Using Primary Sources to Enrich Class Research

Tara Carlisle, Julie Leuzinger, and Suzanne Sears

University of North Texas Libraries
Texas Library Association Annual Conference 2014
Government Documents Round Table

Friday, April 11, 2014
Using Primary Sources to Enrich Class Research

• Introduction of Primary and Secondary Sources
• American Memory
• Suzanne’s Top Picks From the Government Documents Collection
• Portal to Texas History
• How teachers are using primary sources
• Oklahoma Gateway
Primary and Secondary Sources

Simple Definition

• Primary Source: Firsthand evidence of historical events or periods.

• Secondary Source: A later interpretation of historical events or periods (Johnson 2003, 2).
Primary and Secondary Sources
Library of Congress Definition

Primary sources are original items or records that have survived from the past, such as clothing, letters, photographs, and manuscripts.

They were part of a direct personal experience of a time or event.
Primary Source Examples

Maps  Pamphlets  Posters  Advertisements

Newspaper Articles  Personal Letters  Diaries  Prescriptions

(Johnson 2003, 14)
Primary VS Secondary

http://www.lefthandedtoons.com/toons/drew_telephonegame.gif
Primary VS Secondary
(the serious version)

- Researcher dependent
- Author dependent
- Scholarship dependent
- Classroom dependent
Primary OR Secondary?

- Who made or wrote each item?
- When was it made?
- Why was it made?
- Was it made at the same or nearly the same time that it happened?
- Is it somebody else’s idea of what happened?
- Is it an eyewitness account?
- Could the item belong to both the primary and secondary source groups? Why or why not?” (Johnson 2003, 18-19)
Why Primary Sources?

http://www.savagechickens.com/images/chickentruthisoutthere.jpg
Information literacy is a non-linear process…. (Johnson 2003, 39)
## Critical Thinking
(Primary Source Analysis Template, Steps 1, 2, & 3)

<table>
<thead>
<tr>
<th>Step 1: Internal Evidence</th>
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<tbody>
<tr>
<td>“Information literate students question.”*</td>
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<table>
<thead>
<tr>
<th>Objective Observations:</th>
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<tbody>
<tr>
<td>(minimum of four)</td>
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<tr>
<th>Subjective Observations:</th>
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<td>(minimum of four)</td>
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<table>
<thead>
<tr>
<th>Step 2: External Evidence</th>
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<tr>
<td>“Information literate students question.”</td>
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<table>
<thead>
<tr>
<th>Objective Evidence:</th>
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<tr>
<td>(from bibliographic data)</td>
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<table>
<thead>
<tr>
<th>Missing Evidence:</th>
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<tr>
<td>(missing from bibliographic data)</td>
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<table>
<thead>
<tr>
<th>Step 3: Research-based Evidence</th>
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<tbody>
<tr>
<td>“Information literate students strategize, acquire, and analyze.”</td>
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<table>
<thead>
<tr>
<th>Questions to Guide Research:</th>
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<table>
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<tr>
<th>Search Strategies:</th>
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<tbody>
<tr>
<td>(resources and/or keywords)</td>
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(Johnson 2003, 43)
Critical Thinking
(Primary Source Analysis Template, Steps 4 & 5)

<table>
<thead>
<tr>
<th>Step 4: Synthesize Evidence and Research</th>
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<tbody>
<tr>
<td>“Information literate students synthesize.”*</td>
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<tr>
<th>Plan to Demonstrate Knowledge:</th>
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<tr>
<th>Outline of Main Points:</th>
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<tr>
<th>Step 5: Evaluate Product and Process</th>
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<tbody>
<tr>
<td>“Information literate students evaluate and apply.”</td>
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<table>
<thead>
<tr>
<th>Product Evaluation: (narrative)</th>
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<table>
<thead>
<tr>
<th>Process Evaluation: (narrative)</th>
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*Key Belief: Schools and library programs empower students to become information literate.

Through inquiry, students develop increasing levels of complexity in the following skills and abilities:

**Question:** Create essential questions about information needs.
**Strategize:** Develop plans for finding a variety of relevant information sources.
**Acquire:** Find information needed to answer questions.
**Analyze:** Evaluate sources, read content, refine and revise questions.
**Synthesize:** Learn by connecting information, experience, and prior knowledge.
**Evaluate:** Assess process and product.
**Apply:** Use knowledge ethically for the improvement of self and society.


http://www.criticalthinking.org/ (Johnson 2003, 44)
American Memory

http://memory.loc.gov/ammem/index.html
American Memory-Browse

Browse Collections
The Library of Congress > American Memory Home > Browse Collections

As a part of ongoing modernization, we've migrated some of our collections to new presentations. Collections that have been migrated no longer appear in internal American Memory search results and browse lists. To search all Library collections (including American Memory) please visit loc.gov/search, or browse collections at loc.gov/collections.

