is a revered figure of our nation. But was Washington always a winner? Was he born into this prestigious position? What skills did Washington have that helped him develop the leadership qualities to run our nation? We will be investigating the early military career of Washington in order to analyze what characteristics and skills make a good leader and future first President of our new nation. Washington's first experiences in his military career occurred during the French and Indian War (1754-1763) here in Pennsylvania at two well- known sites; Fort Duquesne (Fort Pitt) and Fort Necessity. For background information (secondary source) on Washington select this link.

Wonder: Guiding Historical Question: How has visual historical record replaced the truth of George Washington's experience as a military leader? Our image of George Washington is larger than life and the portraits of him confirm this revered imagery as we saw in the previous image. In reality, is Washington worthy of this praise? What did he do early in his public life that helped enhance his image?

Investigate: In small groups, analyze a map from the time period of the French and Indian War.

Construct: Open the Analysis tool and Analyzing Maps Teacher's Guide or use the paper copy of the analysis tool provided to record your observations and questions.

Express: Share findings with the whole group.

Reflect: What questions do we still have?

Using Multiple Primary Sources: Gathering corroborating evidence to further our understanding of the making of a successful leader: George Washington

Wonder: What evidence can we find that would assist us in answering the guiding historical question How important of a man is George Washington as he is portrayed in this image? How historically accurate is this image? Does his letter to his mother portray the same image of the battle?

Construct: In small groups, you will be comparing and contrasting two other primary source documents. One is an image and the other is a letter. Select the analysis tool to assist you in gathering evidence from each of these sources.

Investigate: Analyze both of these documents in your group. Then compare and contrast the "picture" that each of these primary sources "paint" of battles during this campaign in southwest Pennsylvania. What is similar and different about how these documents portray the events? What could account for the differences ? What context clues may explain some of these differences?

1. **Image Analysis:** the image of George Washington on his horse during the Battle of Monongahela. A .tif version is available. Write down your observations of this battle scene.

2. **Manuscript Analysis:** Open this letter from George Washington to his mother dated July 15, 1755. It is near the bottom of the page and continues on the next page (pp 85-87). Read the letter and write down descriptive language that Washington used to describe the battle.

Express: Together we will fill in a Venn diagram for the image and letter of George Washington. How did the descriptions differ? How were they the same?

11:30 – 11:45 Bringing It All Together

Wonder: Let's look at our guiding historical questions again. How has the visual historical record impacted our understandings of George Washington's experience as a military leader?

Construct: What did the evidence that we gathered from the primary sources tell us about George Washington as a leader? What specific evidence did we gather from the primary source to answer this question?

Reflect: How has evidence from the primary sources impacted my previous notions?

Express: What is your response to the guiding historical question? Provide evidence from other sources to support your hypothesis.

Wonder: What questions do we still have?

Reflect: How would you use a primary source set like this in your classroom? Discuss using primary sources in classes besides history in order to enhance learning.

11:45-12:50   Lunch break

12:50- 2:15   Construct: Development of Primary Source Set from Library of Congress
Goal: Develop a primary source set useful for your own classroom.

1. Each of you will develop a primary source set of your own. A handy form to save bibliographic and reference information located during research is a Bibliographic Organizer. An example of the Bibliographic Organizer used to develop these lessons is here.

2. Open a blank Bibliographic Organizer and "save as" a name that you will recognize. Use this to save citation information as you search the Library of Congress website.

3. Gather and save a minimum of 3 primary sources into your Bibliographic Organizer.

4.   Write a "Guiding Historical Question" that you may use to support an inquiry activity using the primary sources.

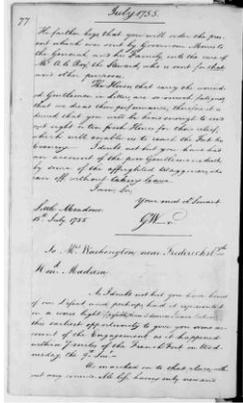2:15-2:30   Express, Reflect and Share Primary Source Sets

Title: George Washington and the French and Indian War
Developed by: Gay Thistle
Date: Fall 2011
Guiding Historical Questions: How has visual historical record replaced the truth of George Washington's experience as a military leader? Our image of George Washington is larger than life and the portraits of him confirm this revered imagery. In reality, is Washington worthy of this praise? What did he do early in his public life that helped enhance his image?

Thumbnail Image	Document Title, Author/Creator, Date	Library of Congress URL
	Title: George Washington **Date Created/Published:** New York : Cosmos Pictures Co., [between 1890 and 1900] **Medium:** 1 photomechanical print : halftone. **Summary:** George Washington, full-length portrait, with right arm extended holding sword, on horseback. **Reproduction Number:** LC-USZ62-72497 (b&w film copy neg.) **Call Number:** PRES FILE - Washington, George, 1732-1799–In Uniform–Full on Horse **Repository:** Library of Congress Prints and Photographs Division Washington, D.C.	http://www.loc.gov/pictures/item/98501986/
	Title: George Washington's Map, accompanying his "journal to the Ohio", 1754. **CREATED/PUBLISHED:** [Boston, 1927] **NOTES:** Title annotated. Facsimile from Massachusetts' Historical Society Collections, vol. 61. Reproduced in The George Washington Atlas, 1932, plate 11. Scale not given. *Map of Monogahelia trip* *Could be talking about Fort Pitt*	http://hdl.loc.gov/loc.gmd/g3820.ct000361
	Title: Life of George Washington–The soldier / lith. by Régnier, imp. Lemercier, Paris. **Related Names:** Junius Brutus Stearns **Date Published:** Paris : Lemercier, [c1854] **Medium:** 1 lithograph : color. **Summary:** George Washington on horse, soldiers fighting during the battle of the Monongahela.	http://www.loc.gov/pictures/item/95511007/

	Title: Letter from George Washington to his mother Mary Ball Washington **Date Created:** July 18, 1755 **Summary :** July 9, British defeated by French at Monongahela River and Braddock killed. Despite defeat, Washington achieves recognition in official circles for bravery under fire. George Washington to his mother, Mary Ball Washington, [July 18], 1755 *Includes excerpt on defeat at Fort Necessity!* *Descriptive language*	http://memory.loc.gov/cgi-bin/ampage?collId=mgw2&fileName=gwpage001.db&recNum=84
No Image	**Title:** Transcription of letter from George Washington to his mother Mary Ball Washington **Date Created:** July 18, 1755	http://memory.loc.gov/cgi-bin/query/r?ammem/mgw:@field(DOCID+@lit(gw010114))
	Title: A map of the British and French dominions in North America... **CREATED/PUBLISHED:** [London]; Sold by And: Millar, 1755. **NOTES:** Relief shown pictorially. Second impression of 1st ed. Scale ca. 1:2,000,000. Hand colored.	http://hdl.loc.gov/loc.gmd/g3300.np000009
	Title: George Washington "The spirit still lives" **Date Created/Published:** [1918] **Medium:** 1 print (poster) : lithograph, color ; 81 x 54 cm. **Summary:** Poster showing George Washington clasping hands with a minuteman and a modern-day soldier.	http://www.loc.gov/pictures/item/00652836/

Additional Resources from the Library of Congress to Consider:

1. Primary Source Starters- a set of starter activities for some popular historical subjects using a variety of primary source types.
2. Teacher's Blog- I find this blog offers very user friendly activities for using primary sources in the classroom and your inbox will not be overwhelmed. You can subscribe (on the bottom of the page) to it so it is sent to you email.
3. Colonial Period Timeline of George Washington
4. Using Library of Congress's George Washington Papers in the classroom.