## Motion Picture Analysis Worksheet

### Step 1. Pre-viewing

A. Title of Film: ____________________________________________
   Record Group Source: ________________________________________

B. What do you think you will see in this motion picture? List Three concepts or ideas that you might expect to see based on the title of the film. List some people you might expect to see based on the title of the film.

<table>
<thead>
<tr>
<th>Concepts/ideas</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

### Step 2. Viewing

A. Type of motion picture (check where applicable):
   - [ ] Animated Cartoon
   - [ ] Theatrical short subject
   - [ ] Documentary Film
   - [ ] Training film
   - [ ] Newsreel
   - [ ] Combat film
   - [ ] Propaganda Film
   - [ ] Other

B. Physical qualities of the motion picture (check where applicable):
   - [ ] Music
   - [ ] Live action
   - [ ] Narration
   - [ ] Background noise
   - [ ] Special effects
   - [ ] Animation
   - [ ] Color
   - [ ] Dramatizations

C. Note how camera angles, lighting, music, narration, and/or editing contribute to creating an atmosphere in this film. What is the mood or tone of the film?

### Step 3. Post-viewing (or repeated viewing)

A. Circle the things that you listed in the previewing activity that were validated by your viewing of the motion picture.

B. What is the central message(s) of this motion picture?

C. Consider the effectiveness of the film in communicating its message. As a tool of communication, what are its strengths and weaknesses?
<table>
<thead>
<tr>
<th></th>
<th>How do you think the filmmakers wanted the audience to respond?</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Does this film appeal to the viewer's reason or emotion? How does it make you feel?</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>How do you think the filmmakers wanted the audience to respond?</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Write a question to the filmmaker that is left unanswered by the motion picture.</th>
</tr>
</thead>
<tbody>
<tr>
<td>G.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>How do you think the filmmakers wanted the audience to respond?</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.</td>
<td></td>
</tr>
</tbody>
</table>

Designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408
Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

<table>
<thead>
<tr>
<th>People</th>
<th>Objects</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?
### Poster Analysis Worksheet

1. What are the main colors used in the poster?

2. What symbols (if any) are used in the poster?

3. If a symbol is used, is it
   a. clear (easy to interpret)?
   b. memorable?
   c. dramatic?

4. Are the messages in the poster primarily visual, verbal, or both?

5. Who do you think is the intended audience for the poster?

6. What does the Government hope the audience will do?

7. What Government purpose(s) is served by the poster?

8. The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster?

---

**Designed and developed by the**

**Education Staff, National Archives and Records Administration,**

**Washington, DC 20408**
# Thinking About Songs
## AS HISTORICAL ARTIFACTS

<table>
<thead>
<tr>
<th>ILLUSTRATION</th>
<th>LYRICS</th>
<th>MUSIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at the physical format and graphical elements.</td>
<td>What people, places, and events are mentioned?</td>
<td>What do you notice about the music (fast, slow, catchy, dull)?</td>
</tr>
<tr>
<td>What do you see?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Looking at the Song</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are your personal reactions to the images?</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responding to the Song</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do you think the artist(s) wrote this song?</td>
</tr>
<tr>
<td>For what audience was the song written?</td>
</tr>
<tr>
<td>What does the song tell you about what life was like during this period in history?</td>
</tr>
</tbody>
</table>

**WHAT MORE DO YOU WANT TO KNOW, AND HOW CAN YOU FIND OUT?**

[www.loc.gov/teachers/lyrical](http://www.loc.gov/teachers/lyrical)
## Sound Recording Analysis Worksheet

### Step 1. Pre-listening

| A. | Whose voices will you hear on this recording? |
| B. | What is the date of the recording? |
| C. | Where was this recording made? |

### Step 2. Listening

<table>
<thead>
<tr>
<th>A.</th>
<th>Type of sound recording (check one):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Policy Speech</td>
</tr>
<tr>
<td></td>
<td>Congressional Testimony</td>
</tr>
<tr>
<td></td>
<td>News report</td>
</tr>
<tr>
<td></td>
<td>Interview</td>
</tr>
<tr>
<td></td>
<td>Entertainment broadcast</td>
</tr>
<tr>
<td></td>
<td>Press conference</td>
</tr>
<tr>
<td></td>
<td>Convention proceedings</td>
</tr>
<tr>
<td></td>
<td>Campaign speech</td>
</tr>
<tr>
<td></td>
<td>Arguments before a court</td>
</tr>
<tr>
<td></td>
<td>Panel discussion</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>B.</td>
<td>Unique physical qualities of the recording</td>
</tr>
<tr>
<td></td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>Live broadcast</td>
</tr>
<tr>
<td></td>
<td>Narrated</td>
</tr>
<tr>
<td></td>
<td>Special sound effects</td>
</tr>
<tr>
<td></td>
<td>Background sound</td>
</tr>
<tr>
<td>C.</td>
<td>What is the tone or mood of this recording?</td>
</tr>
</tbody>
</table>

### Step 3. Post-listening (or repeated listening)

<table>
<thead>
<tr>
<th>A.</th>
<th>List three things in this sound recording that you think are important:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>B.</td>
<td>Why do you think the original broadcast was made and for what audience?</td>
</tr>
<tr>
<td>C.</td>
<td>What evidence in the recording helps you to know why it was made?</td>
</tr>
</tbody>
</table>
D. List two things this sound recording tells you about life in the United States at the time it was made:
1. 
2. 