Browse by Topic

- Advertising
- Congress & the Consumer Economy
- African American History
- Slave Narratives
- Architecture, Landscape, and Interior Design
- Cities, Towns
- Chesapeake Bay Region
- Culture, Folklife
- September 11, 2001
- Environment, Conservation
- Conservation Movements
- Government, Law
- Continental Congress
- Immigration, American Expansion
- Women's History
- Suffrage Scrapbooks

List all collections

- Literature
- Speeches
- Documents in American History
- Native American History
- Travels in America
- Performing Arts, Music
- Music for the Nation
- Presidents
- Washington, Jefferson
- Religion
- Early Christian Religious Petitions
- Sports, Recreation
- Jackie Robinson
- Technology, Industry
- Birth of the Recording Industry
- War, Military
- WWII Stations
- Women's History

Help with browsing collections

Browse Collections by Time Period

- 1400-1699
- 1700-1799
- 1800-1849
- 1850-1899
- 1900-1929
- 1930-1949
- 1950-1969
- 1970-present

Browse Collections Containing

- Maps
- Manuscripts
- Motion Pictures
- Sheet Music, Song Sheets
- Photos, Prints
- Sound Recordings
- Books, Other Printed Texts

Browse Collections by Place

- Northeast U.S.
- U.S.
- South U.S.
- International
- Midwest U.S.
- West U.S.

http://memory.loc.gov/ammem/browse/index.html
**Immigration, American Expansion: 12 collections**

<table>
<thead>
<tr>
<th>Collection Title</th>
<th>Event/Ranges</th>
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<tbody>
<tr>
<td>Broadside and Printed Ephemera ~ ca. 1600-2000</td>
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<tr>
<td>An American Time Capsule: Three Centuries of Broadsides and Other</td>
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<tr>
<td>Printed Ephemera</td>
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<tr>
<td>California First Person Narratives ~ Books ~ 1849-1900</td>
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<tr>
<td>California as I Saw It: First Person Narratives of California's</td>
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<tr>
<td>Early Years, 1849-1900</td>
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<tr>
<td>Chesapeake Bay and Washington, D.C. ~ Books ~ 1600-1925</td>
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<tr>
<td>The Capital and the Bay: Narratives of Washington and the Chesapeake</td>
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<tr>
<td>Bay Region, 1600-1925</td>
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<tr>
<td>Chinese in California ~ MultiFormat ~ 1850-1925</td>
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<tr>
<td>Chinese in California, 1850</td>
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<tr>
<td>Great Plains ~ Photographs ~ 1850-1910</td>
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<tr>
<td>The Northern Great Plains, 1860-1920: Photographs from the Fred</td>
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<td>Hultstrand and F.A. Pezandak Photograph Collections</td>
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<tr>
<td>Louisiana Purchase ~ Maps ~ 1872-1902</td>
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<tr>
<td>Louisiana: European Explorations and the Louisiana Purchase</td>
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<tr>
<td>Maritime Westward Expansion ~ MultiFormat ~ 1820-1890</td>
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<tr>
<td>Westward by Sea: A Maritime Perspective on American Expansion</td>
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<tr>
<td>Ohio River Valley ~ MultiFormat ~ 1750-1820</td>
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<tr>
<td>First American West: The Ohio River Valley, 1750-1820</td>
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<tr>
<td>Prairie Settlement, Nebraska ~ Photographs and Letters ~ 1862-1912</td>
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<td>Prairie Settlement, Nebraska Photographs and Family Letters, 1862-</td>
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<td>1912</td>
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<tr>
<td>Traveling in America ~ Books ~ ca. 1750-1910</td>
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<tr>
<td>American Notes: Travels in America, 1750-1926</td>
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<tr>
<td>Upper Midwest ~ Books ~ ca. 1820-1910</td>
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<tr>
<td>Pioneering the Upper Midwest: books from Michigan, Minnesota, and</td>
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<tr>
<td>Wisconsin, ca. 1820-1910</td>
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</table>

http://memory.loc.gov/ammem/browse/ListSome.php?category=Immigration,+American%20Expansion
American Memory-Browse by Time Period

1800-1849
The Library of Congress » American Memory Home » Browse Collections

1800-1849: 39 collections

Search selected collections

Select all | Clear all

- African Americans ~ Daniel A. P. Murray ~ Pamphlets ~ 1818-1907
- African American Perspectives: Pamphlets from the Daniel A. P. Murray Collection, 1818-1907
- African Americans ~ Pamphlets ~ 1814-1909
- From Slavery to Freedom: The African-American Pamphlet Collection, 1824-1905
- African-American Odyssey ~ Exhibit ~ MultiFormat
- African American Odyssey
- Broadsides and Printed Ephemera ~ ca. 1800-2000
- An American Time Capsule: Three Centuries of Broadsides and Other Printed Ephemera
- California First-Person Narratives ~ Books ~ 1849-1900
- "California as I Saw It": First-Person Narratives of California's Early Years, 1849-1900
- Chesapeake Bay and Washington, D.C. ~ Books ~ 1600-1923
- The Capital and the Bay: Narratives of Washington and the Chesapeake Bay Region, 1600-1923
- Dance Manuals ~ Books ~ 1890-1920
- An American Ballroom Companion: Dance Instruction Manuals, ca. 1890-1920
- Jefferson, Thomas ~ Papers ~ 1606-1827
- The Thomas Jefferson Papers at the Library of Congress
- Liberia ~ Maps ~ 1830-1870
- Maps of Liberia, 1830-1870
- Lincoln, Abraham ~ MultiFormat ~ 1862-1921
- The Alfred Whitsel Serr Collection of Lincolniana
- Lincoln, Abraham ~ MultiFormat ~ 1850-1904
- Mr. Lincoln's Virtual Library
- Lincoln, Abraham ~ Papers ~ ca. 1850-1948
- Abraham Lincoln Papers at the Library of Congress

http://memory.loc.gov/ammem/browse/ListSome.php?timePeriod=1800-1849
American Memory- Browse by Collections Containing

Motion Pictures
The Library of Congress » American Memory Home » Browse Collections

Motion Pictures: 16 collections

Select all | Clear all

- Fifty Years of Coca-Cola Television Advertisements: Highlights from the Motion Picture Archives at the Library of Congress
- Coolidge Era - Multiformat: 1926-1929
- Prosperity and Thrift: The Coolidge Era and the Consumer Economy, 1921-1929
- Edison Companies: Film and Sound Recordings
- Inventing Entertainment: the Early Motion Pictures and Sound Recordings of the Edison Companies
- Factories, Westinghouse: Films ~ 1914
- Inside an American Factory: Films of the Westinghouse Works, 1904
- Film: Animated ~ 1900-1921
- Origins of American Animation
- Folk: Music: Ohio and Erie Canal: Captain Pearl R. Nye: Songs ~ 1897-1944
- Captain Pearl R. Nye: Life on the Ohio and Erie Canal
- McKinley, William, and Pan-American Exposition: Films ~ 1901
- The Last Days of a President: Films of McKinley and the Pan-American Exposition, 1901
- New York City: Films ~ 1898-1905
- The Life of a City: Early Films of New York, 1898-1906
- Presidential Inaugurations - Multiformat: 1881-2001
- "I Do Solemnly Swear...": Presidential Inaugurations
- Ranching Culture, Nevada - Multiformat: 1945-1992
- Buckaroos in Paradise: Ranching Culture in Northern Nevada, 1945-1992
- Roosevelt, Theodore: Films ~ 1880-1919
- Theodore Roosevelt: His Life and Times on Film

http://memory.loc.gov/ammem/browse/ListSome.php?format=Motion+Picture
http://memory.loc.gov/ammem/browse/ListSome.php?region=West +U.S.
Voices from the Dust Bowl: The Charles L. Todd and Robert Sonkin Migrant Worker Collection is an online presentation of a multi-format ethnographic field collection documenting the everyday life of residents of Farm Security Administration (FSA) migrant work camps in central California in 1940 and 1941. This collection consists of audio recordings, photographs, manuscript materials, publications, and ephemera generated during two separate documentation trips supported by the Archive of American Folk Song (now the Archive of Folk Culture, American Folklife Center).

Todd and Sonkin, both of the City College of New York (currently the City College of the City University of New York), took disc recording equipment supplied by the Archive of American Folk Song to Arvin, Bakersfield, El Rio, Firebaugh, Porterville, Shafter, Thomton, Visalia, Westley, and Yuba City, California. In these locales, they documented dance tunes, cowboy songs, traditional ballads, square dance and play party calls, camp council meetings, camp court proceedings, conversations, storytelling sessions, and personal experience narratives of the Dust Bowl refugees who inhabited the camps.

The mission of the Library of Congress is to make its resources available and useful to Congress and the American people and to sustain and preserve a universal collection of knowledge and creativity for future generations. The goal of the Library’s National Digital Library Program is to offer broad public access to a wide range of historical and cultural documents as a contribution to education and lifelong learning.

The Library of Congress presents these documents as part of the record of the past. These primary historical documents reflect the attitudes, perspectives, and beliefs of different times. The Library of Congress does not endorse the views expressed in these collections, which may contain materials offensive to some readers.

http://memory.loc.gov/ammem/afctsh.html/tshome.html
The South Texas Border, 1900-1920
Photographs from the Robert Runyon Collection

Overview
This collection is no longer updated in American Memory. Please visit the up to date presentation: The South Texas Border.

The Robert Runyon Photograph Collection of the South Texas Border Area, a collection of over 8,000 items, is a unique visual resource documenting the Lower Rio Grande Valley during the early 1900s. Donated by the Runyon family to the Center for American History in 1996, it includes glass negatives, lantern slides, nitrate negatives, prints, and postcards, representing the life's work of commercial photographer Robert Runyon (1881-1968), a longtime resident of South Texas. His photographs document the history and development of South Texas and the border, including the Mexican Revolution, the U.S. military presence at Fort Brown and along the border prior to and during World War I, and the growth and development of the Rio Grande Valley.