E. Write a question to the broadcaster that is left unanswered by this sound recording.

F. What information do you gain about this event that would not be conveyed by a written transcript? Be specific.
# Written Document Analysis Worksheet

1. **TYPE OF DOCUMENT (Check one):**
   - Newspaper
   - Map
   - Advertisement
   - Letter
   - Telegram
   - Congressional Record
   - Patent
   - Press Release
   - Census Report
   - Memorandum
   - Report
   - Other

2. **UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):**
   - Interesting Letterhead
   - Notations
   - Handwritten
   - "RECEIVED" stamp
   - Typed
   - "Other"

3. **DATE(S) OF DOCUMENT:**

4. **AUTHOR (OR CREATOR) OF THE DOCUMENT:**
   - **POSITION (TITLE):**

5. **FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?**

6. **DOCUMENT INFORMATION (There are many possible ways to answer A-E.)**
   - **A.** List three things the author said that you think are important:
   - **B.** Why do you think this document was written?
   - **C.** What evidence in the document helps you know why it was written? Quote from the document.
   - **D.** List two things the document tells you about life in the United States at the time it was written.
   - **E.** Write a question to the author that is left unanswered by the document:

---

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## Cartoon Analysis Worksheet

### Level 1

<table>
<thead>
<tr>
<th>Visuals</th>
<th>Words (not all cartoons include words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. List the objects or people you see in the cartoon.</td>
<td>1. Identify the cartoon caption and/or title.</td>
</tr>
<tr>
<td></td>
<td>2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</td>
</tr>
<tr>
<td></td>
<td>3. Record any important dates or numbers that appear in the cartoon.</td>
</tr>
</tbody>
</table>

### Level 2

<table>
<thead>
<tr>
<th>Visuals</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Which of the objects on your list are symbols?</td>
<td>4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</td>
</tr>
<tr>
<td></td>
<td>5. List adjectives that describe the emotions portrayed in the cartoon.</td>
</tr>
<tr>
<td>3. What do you think each symbol means?</td>
<td></td>
</tr>
</tbody>
</table>

### Level 3

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Describe the action taking place in the cartoon.</td>
</tr>
<tr>
<td>B. Explain how the words in the cartoon clarify the symbols.</td>
</tr>
<tr>
<td>C. Explain the message of the cartoon.</td>
</tr>
<tr>
<td>D. What special interest groups would agree/disagree with the cartoon's message? Why?</td>
</tr>
</tbody>
</table>

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Artifact Analysis Worksheet

1. **TYPE OF ARTIFACT**
   Describe the material from which it was made: bone, pottery, metal, wood, stone, leather, glass, paper, cardboard, cotton, plastic, other material.

2. **SPECIAL QUALITIES OF THE ARTIFACT**
   Describe how it looks and feels: shape, color, texture, size, weight, movable parts, anything printed, stamped or written on it.

3. **USES OF THE ARTIFACT**
   A. What might it have been used for?
   B. Who might have used it?
   C. Where might it have been used?
   D. When might it have been used?

4. **WHAT DOES THE ARTIFACT TELL US?**
   A. What does it tell us about technology of the time in which it was made and used?
   B. What does it tell us about the life and times of the people who made it and used it?
   C. Can you name a similar item today?

5. **BRING A SKETCH, A PHOTOGRAPH, OR THE ARTIFACT LISTED IN 4C ABOVE TO CLASS.**

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Washington, DC 20408
Map Analysis Worksheet

1. TYPE OF MAP (Check one):
   - [ ] Raised Relief map
   - [ ] Bird’s-eye map
   - [ ] Topographic map
   - [ ] Artifact map
   - [ ] Political map
   - [ ] Satellite photograph/mosaic
   - [ ] Contour-line map
   - [ ] Pictograph
   - [ ] Natural resource map
   - [ ] Weather map
   - [ ] Military map
   - [ ] Other

2. UNIQUE PHYSICAL QUALITIES OF THE MAP (Check one or more):
   - [ ] Compass
   - [ ] Name of mapmaker
   - [ ] Handwritten
   - [ ] Title
   - [ ] Date
   - [ ] Legend (key)
   - [ ] Notations
   - [ ] Other
   - [ ] Scale

3. DATE OF MAP:

4. CREATOR OF THE MAP:

5. WHERE WAS THE MAP PRODUCED?

6. MAP INFORMATION
   A. List three things in this map that you think are important.
      1. 
      2. 
      3. 
   B. Why do you think this map was drawn?
   C. What evidence in the map suggests why it was drawn?
   D. What information does this map add to the textbook’s account of this event?
   E. Does the information in this map support or contradict information that you have read about this event? Explain.
   F. Write a question to the mapmaker that is left unanswered by this map.

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Washington, DC 20408
Thinking About Maps

What else do I want to know?
PROPAGANDA ANALYSIS WORKSHEET

1. Describe the format of the propaganda:
   ____ poster         ____ song
   ____ brochure       ____ story
   ____ advertisement ____ other (describe):____________________
   ____ movie

2. What is the intended audience?

3. What propaganda techniques are used?
   ____ name calling    ____ testimonial
   ____ glittering generalities ____ plain-folks
   ____ euphemisms      ____ band wagon
   ____ transfer        ____ fear

4. What visual images, if any, appear in the propaganda? What do these images symbolize? What emotions do they seek to arouse?

   Image               Symbol               Emotions

5. What are the key words used? What emotions do those words seek to arouse?

6. What is the purpose of this propaganda? What is it trying to get people to do or feel?

7. On a scale of 1 (very ineffective) to 5 (very effective), rate the effectiveness of this propaganda?

   1---------2---------3---------4---------5

   Why did you give the propaganda that rating?

**Photograph Analysis Sheet**

You are an historian examining the primary source documents assigned to you. Based on the primary source and the knowledge that you bring to this examination, what deductions can you make about the period, issue, and/or event?

<table>
<thead>
<tr>
<th>OBSERVATIONS</th>
<th>KNOWLEDGE</th>
<th>DEDUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Notes on what you see; your details should help someone who has not seen the image to visualize it.)</td>
<td>(Prior knowledge based on experience or study.)</td>
<td>(What you can infer or conclude.)</td>
</tr>
</tbody>
</table>

What questions does this primary source raise? What else would you need to know?
Photo Analysis Activity Ideas

### Historical

**Example:** Family History Project

Before the children bring in family photos, both current and past, do an analysis exercise with them using an American Memory photo.

### Analysis Exercise

Show an example photo and have the teachers participate in the analysis activity as if they are in the shoes of their students.