1997 LC/Ameritech Competition Awardee Institution: University of Texas, Austin
- The General Libraries at the University of Texas at Austin
- Home Page for this Collection at the University of Texas
- Contact the University of Texas at Austin about this Collection
American Memory- Shaker religious greeting, watercolor, January 1853 (Shaker Collection)

http://memory.loc.gov/cgi-bin/query/r?ammem/mcc:@sum(@field(OTHER+@band(Shakers))+@field(SUBJ+@band(Shakers)))
Top Picks from the Government Documents Collection

• Serial Set
• War of the Rebellion
• Foreign Relations of the United States
• Public Papers of the Presidents
• FDsys—Federal Digital System
• How to Find Your Local Depository
Serial Set

- Began in 1817
  - American State Papers 1-14th Congress
- House and Senate Documents
Serial Set Online

• Library of Congress
  – http://memory.loc.gov/ammem/amlaw/lwss.html

• Many libraries subscribe to commercial digitized collections of the Serial Set
U.S. Serial Set

The United States Congressional Serial Set, commonly referred to as the Serial Set, began publication with the 15th Congress, 1st Session (1817). Documents before 1817 may be found in the American State Papers.

The Serial Set contains the House and Senate Documents and the House and Senate Reports. The reports are usually from congressional committees dealing with proposed legislation and issues under investigation. The documents include all other papers ordered printed by the House or Senate. Documents cover a wide variety of topics and may include reports of executive departments and independent organizations, reports of special investigations made for Congress, and annual reports of non-governmental organizations. During the late nineteenth and early twentieth centuries, executive branch materials were also published in the Serial Set.

The serial number is a unique number applied to each book in the series of congressional publications running consecutively from the 15th Congress. The serial number may be useful for locating items, but not for citation. The documents and reports series have three numbers:

- an individual report or document-publication number,
- a volume number of each series for each session of Congress, and
- the serial number.

Documents and reports can be located using the volume or serial number but should be cited using the publication number and Congress and session number.

Related Information

- U.S. Congressional Serial Set: What It Is and Its History, GPO Access
- An Overview of the U.S. Congressional Serial Set, Law Librarians' Society of Washington, D.C., Inc.
- Library Resources for Administrative History: Congressional Serial Set, National Archives and Records Administration
"TITANIC" DISASTER

REPORT

OF THE

COMMITTEE ON COMMERCE
UNITED STATES SENATE

FURSING TO

S. RES. 283

DIRECTING THE COMMITTEE ON COMMERCE TO INVESTIGATE THE CAUSES LEADING TO THE WRECK OF THE WHITE STAR LINER "TITANIC".

TOGETHER WITH SPEECHES THEREON BY

SENATOR WILLIAM ALDEN SMITH
OF MICHIGAN

AND

SENATOR ISidor RAYNER
OF MARYLAND

INVESTIGATION INTO LOSS OF S. S. "TITANIC".

WEATHER CONDITIONS DURING VOYAGE.

During the entire voyage the weather was clear, with the single exception of 10 minutes of fog, and the sea was calm throughout every night. No undetected incident marred the trip. Greetings signals were frequently exchanged with passing vessels by appropriate

ICE WARNINGS.

On the third day out ice warnings were received by the wireless operators on the Titanic, and the testimony is conclusive that at least three of these warnings came direct to the commander of the Baltic, of the White Star Line. It will be noted that this message was followed, and near the place where the accident occurred. The message from the commander of the Baltic is as follows (p. 1061):

Capt. Surow, Baltic.

STEAMSHIP "BALTIC," April 14, 1912.

Have had moderate variable winds and clear fine weather since leaving. Greek steamer Adrius reports passing icebergs and large quantity of field ice to-day in latitude 58°15' to Philadelphia, not under control, short of coal; latitude 40°42' north, longitude 74°11' west. Wishes to be reported to New York and other steamers. With you and

COMMANDER

The second message was received by the Titanic from the California, of the Leyland Line, at 5.35 p.m. New York time, Sunday track which the Titanic was following. This message was as follows (p. 785):

Latitude 42°35' north, longitude 50°37' west. Three large bergs 8 miles to southward of us. Regards. (Sig.) Lord.

The third message was transmitted from the America via the Titanic and Cape Race to the Hydrographical Office...
War of the Rebellion: Official Records of the Union and Confederate Armies
War of the Rebellion

• Compilation of official reports, correspondence, military operations, orders, and trials

• Copied without editing for accuracy or retrospection

• Produced over a period of 63 years

• The most significant primary source of information about the American Civil War
War of the Rebellion Online

• University of North Texas
  – http://texashistory.unt.edu/

• Cornell University
  – http://digital.library.cornell.edu/m/moawar/waro.html

• Baylor University
  – http://digitalcollections.baylor.edu/cdm/landingpage/collection/tx-wotr
  – Atlas only
The Official Records of the War of the Rebellion is the most complete collection of primary source official documents from the American Civil War.

The Official Records include first-hand accounts, orders, reports, maps, diagrams, and correspondence drawn from both the Confederate and the Union governments. Series I of the Official Records of the Union and Confederate Armies contains the formal Union and Confederate reports of all military operations in the field, along with the related correspondence, orders, and returns.

Series II contains the correspondence, orders, reports, and returns, for both the Union and Confederate sides, relating to prisoners of war, and State or political prisoners.

Series III contains other correspondence, orders, reports, and returns of the Union authorities (including their correspondence with the Confederate officials) not covered in Series I or Series II. It includes the annual and special reports of the Secretary of War, of the General-in-Chief, and of the chiefs of the several staff corps and departments, the calls for troops, and the correspondence between the national and the several State authorities.

Series IV contains the correspondence, orders, reports, and returns of Confederate authorities (including their correspondence with the Union officials) not covered in Series I or Series II. It includes the annual and special reports of the Secretary of War, of the General-in-Chief, and of the chiefs of the several staff corps and departments, the calls for troops, and the correspondence between the national and the several State authorities.
With but two exceptions, to wit, Private [Richard] Childers, of Company E, and Private [W. F.] Brooks, Company K, each and every man of the regiment proved himself a hero. Hundreds might be mentioned, each of whom with reason and propriety might point to his gallant acts and daring deeds, and the lamented [and] commanding feats that he cannot call attention to the hearing of a few only of those without doing some share of injustice to those not mentioned; and though he is urged to mention the names of Privates [W. Y.] Salter, Company I, [J. N.] Kirksey and [G.] Barfield, Company B, and [W. J.] Barbee, Company L, for great and striking gallantry, and does mention them, he feels that he is neglecting others of equal merit. Private Barbee, though a mounted courier, acting for Major-General Hood, entered the ranks of his company (L), and fought through the engagement. At one time he mounted a rock upon the highest pinnacle of the hill, and there, exposed to a raking, deadly fire from artillery and musketry, stood until he had fired twenty-five shots, when he received a Minie ball wound in the right thigh, and fell.

Having exhausted their original supply of ammunition, the men supplied themselves from the cartridge-boxes of their dead and disabled comrades and from the dead and wounded of the enemy; frequently going in front of the hill to secure a cartridge-box. Many of the officers throw aside their swords, seized a rifle, and, going into the ranks, fought bravely and nobly.

The regiment lost in killed, 25, in wounded, 48, and missing, 20, a list of the names of whom, giving the company and character of wound of those wounded, is hereto annexed as part of this report.

Respectfully submitted.

Lieutenant-Colonel, Commanding First Texas Regiment.

N. B.—I would state that Capt. John R. Woodward, of Company G, entered the engagement as acting major in charge of the left wing early in the engagement. He was wounded in the head by the fragment of a shell, and was borne from the field.

P. S.—In addition to the above report, I have the following to submit: During the evening of Friday, July 3, Company L, commanded by Lieutenant [J. R.] Loughridge, having become separated from the Fourth Texas Regiment, of which it was a part, attached itself to the First Texas Regiment, and remained with it throughout the evening and night, until the latter was moved to the position occupied by the brigade on July 3, doing its full duty and battling bravely.

No. 455.


JULY 9, 1863.

Sir: I have the honor to submit the following report of the part taken by my regiment in the action near Gettysburg, Pa., July 2 and 3:

About 4:30 p.m. the 2d instant, we were ordered to advance on the enemy, who occupied the heights about 1½ miles distant, the Fifth

* Not found; but see p. 389.

Texas, the directing battalion, on my right, and the First Texas on my left. Advancing at double-quick, we soon met the enemy's skirmishers, who occupied a skirt of thick undergrowth about one-quarter of a mile from the base of the cliffs, upon which the enemy had a battery playing upon us with the most deadly effect.

After a short pause, while repelling his skirmishers, I was ordered by General Robertson to move by the right flank, so as to cover all the ground between us and the directing battalion. Moving about 300 yards, I met the enemy in full force in a heavy, wooded ground, sheltering themselves behind rocks, from which, after a sharp contest, he was driven to the heights beyond, in our front and in close proximity to the mountain, and there I was prised to learn that the gallant Lieut. Col. B. F. Carter was severely wounded while crossing a stone wall near the base of the mountain. I was also informed that Col. John C. G. Key, of its gallant chargers the while to the front, was severely wounded. The command then devolved upon me. Many of the officers and men had been killed and wounded up to this time.

Finding it impossible to carry the heights by assault with my thinned ranks, I ordered my command to fall back in the skirt of timber, the position then occupied being enfiladed by the batteries on the left and exposed to heavy fire of musketry in my immediate front.

Being joined by the Fifth Texas on my right, I again attempted to drive the enemy from the heights by assaults, but with like results. Again, being re-enforced by the Forty-eighth Alabama, commanded by the gallant Colonel [James L.] Sheffield, and the Forty-fourth Alabama, whose commander I did not learn, we again charged their works, but were repulsed, and then, under the order of General Law, I ordered my command to fall back under cover of the timber, on a slight elevation within short range of the enemy. I formed my regiment in line of battle, leaving the battle-field contested ground.

At the dawn of the day, I had a stone wall about 2 feet high thrown up, which afforded some protection to the men occupying the position from which we had driven the enemy until sunset of the 3d instant, at which time I was ordered to move my command, in conjunction with the remainder of the brigade, by the right flank, to occupy the ground from which we first advanced upon the enemy.