1. The exercise should begin with a group discussion focused on "What is a photograph?" and/or "What is a portrait?"
2. Begin looking at the photograph, without any conversation among the group. You might have the teachers look at the image for a set amount of time before beginning any discussion.
3. Have the teachers write down their observations before the discussion begins. Focus the observations by using the following framing questions.
   - What do you know?
   - What do you think you know?
   - What would you like to know more about?
4. Use these questions to guide the teachers through the analysis process. (An example of a guiding question is "Why do you think the woman in the portrait is rich?" followed by "Why do you think so?")

### Further Analysis

With older students this activity could be expanded by exploring such questions as:
- who created the image
- the era in which the image was created
- why the artist might have produced the image
- the elements and principles of art available to the image maker and how they were used to convey meaning (example: composition, light, texture, etc.)

### Photos Suggested

<table>
<thead>
<tr>
<th>Portrait</th>
<th>American Memory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portrait of Mrs. Wyckoff</td>
<td>CALL NUMBER LC-H812-2655</td>
</tr>
<tr>
<td>DIGITAL ID the 5a37222 urn:hdl:loc.pnp/thc.5a37222</td>
<td></td>
</tr>
<tr>
<td>Floyd Burroughs, cotton sharecropper</td>
<td>CALL NUMBER LC-USF342-008138-A</td>
</tr>
<tr>
<td>DIGITAL ID ppmc 00244</td>
<td></td>
</tr>
</tbody>
</table>
**Historical**

**Analysis Exercise**

Show an example photo and have the teachers participate in the analysis activity as if they are in the shoes of their students.

1. The exercise should begin with a group discussion focused on objective analysis of the photo only. (Limit the description to what can be learned from the image itself, observing what is in the photograph without interpretation of feelings, beliefs, predictions, prior knowledge, etc)

2. Have the teachers write down their observations before the discussion begins. Focus the observations by using the following framing questions.
   - What do you see?
   - How are they dressed?
   - What are they doing?
   - What is similar and different among the people?
   - How would you describe the setting?
   - What questions do you have?

3. Use these questions to guide the teachers through the analysis process.

4. Using the same photograph, have teachers focus on deductive observations to draw logical inferences based on prior knowledge of the people and what they are doing, the time, and the place.

**Further Analysis**

With older students this activity could be expanded by exploring such questions as:

- who created the image
- the era in which the image was created
- why the artist might have produced the image
- the elements and principles of art available to the image maker and how they were used to convey meaning (example: composition, light, texture, etc.)

**Photo Suggested**

American Memory
Joseph Burkholder family
moving to their new
house: leaving the sod
house.

**DIGITAL ID**
ndfahult b102

**Photo Summary**

Joseph Burkholder family on the west side of Teddy Township in Towner County, N.D., five miles east of Rock Lake. From left to right are Ernest, Joseph, Levi, Harvey, Annie, Dallas, Jacob, and Verne. Harvey is in a baby carriage, Ernest is seated on a white horse, and Verne is seated on a black horse. There is also a black dog with the family. In the background, there is a tarpaper shack with sod piled against one wall, and some sod on the roof. There are two doors, a window and a stovepipe showing. Also pictured is a washtub and three barrels. On the right side of the picture is a large wooden building.

Joseph and Annie (Reed) Burkholder were homesteaders from Iowa. The photograph was taken the day the family moved from the sod house to the large square two-story house, one half mile east, to the opposite side of the homestead quarter.
**Diverse Perspective – Editorial Cartoons**

**Analysis Exercise**

Show an example photo and have the teachers participate in the analysis activity as if they are in the shoes of their students.

1. The exercise should begin with a group discussion focused on “What is a cartoon?” followed by “What is an editorial cartoon?”
2. Begin looking at the cartoon, without any conversation among the group. You might have the teachers look at the image for a set amount of time before beginning any discussion.
   - Have the teachers write down their observations before the discussion begins.
   - Focus the observations by using the Cartoon Analysis Worksheet
3. Use these questions to guide the teachers through the analysis process.

**Photos Suggested from [http://lcweb.loc.gov/exhibits/oliphant/oliphant.html](http://lcweb.loc.gov/exhibits/oliphant/oliphant.html)**

<table>
<thead>
<tr>
<th>Photo</th>
<th>Description</th>
</tr>
</thead>
</table>
| ![Watchdog](http://lcweb.loc.gov/exhibits/oliphant/oliphant.html)  | Watchdog December 21, 1982  
Ink over pencil on layered paper (14)  
LC-USZ-62-120062 |
1998  
Watercolor, acrylic, ink and pencil on artist board  
Swann Fund Purchase |
| ![But first, let’s hear your position on the Alaska pipeline and independent gas distributors!](http://lcweb.loc.gov/exhibits/oliphant/oliphant.html) | ‘... But first, let’s hear your position on the Alaska pipeline and independent gas distributors!’  
June 5, 1973  
Ink over pencil with paste-ons on duoshade paper (2)  
LC-USZ-62-120039 |
| ![Hold steady, men—our show of unity seems to have them bamboozled.](http://lcweb.loc.gov/exhibits/oliphant/oliphant.html) | ‘Hold steady, men—our show of unity seems to have them bamboozled.’  
December 17, 1980  
Ink, brush, and white out over pencil on duoshade paper (10)  
LC-USZ-62-120052 |
Diverse Perspective – Faces

Analysis Exercise

Show an example photo and have the teachers participate in the analysis activity as if they are in the shoes of their students.