I accredit to each and all of my officers and men my warmest congratulations for their continued and unceasing gallantry during the entire engagement.

The following list of casualties is appended.*

All of which is respectfully submitted.

J. P. BANE,
Major, Commanding.

THE GETTYSBURG CAMPAIGN.
The War of the Rebellion: a Compilation of the Official Records of the Union and Confederate Armies

Author: United States. War Dept.
Title: The War of the Rebellion: a Compilation of the Official Records of the Union and Confederate Armies
Other Title: Official records of the Union and Confederate armies
Publisher: Govt. Print. Off.
Place of Publication: Washington
MoA: Volumes: Parts 1-52. (1891-)

The War of the Rebellion Atlas

About this collection

The American Civil War goes by many names. The War Between the States, the War of Northern Aggression, the War to Save the Union, the States’ Rights War, and the War of 1861 to 1865 have all been used to describe the conflict that rent the nation asunder. Following the publication in the 1880s and 1890s of the Official Records of the Union and Confederate Armies, it was given another: the War of the Rebellion.

When the War Department began to issue its 70 volume set of records generated by both the Union and Confederate Armies, it was given another: the War of the Rebellion.
Foreign Relations of the United States
Foreign Relations of the United States

• Official documentary historical record of major U.S. foreign policy decisions and significant diplomatic activity
Foreign Relations of the United States Online

• U.S. Department of State Office of the Historian
  – http://history.state.gov/
  – 1945-1980
  – Browse by Administration

• University of Wisconsin Digital Collections
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FOREIGN RELATIONS OF THE UNITED STATES, 1961–1963, VOLUME VI, KENNEDY-KHRUSCHEV EXCHANGES

Editor:
Charles S. Sampson

General Editor:
Glenn W. LaFantasie

United States Government Printing Office
Washington
1996

Department of State
Office of the Historian
Bureau of Public Affairs

Preface
Introduction
List of Kennedy Administration Volumes
List of Sources
List of Abbreviations
List of Names

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EFFECTS TO REACH A PEACEFUL SETTLEMENT BETWEEN THE UNITED STATES AND JAPAN PRECEDING ATTACK BY JAPAN ON AMERICAN TERRITORY,

DECEMBER 7

CHAPTER 1: JANUARY 1-APRIL 9, 1941

Informal Japanese efforts to sound out United States views regarding agreement ranging of Japanese military plan to attack Pearl Harbor in case of war with United States culminated in statement by Japanese Ambassador in Washington (March 5) that United States had reached a preliminary accord with Japanese sponsor "agreement in principle" (April 8-15). Japanese-sponsored "proposal" on U.S.-Japan relations (April 9).

Memorandum by the Chief of the Division of Far Eastern Affairs

[Washington,] January 10, 1941.

I am informed that there is to take place today in Washington a luncheon meeting at which a Mr. M. Klemann* and the Japanese Naval Attaché in New York City, and another Japanese are to lay before several Americans, including one who is a relative or a close friend of the President, a proposal for better relations between China and Japan. The general idea of Mr. Klemann and the Japanese associates appears to be to endeavor to cause the President to take their proposition directly to the President of the American Association of the United States and Japan to cause the President to take the case to the State Department to put the proposal in the hands of Mr. Klemann and the Japanese associates.


Memorandum by the Chief of the Division of Far Eastern Affairs

[Washington,] February 2, 1941.

I am informed that there is to take place today in Washington a luncheon meeting at which a Mr. M. Klemann and the Japanese Naval Attaché in New York City, and another Japanese are to lay before several Americans, including one who is a relative or a close friend of the President, a proposal for better relations between China and Japan. The general idea of Mr. Klemann and the Japanese associates appears to be to endeavor to cause the President to take their proposition directly to the President of the American Association of the United States and Japan to cause the President to take the case to the State Department to put the proposal in the hands of Mr. Klemann and the Japanese associates.


Memorandum by the Chief of the Division of Far Eastern Affairs

[Washington,] March 5, 1941.

I am informed that there is to take place today in Washington a luncheon meeting at which a Mr. M. Klemann and the Japanese Naval Attaché in New York City, and another Japanese are to lay before several Americans, including one who is a relative or a close friend of the President, a proposal for better relations between China and Japan. The general idea of Mr. Klemann and the Japanese associates appears to be to endeavor to cause the President to take their proposition directly to the President of the American Association of the United States and Japan to cause the President to take the case to the State Department to put the proposal in the hands of Mr. Klemann and the Japanese associates.


Memorandum by the Chief of the Division of Far Eastern Affairs

[Washington,] April 8, 1941.

I am informed that there is to take place today in Washington a luncheon meeting at which a Mr. M. Klemann and the Japanese Naval Attaché in New York City, and another Japanese are to lay before several Americans, including one who is a relative or a close friend of the President, a proposal for better relations between China and Japan. The general idea of Mr. Klemann and the Japanese associates appears to be to endeavor to cause the President to take their proposition directly to the President of the American Association of the United States and Japan to cause the President to take the case to the State Department to put the proposal in the hands of Mr. Klemann and the Japanese associates.