4. The exercise should begin with a group discussion focused on "What does a facial expression reveal about a person?"

5. Begin looking at the photo, without any conversation among the group. You might have the teachers look at the image for a set amount of time before beginning any discussion.
   - Have the teachers write down their observations before the discussion begins.
   Focus the observations by using the Photo Analysis Worksheet

6. Use these questions to guide the teachers through the analysis process.

Photos Suggested

<table>
<thead>
<tr>
<th>American Memory</th>
<th>American Memory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackfeet, Mont. CALL NUMBER X-31104 DIGITAL ID codhawp 10031104</td>
<td>Abraham Lincoln CALL NUMBER LC-B816-1321 DIGITAL ID cwp 4a40821</td>
</tr>
<tr>
<td>Child at a child care center CALL NUMBER LC-USW3-031875-C DIGITAL ID fsa 8d38509</td>
<td></td>
</tr>
</tbody>
</table>

Diverse Perspective – Objects

Analysis Exercise

Show an example photo of a unique object

1. The exercise should begin with a group discussion focused on "What do you think the object is?" followed by "What do you think it was used for?"

2. Before engaging in discussion have the teachers write down their hypotheses.

3. Guide the teachers through the analysis process.

Photos Suggested

<table>
<thead>
<tr>
<th>American Memory</th>
<th>American Memory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tool used in nickel counterfeiting DIGITAL ID ichicdn n009152</td>
<td>Butter form CALL NUMBER AFC 1999/008 CRF-TE-C040-02 DIGITAL ID afccmns tec04002</td>
</tr>
</tbody>
</table>

Stereotype

Wendy Fusco  An Adventure of the American Mind  Revised: October 7, 2003
Analysis Exercise

Show example photos and have the teachers participate in the analysis activity as if they are in the shoes of their students.

1. Ask the teachers to answer the following questions:
   a. What is the purpose of the advertisement/drawing?
   b. What stereotypical message is being relayed with the advertisement?
2. Compare and contrast these advertisements with contemporary advertisements that use similar subjects as either logos or as a part of the product they are selling.
3. Discuss how this stereotyping influences how certain people are portrayed.

Photos Suggested

<table>
<thead>
<tr>
<th>American Memory</th>
<th>American Memory</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The Hunters Three and ONT; Clark's O.N.T. Spool Cotton</em></td>
<td></td>
</tr>
<tr>
<td>DATABASE NUMBER A0609</td>
<td></td>
</tr>
<tr>
<td><em>The Chinese Must Go!</em></td>
<td></td>
</tr>
<tr>
<td>CALL NUMBER no.93 pages 648-649</td>
<td></td>
</tr>
<tr>
<td>DIGITAL ID cubicc brk1794</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>American Memory</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Which Color is to be Tabooed Next?&quot;</td>
</tr>
<tr>
<td>CALL NUMBER MTP/HW: Vol. 26: 192</td>
</tr>
<tr>
<td>DIGITAL ID cubicc brk7179</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>American Memory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woman's sphere cartoon</td>
</tr>
<tr>
<td>DIGITAL ID n7140 rbnawsa (p)</td>
</tr>
</tbody>
</table>

Propaganda

Analysis Exercise

Show example photos and have the teachers participate in the analysis activity as if they are in the shoes of their students.

1. Ask the teachers to answer the following questions:
   a. What is the purpose of the posters?
   b. What message is being relayed with the posters and why?
2. Compare and contrast these posters with contemporary posters and television advertisements that use tactics to sell an idea or concept.

Photos Suggested

<table>
<thead>
<tr>
<th>American Memory</th>
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<tbody>
<tr>
<td>Salvage scrap to blast the jap</td>
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<tr>
<td>CALL NUMBER POS - WPA - WASH P45, no. 1</td>
</tr>
<tr>
<td>DIGITAL ID cph 3b49009</td>
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<tr>
<th>American Memory</th>
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<tbody>
<tr>
<td>Stamp 'em out : Buy U.S. stamps and bonds</td>
</tr>
<tr>
<td>CALL NUMBER POS - WPA - LA.B88, no. 3</td>
</tr>
<tr>
<td>DIGITAL ID cph 3b49042</td>
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Wendy Fusco

An Adventure of the American Mind

Revised: October 7, 2003
“Student Name” born today
Insert text here

“Student Name” makes big contribution
Insert text here

“Historical Event” in Year ???”
Insert text here

“Source Document” tells story …
Insert text here

“Historical Event” changes history
Insert text here
Project Introduction & Assignments

Introduction
You have been transported back in time to the Civil War era (1861-1865). You are a news reporter for one of the following newspapers: Gettysburg Gazette, Antietam News, Petersburg Monthly, Richmond Reporter, or the Appomattox Free Press. You and three other journalists on the staff have been assigned to report on the status of the war. Collectively you will publish this month's war feature. Individually, you will each report on one of the sections listed below.

People in the News Assignment
The features editor for the People in the News section has given you an assignment to write a feature article on one or two important individuals. Select one or two people from the list below and write a 250-300 word article that has a "slant" based on the perspective of your hometown newspaper. Before you write your feature article, you will need to do some research (see Resources section online).

- General Ulysses S. Grant
- General Robert E. Lee
- Robert Gould Shaw
- Rose O'Neal Greenhow
- Clara Barton
- Mathew Brady
- General William Tecumseh Sherman
- General George McClellan

Lifestyle Assignment
The features editor for the Lifestyle section has given you an assignment to write a feature article reporting on the lives of soldiers during the Civil War. Select two of the categories listed below and write a 250-300 word article that captures the viewpoint/perspective of your hometown newspaper. Before you write your feature article, you will need to do some research (see Resources section online).

- Dining
- Prisons
- Hospitals
On the Battlefield Assignment

You are a war correspondent and have been assigned to write a 250-300 word news article reporting on one of the battles listed below. Be sure that your article captures the viewpoint/perspective of your hometown newspaper. Before you write your news article, you will need to do some research (see Resources section online).

- First Battle of Bull Run, 1861
- Gettysburg Campaign, 1863
- Fall of Richmond, 1865
- Battle of Antietam, 1862
- Siege of Petersburg, 1864

African American Soldiers Assignment

The features editor for the African American Soldiers section has given you an assignment to write a 250-300 word feature article on the involvement of African Americans in the war, who were allowed to fight for the United States Army for the first time. Although they were soldiers, African Americans were placed in segregated units that saw little combat; they also did not have the same benefits of as white soldiers. Be sure that your article has a "slant" based on the perspective of your hometown newspaper. Before you write your feature article, you will need to do some research (see Resources section online).
A is for...
This crowd from Chicago is anticipating the results of the 1916 election.

B is for...
All Presidents of the United States are sworn in on the bible.

C is for...
There was a large crowd at FDR's inauguration address in 1941.

D is for...
John Kerry is the Democratic nominee for president.

E is for...
Howard Dean could not control his excitement while campaigning.

F is for...
Florida. We all remember what happened in Florida during the last election.

G is for...
These men were all Generals before they became President.

H is for...
FDR brought hope to the nation in one of its darkest hours.
I is for... inaugural address. Each newly inaugurated president gives an inaugural address.

J is for... January. The newly elected president is inaugurated on January 20th.

K is for... keepsake. These keepsakes are from various inaugural ceremonies and balls.

L is for... laughing. Everyone needs a good laugh every once in a while.

M is for... mistake. Sometimes the press makes a mistake when reporting on the results of the election.

N is for... November. The presidential election is held on the first Tuesday after the first Monday in November.

O is for... Oval Office. This is where the President performs his duties.

P is for... presidential debate. The presidential debate is where the country hears the candidates' thoughts on important issues.

Q is for... quiet. President Coolidge was well known for his quiet nature.
Everyone should vote in the presidential election. Uncle Sam wants you to vote. The White House is the residence of the President of the United States. "x" marks the spot. Ballots used to be marked with an "x." "X" is for Republican. President Bush is the Republican nominee for President. "S" is for suffrage. Women received the right to vote in 1920. "T" is for train. Some presidential hopefuls campaign from trains. "U" is for I WANT YOU. Uncle Sam wants you to vote. "V" is for vote. Everyone should vote in the presidential election. "W" is for White House. The White House is the residence of the President of the United States. "X" is for "x" marks the spot. Ballots used to be marked with an "x." "Y" is for JFK. the youngest President of the United States. "Z" is for zero electoral votes. These men received zero electoral votes in presidential elections (some more than once!). Ralp Nader, H. Ross Perot (two elections), John B. Anderson, Eugene J. McCarthy, John G. Schidt, Henry A. Wallace, Norman Thomas (six elections), Eugene V. Debs (five elections), A. L. Benson, John M. Palmer, Joshua Logan, John Dickinson, Atho J. Seward, Benjamin F. Butler, John P. St. John, James E. Weaver, and Peter Cooper
<table>
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<th>Insert Picture Here</th>
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<td>Use the word in a sentence here.</td>
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<tr>
<td></td>
<td>Use the word in a sentence here.</td>
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Lesson 5 Photo "Round Robin"

Ask each student to bring in a photo (related to a topic chosen by the teacher) that they have downloaded and printed from the Internet. Play "round robin" in which the first student shows the photo and the second has to identify/describe it. Then the first student can explain what it represents and the class can compare the two interpretations. Are the first student's explanations enriched by the second student's observations? Continue until all students have shared their chosen image.

Example: Students will choose and print a picture from the Library of Congress American Memory Collections that represents the Depression Era to them. Complete the Photo "Round Robin" activity to enhance students' understanding of the topic and to promote visual literacy skills and classroom discussion.

Cover page photo credits (clockwise from top left):

Apple photo credit:
Library of Congress, Prints & Photographs Division, FSA-OWI Collection, [reproduction number, LC-USF33-C012441-M4 DLC]
Images Draw You In: A Warm-Up Activity
Instructions

Essential Questions:
How do primary sources challenge and inspire our memory, reason and imagination?

Understanding Goal:
Our understanding of history is in a constant state of revision.

Images Draw You In:
Instructor will:
1. Place print outs of a variety of images in sheet protectors with bibliographic information on a table or other easily accessible display area.
2. Print out a variety of questions and organize the questions into groupings of about 10.
4. Provide teachers with a copy of all of the questions used in the activity.

Participants will:
1. Choose an image that connects to something they teach or interests them
2. Choose a question from a group of questions. The question should be one that the participant feels will draw students into the content of the picture. Participants have the option of writing their own question or adding to some of the prewritten questions.
3. Share their image and the question they chose with a small group of participants.
4. In groups, organize the questions from the most concrete to the most abstract. There is always leeway in this activity as questions’ complexity changes based on the image being examined.
5. Discuss how the ordering of their questions matches Bloom’s Taxonomy.
6. Discuss how this activity could be differentiated to reach different learners. Possible suggestions might include:
   a. Giving different students different questions but the same image
   b. Giving different students the same question but different images
7. Discuss how participants might use this activity in their classroom. Possible suggestions might include:
   a. Using it as a warm-up to a lesson on a new topic
   b. Using it as an informal evaluation tool

See http://www.aamnva.org/program/workshop/one/elem_warmup/index.html
and http://www.aamnva.org/program/workshop/one/sec_warmup/index.html
What objects could be placed into this picture that would belong? Give a new title to this picture. Why did you choose that title?

Write a caption for this picture that you feel explains what this picture is about.

Create a new picture that shows what happened right before this picture was taken.

What smells would you expect to smell if you were where this picture was taken?

What would you expect to hear if you were where this picture was taken?

If you were the person in this picture, how would you feel?

If you were the person in this picture, what would you expect to see in this picture?

Turn the picture over and draw what you remember of this picture.

What colors would you expect to see if this picture were in color?

What chapter in your textbook would this picture belong in?

Do you think this is an important picture to study? Why or why not?

EVALUATION

Where might this picture have been taken? What makes you think that?

When do you think this picture might have been taken? What makes you think that?

What if in this picture...

Is this picture a good example of a...?
Sample Questions for an Image Warm-up

KNOWLEDGE

List the different shapes you see in this picture.
How many people do you see in this picture?
List all the __________ you see in this picture.
How many __________ do you see in this picture?
List all the objects that start with "__________" in this picture.
Circle all the people with __________ in the picture.