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• President Hoover to President Obama

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STATE OF THE UNION

"He shall from time to time give to the Congress Information on the State of the Union, and recommend to their Consideration such Measures as he shall find necessary and expedient."

American Presidency Project State of the Union Data

- State of the Union Index Page with research notes
- Length of State of the Union Messages and Addresses in Words
- Length of State of the Union Addresses in Minutes (from 1966)
- List of Acknowledged Guests Sitting in House Gallery
- List of Opposition Responses

Words used to address the nation

U.S. presidents have used official and unofficial State of the Union addresses to outline proposals for the country with as few as 1,069 words and as many as 53,667 words.

<table>
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<th>Words used to address the nation</th>
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NOTE: President Obama and Ronald Reagan addressed a "joint session" of Congress. George H.W. Bush's 1989 and Bill Clinton's 1993 messages are called "Administration Goals" speeches and George W. Bush's 2001 speech is referred to as his "Budget Message."

SOURCE: Gerhard Peters and John T. Woolley, The American Presidency Project

State of the Union: Presidential Rhetoric from Woodrow Wilson to George W. Bush
The Document Archive Contains 104,855 Records
- Executive Orders
  - 4907 • State of the Union Addresses
- Proclamations
  - 6325 • State of the Union Messages
- Press Conferences
  - 2010 • Inaugural Addresses
- Saturday Radio Addresses
  - 1440 • Addresses to Congress (non-1993)
- Fireside Chats (FDR)
  - 27 • Addresses to Nation
- Veto Messages
  - 1143 • Addresses to the United Nations
- Radio & TV Correspondents Dinners
  - 37 • Addresses to Foreign Legislatures
- Party Convention Addresses
  - 33 • College Commencement Addresses

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1. John F. Kennedy
   Inaugural Address

2. Republican Party Platforms
   2012 Republican Party Platform

3. Democratic Party Platforms
   2012 Democratic Party Platform

4. George W. Bush
   Address to the Nation on the Terrorist Attacks

5. John F. Kennedy
   Executive Order 10990

6. Republican Party Platforms
   Republican Party Platform of 1956

7. John F. Kennedy
   Executive Order 11110 - Amendment of Executive
   Order No. 10990 as Amended, Relating to the
   Performance of Certain Functions Affecting the
   Department of the Treasury

8. Ronald Reagan
   Inaugural Address

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Lessons Learned from the Boston Marathon Bombing

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President Lyndon B. Johnson, by Executive Order 11909, directed the Commission to investigate the assassination on November 22, 1963, of President John F. Kennedy and the subsequent killing of the alleged assassin, Lee Harvey Oswald. The Commission’s Report describes the circumstances of the assassination, including the story of one of the Commission’s most controversial conclusions - that Lee Harvey Oswald was the only assassin.

President Nixon's Watergate Grand Jury Testimony Transcripts

The collection includes 26 recently opened files from the National Archives' Records of the Watergate Special Prosecution Force including transcripts of President Richard Nixon's grand jury testimony of June 23-24, 1975.

In May 1975, the Watergate Special Prosecution Force (WSPF) decided that it was necessary to question former President Richard M. Nixon in connection with various investigations being conducted by the WSPF. Mr. Nixon was questioned over the period of two days, June 23 and June 24, 1975, and the testimony was taken as part of various investigations being conducted by the January 7, 1974, Grand Jury for the District of Columbia (the third Watergate Grand Jury). Chief Judge George Hart signed an order authorizing that the sworn deposition of Mr. Nixon be taken at the Coast Guard Station in San Mateo, California with two members of the grand jury present.
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 Library Type:
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**Native Americans in Tejas: An Overview**
Portraits, newspapers, and letters help students visualize Native American lifestyles and connect past events with the effects on native peoples in Texas.

**Native American Cultures: Pueblo and Plains**
Jumanoes, Tiguas, Tonkawas, Apaches, Comanches, and Kiowa are featured through portraits, newspapers, and letters.

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Portraits, letters, and art help students visualize the native american.
Analysis Worksheet for Students

Primary Source Analysis Tool

Primary sources are the raw materials of history — original documents and objects which were created at the time under study. They are different from secondary sources, accounts or interpretations of events created by someone without firsthand experience.

Links to Teachers’ Guides

Analyzing Primary Sources

How to Use Primary Sources in the Classroom

Citing Primary Sources

Copyright and Fair Use

Copyright Chart (PDF)
Analyzing Primary Sources

**Observe**

Have students identify and note details.

Sample Questions:
- What do you notice first?
- Find something small but interesting.
- What do you notice that you didn't expect?
- What do you notice that you can't explain?
- What do you notice now that you didn't earlier?

**Reflect**

Encourage students to generate and test hypotheses about the source.

Where do you think this came from?
- Why do you think somebody made this?
- What do you think was happening when this was made?
- Who do you think was the audience for this item?
- What tool was used to create this?
- Why do you think this item is important?
- If someone made this today, what would be different?
- What can you learn from examining this?