APPLICATION

What might happen next in this picture? What makes you think that?
If you could talk to one of the people in this picture, what would you say?
List 3-5 questions you have about this picture?
What might the people in this picture be saying?
What might the objects in this picture be saying?
Choose one object in this picture and list as many adjectives as you can to describe it.

COMPREHENSION

What do you think this is a picture of? What makes you think that?
Estimate how many buildings might be in this picture.
What could you change in this picture that would give the picture a new idea?
Estimate how many __________ might be in this picture.
Is this picture happy or sad? What makes you say that?
Is this picture new or old? What makes you say that?

ANALYSIS

What don’t you see in this picture that you think you should see?
Cover half of your picture. How does this change what the picture is about?
Who is the most important person in this picture? What makes you say that?
What is the most important object in this picture? What makes you say that?
In this picture, what is the __________-est? or the most __________?

(superlative)
Essential Question:
How do primary sources invite students to ask questions and make discoveries?

Understanding goal:
Through inquiry primary sources are clues or pieces of data used to articulate and support an interpretation. Primary sources vary in levels of ambiguity, abstractness, and complexity.

What's In Your Pocket?
Participants will:
1. Choose an item from their pockets, purse, or bag that tells something about them.
2. Introduce themselves to a partner, someone new who they haven't really met before.
3. Share object with their partner. Explain object in an objective way.
4. Partner may ask 1 question and then should discern / hypothesize from object and clue what object says about that person.
5. Listener makes a hypothesis about what the object means in the partner's life.

Life in a Box
Instructor will:
Set out boxes filled with primary sources about one individual. Depending on size of group, participants may share one box, a pair, or individually. (Bell, Edison, Jefferson, Douglas, Stanton, Robinson) Boxes will be differentiated according to reading ability and bibliographic record clues. Red=most challenging, Blue=average difficulty, Green=least challenging

Participants will:
1. Examine items in number# order from one of the boxes presented by the instructor. Lowest # number is most difficult primary source clue. Start with lowest #.
2. Describe the objects found in the box using a worksheet (examples attached).
3. Make an educated guess / hypothesis about who these objects might have belonged to.
4. Discuss how the primary sources, give understanding and insight into the individual they belong to. What new character trait about the individual might be evident from the primary sources? Empathy, explanation, self-knowledge, perspective, application of knowledge, and interpretation with/of subject matter.
5. Share findings with large group.
6. Choose one item from the box and regroup according to type of primary source, theme, time period, or other relevant category.
7. Brainstorm ideas for use of this activity in the classroom. What would students do next to demonstrate their new understanding of the person? (Product ideas: research paper, body biography, obituary, What would world be like if? Diary or journal entry.)

See http://vvww.aamnva.org/program/workshop/three/life.html

Close with Lincoln's Pocket
Participants will:
Search the LOC site for "What was in Abraham's Lincoln's pocket on the eve of his assassination."

Instructor will:
Ask participants to identify what was in Lincoln's pocket? Ask what might the contents tell about Lincoln's character, frame of mind on that day?
**Life in a Box Analysis**

Name __________________________

<table>
<thead>
<tr>
<th><strong>Confirm</strong></th>
<th><strong>Surprise</strong></th>
</tr>
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<tbody>
<tr>
<td>Explain how the artifact confirmed what you already knew about this person.</td>
<td>Explain why you were surprised to see this artifact in a box about the person.</td>
</tr>
<tr>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
<td>2.</td>
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<td>3.</td>
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<table>
<thead>
<tr>
<th><strong>Question</strong></th>
<th><strong>Add</strong></th>
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<tbody>
<tr>
<td>Write questions you have about the person’s life and/or the artifacts.</td>
<td>Identify artifacts that could be added to the box to improve the description of this person’s life. Explain why the item should be added on another piece of paper.</td>
</tr>
<tr>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
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<td>3.</td>
<td>3.</td>
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</tbody>
</table>
Where do you stand?

Agree  Disagree

The teacher leads this activity before and after looking at the boxes.

The teacher will:

1. Make a line (using masking tape or string) along the classroom/hallway floor with one end marked “Agree” and one end marked “Disagree”.

2. Make a generalized statement to the students about specific roles of people such as inventors or reformers or make a generalized statement about specific people from a unit of study. For example: Inventors have one good idea and stick to it until they are done. Or, reformers often get into trouble before they accomplish their goals.

3. Ask students to walk and stand at a location along the continuum to indicate if they “Agree” or “Disagree” with the statement.

4. After each statement and the students' repositioning, call on one or two students at several locations to justify their positions. Ask those who are only partially toward “Agree” or “Disagree” to explain their hesitation or to tell what it would take to move them fully one way or the other.

5. Repeat the activity after the Life in a Box activity.

Extension Activity: Create a Timeline

1. Assign each student a person from the box activity.
2. Ask students to physically stand on a line to create a timeline of the birth year of each person from the box activity.
3. Ask students to physically stand on a line to create a timeline of the year their person made a big accomplishment.
4. Ask students to physically stand on a line to create a timeline of the year of death for their person.

Class discussion:

How did the people's lives overlap? Had any of these people known each other? How was the life of one person connected to the lives of the people that lived before them?
Your Life in a Box Student Project

1. Gather 5 primary source items, from your home or backpack, that describe you as a person. Think about your interests, strengths, accomplishments, things that are important in your life, and items that show the contributions you have made to your family, community, and school.

2. Order the items from the hardest clue about your life (something most people don't know about you) to the easiest clue that would lead the viewer of the box to guess that the box was about your life. Clearly mark the items with a number for the order the items should be viewed.

3. Bring the box to class on ________________.

4. Share your box with a partner. Ask your partner to look at each item in your box in the correct order. Ask your partner to explain why they think the item is important to your life.

5. Share why you put the items in the box with your partner. Are there any differences in the ideas? Ask your partner for suggestions on improving the choice of items or changing the order to make a challenging box.

6. Place the finished box on the table in classroom.

Life in a Box Class Activity

1. Choose a box and determine who the box represents and what the items mean about the person's life.

2. Introduce the person to the class by sharing each item and explaining what this item means about this person's life.

3. Ask the real person to correct or confirm the assumptions made by the presenter of the box.

4. Discuss with the class.

   - How was working on these boxes like the work of historians or detectives? What other professions use this type of process?
   - What surprised you about someone in this class?
   - How are the primary sources similar to the Life in a Box activity with the primary sources from the Library of Congress? How are the primary sources different?
Word Processing Activity Ideas

Newsletter

Exercise

Convert the typical research paper into a creative newsletter

1. Begin by teaching the basic skills of how to create a header/footer and columns.
2. Have the teachers pick a favorite subject/topic and research on the Internet to find data to work with for their newsletter.
3. Locate and save images that compliment the data.
4. Demonstrate how to bring the researched data and images together and teach the basics on copy/paste, inserting and moving images, and working with column breaks.
5. Give teachers time to develop their newsletters.
6. Brainstorm ways newsletters could be used in the classroom.

Other Suggestions

- Discuss the ideas of taking the newsletter and converting it to a brochure.
- Create a flyer that summarizes the newsletter into a single phrase.

Recipe of the Week

Pimento Jell-O Salad

Ingredients:
- 1 package of Jell-O salad
- 1 cup boiling water
- 1 cup sugar
- 1/4 cup lemon juice
- 1/4 cup vinegar
- 1/4 cup mayonnaise
- 1/4 cup salad dressing

Instructions:
1. Dissolve the package of Jell-O in the boiling water. Stir until dissolved. Add sugar, vinegar, lemon juice, and mayonnaise. Mix well.
2. Chill until set.

Newsletter Example

Images from:
Jell-O: America's Most Famous Dessert (Cookbook)

American Memory
Emergence of Advertising in America, 1850-1920: Selections from the Collections of Duke University

DIGITAL ID

Wendy Fusco
An Adventure of the American Mind
Revised: December 9, 2003
Map Annotation
The strategy employs the idea of annotation as critical commentary to facilitate building cartographic literacy skills to enhance content learning. The focus is on a single map and involves various exercises that build to developing a comprehensive annotation.

The tasks follow a progression of expertise and the specific activities can be employed individually or combined with others at that level of proficiency, or across levels depending upon student progress. This model is generally a stand-alone activity that builds upon other learning activities and can be used as a diagnostic or assessment instrument. The strategy has novice being the status of participants when they advance from one level to another and do the activity for the first time. The activities often involve the use of other resources, including textbooks, to complete the tasks.

Basic
1. Map reading (leading to introduction in advanced level):  
   - Students read the map using questions to identify major content and context information. The answers to each question are arranged into a list.  
   - Students read map as above and write a summary of their findings.

2. Place and context (leading to reference map activity in advanced level):  
   - Students read map for location and then find place depicted on a larger geographic map to identify larger context of geographic location.  
   - Students read map for location and then find place depicted on larger thematic or topical map to gain larger spatial context of theme or topic.

3. Item analysis (leading item analysis cutouts in advanced level):  
   - Students read map using questions to identify and list most important features.  
   - Students read map using questions to identify and describe most important features.

4. Map drawing (leading to map drawing in advanced level)  
   - Students review map elements including idea of projections, grid, latitude and longitude, scale, and compass rose, applying to map under study.  
   - On a piece of tracing paper or a blank overhead transparency sheet, students trace the map. Next, they draw a compass rose and other map elements as needed on the tracing paper or transparency map drawing.

Proficient
1. Map reading:  
   - Students read map using questions to identify major content and context information. Using answers to questions, students pose questions to deepen examination of map. Students refer to textbook and possibly other sources to answer new questions. Students organize answers and write summary statement explaining map.  
   - Students do above tasks but include identifying contemporary purpose map in summary. Students re-title map to describe purpose.

2. Place and context  
   - Students read map for location. Students research geographic maps and choose most relevant to act as geographic reference map.  
   - Students read map for location. Students research geographic maps and choose most relevant to act as thematic or topical reference map.
3. Item analysis
   - Students read map to identify most important features. Students use text and other sources to write summary description of an important feature.
   - Students read map to identify most important features. Students use text and other sources to write description of an important feature that includes analyzing the item from the perspective of the topic or theme.

4. Map drawing
   - Students draw a map using another map as the main reference and a second map as supplement, including information from both maps.
   - Students draw a map as above but including information from the textbook and/or other sources.

Advanced
1. Map annotation
   - Students create an annotation for a map that include title, analytical summary, reference map, and item analysis insets. Students research information from a variety of sources.
   - Students gather information from a variety of sources and draw map and create annotation as above.
American Memory & Me Student Worksheet - Introduction
Get started on the Birthday Project!

DIRECTIONS
1. Go to http://www.americanmemory.org/AmericanMemory/index.htm and click the Today in History link to access this part of the American Memory section at the Library of Congress website.
2. Use the drop-down menu to select your birthday (month and day), then click the go button.
3. Review the information and browse the American Memory site by clicking the links on the page (remember to use your web browser's Back button to return to the main Today in History page).
4. Answer the questions in Part I and Part II of the American Memory & Me Student Worksheet.

American Memory & Me Student Worksheet - Part I
In Part I, you'll discover and document important events in history that happened on your birthday.

Name: ____________________________________________

List two to five events that happened in your birth month.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Content © Barat Education Foundation
Distributed through the American Memory Initiative of Barat Education Foundation
What type of primary sources did you find? (Circle ALL that you found.)
Photos                      News articles
Video files                  Audio files
Journal writings             Advertisements
Maps                        Sheet music
Other? _______________________

Choose one event that is really interesting to you. Describe what it might look like and sound like to be present when this event was happening.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Click a link to a picture from one of the events listed on the *Today in History* page for your birthday. Take a close look at the picture and describe AT LEAST two interesting details that you discovered. Copy the picture and save it.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Now write about the event, using the picture as the central theme. Describe the event in at least five sentences, answering the following questions with lots of detail.