**Question**

Have students ask questions to lead to more observations and reflections.

What do you wonder about...
- who?
- what?
- when?
- where?
- why?
- how?

Further Investigation

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?
The Portal’s Resources 4 Educators

Resources 4 Educators

Featured Resources

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My Texas History Notebook
These lessons engage students through activities and group-oriented projects. The activities include creating maps, conducting debates, and acting out skits on important historic events. Some of the lessons bridge contemporary issues with historical events, such as the lessons Branches of State Government and Immigration to Texas.

Newspaper Narratives
Newspapers are a rich source of information that help us reconstruct and interpret the past. Whether reading about an immigrant family's adjustment to their new home in
Bonnie Blue Flag

Background

The Civil War was a key turning point in both American and Texas History. Texans suffered shortages of food and other goods due to the blockade. At no other time have emotions run so high or so much been at stake for ordinary Texans. But despite these hardships, the people of Texas endured, and a great state emerged from the toil of ordinary Texans.

Students will analyze songs, photographs, and newspapers from the Civil War to identify examples of social, political, or economic events and their impact on life in Texas. During an analysis of the primary sources; newspapers, students will annotate their views on the chart paper and engage in group discussion. On completion of the analysis, students will create their own newspaper article detailing life during this turning point in Texas History.

By Dawn Bishop
Texas in the Civil War through song, images, & text

By Dawn Bishop
The Civil War in Texas: through song, images & text

Reference: Civil War photographs, 1861-1865
Newspaper Preview:

Identify articles in your newspaper that have to deal with any of the following topics:

**Political:** Having to do with the government

**Economic:** Dealing with money and business

**Social:** Having to do with people living in a community and how their lives are impacted by each other and events
The Bonnie Blue Flag

View the video to listen to the song

(click on the picture)

What is the mood of the music?

What names or places appear in the lyrics?

What do you see in this image?
Newspaper Analysis:

Read the article with your group.

Write a brief summary.

What does this article reveal about life in Texas?

Consider the political, social, and economic impact!
<table>
<thead>
<tr>
<th>Newspaper Source</th>
<th>Date of Article</th>
<th>Summary of Article</th>
<th>Details from Article</th>
<th>Political Social or Economic Impact</th>
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Texas in the Civil War

Create a song, image, or article about the impact of the Civil War on Texas. An example is given below:

Lincoln wanted us to be free
That’s why he wrote that proclamation
For you and me,
But as you can clearly see, I’m still in slavery.
Advertising: Past and Present

Understanding Persuasive Writing

Background

Language has a powerful influence on people and their behavior. In advertising, the use of language to convey specific messages to influence people is very important. Different people interpret language in different ways.

In this lesson, through online newspapers, students will develop an understanding of advertising and how it influences our everyday life. They will compare newspaper advertisements from the early 1900s and the present to learn about the power of persuasive writing.

Through learning activities such as Close Activity, Compare and Contrast, and Create a Jingle, students will learn about persuasive writing.

Students will utilize the four qualities of a successful ad to create an advertisement of their own for a fictional product. They will come together to share their creation with their class.
Media: Past & Present
Understanding Persuasive Writing

Click on the picture

http://education.texashistory.unt.edu
Which Is The Best?

Whole class activity:
Students look at each ad, read the descriptions, and discuss which one they would buy. Then explain why.
Vocabulary

Language has a powerful influence over people and their behavior. It helps us to identify and remember things.

When reporting news items, the media uses language that is positive and emphasizes why the product stands out.

Listed are commonly used adjectives & verbs used in newspaper ads. Click on the pictures on slide #5 & #6 to locate them in the newspaper ads.

- Most used: good, better, best, save, now, full

Adjectives
- new
- quality
- free
- fresh
- delicious
- great
- bright
- extra
- special
- wonderful
- safe
- fresh
- clean
- real

Verbs
- make
- get
- give
- have
- look
- buy
- take
- choose
- know
- like
- feel
- use
- need
- keep
Use the “Media Analysis” worksheet to analyze one ad of your choice.
Present Day Ads

Use the embedded links to locate an online newspaper ad of today.

Note the similarities and differences between your choice (past & present news ad), use the “Compare & Contrast” worksheet to record your responses.
About the Gateway

The Gateway is an online repository of Oklahoma history. You may browse through hundreds of thousands of newspaper pages dating from the 1840s to the 1920s.

The Gateway provides free access to 185,195 issues and 936,147 pages of historical newspaper content.

Other Resources

The Oklahoma Historical Society has numerous resources for Oklahoma history. Visit the Research Center section to find out more about our books, manuscripts, maps, photographs, audio, video and other newspapers.

Recent Additions

The Gateway is continually adding new digital newspapers. View some of the latest materials here.
Works Cited


Works Consulted

Questions?

Tara Carlisle, Project Development Librarian
Tara.Carlisle@unt.edu

Julie Leuzinger, Head of Eagle Commons Library
Julie.Leuzinger@unt.edu

Suzanne Sears, Assistant Dean of Public Services
Suzanne.Sears@unt.edu