- What title can you give the event?
- Where did the event happen?
- When did the event happen?
- What happened at the event?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

American Memory & Me Student Worksheet - Part II
In Part II, you'll learn that YOU are part of the American memory, too.

My name is _____________________________________________.

I was born on _______________________________________

__________________________ (month)  ___________ (day)  __________ (year)

and am now ___________ years old. I was born in

_______________________________________________.

(city)  (state)  (country)
In the space below (and on the back) describe a contribution you have made to America? Examples include Girl/Boy scouts, singing for a retirement home, helping out elderly people with chores, or cleaning up your community on Earth Day.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

What is one contribution you would like to make in your lifetime? Use your imagination and think BIG, you can achieve great things!

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Which primary sources exist about your life? (Circle ALL that apply.)

Photos
News articles
Video files
Audio files
Journal writings
School projects
Original artwork
Other? ________________________________

American Memory & Me Student Worksheet - Newspaper
Create a newspaper about you and your special day in history.

DIRECTIONS

1. Go to http://www.americanmemory.org/AmericanMemory/index.htm and click the Everyday History link to access the newspaper template. Save a copy of the template or print it out.

2. Paste the historical picture that you saved from the Today in History page into the appropriate section of the template.

3. Edit your story from Part I of the American Memory & Me Student Worksheet, then paste the story into the appropriate section of the template.

4. Paste your personal photo into the appropriate section of the template.

5. Edit your story from Part II of the American Memory & Me Student Worksheet, then paste the story into the appropriate section of the template (see examples on next page).
Examples

Jim Smith Redesigns Education System
Jim Smith was born on July 12, 1994 in Binghamton, New York. He was a restless and distracted student throughout the eighth grade. He hated tests. After completing high school and college, Jim decided to become a really cool teacher and make school much more fun. During his life, he helped to redesign the American education system to have fewer tests and more projects. Jim’s students loved school and were very successful.

Caroline Jones Provides Companions to Millions
Caroline Jones was born on July 6, 1996 in Chicago, Illinois. She was a great kid who did well in school. She loved teddy bears, and thought that all children needed teddy bears to be happy. When Caroline was seven, she started to work with her friends to collect teddies and give them away. She worked on the project her whole life. Caroline gave away over one million teddy bears, making American children in need very happy.
ALPHABET BOOKS

Alphabet books are a great way to dig deeper into a topic, while using a digital camera or incorporating graphics found on the WWW. They are useful with students of all ages, with the difficulty level of the vocabulary increasing with the grade level.

Project... We will create a "__________ Alphabet Book". Each group of students will be assigned a set of letters of the alphabet. The group will explore the community and locate items to represent those letters. (Remember, the letters must represent your community – so “C is for Car – this is my car” is not acceptable, but “G is for Garden – this garden is at Old Main” is okay.

Details:

- Margins: 1 inch all sides
- Font: Arial
- Letter Size: 72 and bold
- Narrative text: 36
- Image Size: 3" x 5"

Letter Assignments

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bonus</td>
<td>Q and Z</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Line #1 (left aligned)

Skip a line
Skip a line

Line #2 (centered)

The Quad
Students relax in the quad.

Image
3" x 5"
Centered on Page

Save your document as Aisfor.doc (or Bisfor.doc, etc) on disk.
ABC INQUIRY SHEET

Examine the image provided by your teacher. Choose words or phrases that begin with each letter of the alphabet that come to mind as you study the image. The items can be objective (what you see in the image) or subjective (feelings, associations or judgments about the image).

A
B
C
D
E
F
G
H
I
J
K
L
M
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O
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S
T
U
V
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X
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Z

Additional Questions or Thoughts about this Image

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Houghton Mifflin English

Sense Chart

List details for each sense in its column.

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<thead>
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<th>Topic</th>
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Image References

http://memory.loc.gov/cgi-bin/query/r?ammem/ngp:@field(NUMBER+@band(ndfahult+b372))


Page 5 Top "Illinois State Normal University, July 29, 1914", Library of Congress, Prints and Photographs Division. Pan6a03986 http://hdl.loc.gov/loc.pnp/pan.6a03986

Page 5 Middle "Plantation horn". Filson Special Collections, Special Collections Research Center, University of Chicago Library.
http://memory.loc.gov/cgi-bin/query/r?ammem/fawbib:@field(DOCID+@lit(apf0018))

Page 5 Bottom Ulysses S. Grant's commission as lieutenant general signed by Abraham Lincoln, 10 March 1864. Library of Congress, Manuscript Division.
http://lcweb2.loc.gov/cgi-bin/query/r?ammem/mcc:@field(DOCID+@lit(mcc/017))


Page 7 Middle Mrs. Thomas Whiffen, an actress, sitting in a rocking chair holding a feather fan in a house in Chicago, Illinois DN-0076000, Chicago Daily News negatives collection, Chicago Historical Society. http://memory.loc.gov/cgi-bin/query/r?ammem/cdn:@field(NUMBER+@band(ichicdn+n076000)

Page 7 Bottom Civil War Treasures from the New-York Historical Society. http://memory.loc.gov/cgi-bin/query/r?ammem/cwnyhs:@field(DOCID+@lit(a100001))

Page 8 Top Detail from Incidents of the war. A harvest of death, Gettysburg, July, 1863. Photographed by Timothy H. O'Sullivan, July 1865 (Library of Congress, Prints and Photographs Division, Reproduction number: LC-B8184-7964-A). http://memory.loc.gov/cgi-bin/query/r?ammem/cwar:@field(NUMBER+@band(cwp+4a40875)

Page 8 Bottom Sod home near Meadow, South Dakota. Fred Hultstrand History in Pictures Collection, NDIRS-NDSU, Fargo. http://memory.loc.gov/cgi-bin/query/r?ammemingp:@field(NUMBER+@band(ndfahult+b038)


