

Using the Library of Congress' Resources

The Library of Congress is the largest library in the world, with more than 120 million items on approximately 530 miles of bookshelves. The collections include more than 18 million books, 2.5 million recordings, 12 million photographs, 4.5 million maps, and 54 million manuscripts. Founded in 1800, and the oldest federal cultural institution in the nation, it is the research arm of the United States Congress and is recognized as the national library of the United States.

When you visit the Library of Congress you can expect to find comic books, baseball cards, some of your favorite television programs, motion pictures, the latest music recordings, newspapers from all over the world, street maps, even the contents of Abraham Lincoln's pockets the night he was assassinated.

Be sure to visit LC's online resources at www.loc.gov



There are tips and “tricks” to make using this material easier for both you and students. *Please read and try out some of the processes detailed on the following pages prior to instructing students, if you will be having them search directly in the databases.* Reproducing the information for them is easier, but having the searching experience even briefly is an excellent and eye opening learning tool. Showing how to find the maps, for example, will enable them to be more successful when they use the resources on their own.

[http://memory.loc.gov/cgi-bin/query/r?pp/detr:@field\(NUMBER+@band\(det+4a27913\)\)](http://memory.loc.gov/cgi-bin/query/r?pp/detr:@field(NUMBER+@band(det+4a27913)))

1. "Copy/Paste" from Item record screen results in small thumbnail picture as below. Clicking on picture at the LOC site enlarges it, and copying from that picture results in the second photo.
2. A permanent URL for locating both the item in the future and for accurate citations may be retrieved from two locations.
 - First, on the item record page itself, look near the bottom of the record for a line labeled "Digital ID." Copy/paste the URL given near the end of that line.
 - If there is no "Digital ID" line (or the link does not work when you test it) go to the "**Bookmarking/Linking**" instructions below, #2-4.



Library of Congress. Photograph from the Detroit Publishing Co. 1880-1920. Detroit traffic
[Http://hdl.loc.gov/loc.pnp/det.4a27913](http://hdl.loc.gov/loc.pnp/det.4a27913)

Downloading – Saving – Bookmarking - Linking

Downloading and Saving Files

How do I download and save image files, such as prints, photographs, posters, and maps, from American Memory collections?

Images used on the World Wide Web are usually in .gif or .jpg format. American Memory also contains images in .pcx and .tif format. A complete description of these formats can be found in [Viewing and Listening to American Memory Collections](#).

To save images:

1. Place your mouse over the image. The arrow will change to a hand.
2. Click the right mouse button (PC) or depress and hold the single button of the mouse (Macintosh).
3. A menu will appear. Select Save image as or Save Picture as.
4. A box will appear in which you indicate your desired name of the image file and where you wish it to be saved. Note: Web images often have non-intuitive file names (ex. 8406.jpg)-you may want to rename the image to something you will understand later (ex. goldrush.jpg).

To save map images: Saving an image (other than the thumbnail on the item record page) in the Map Collections, and others that use the MrSID format, is a slightly different process.

1. In the collection's item record for the image, click on the thumbnail image to view the large version of the image.
2. Place the cursor over the image and depress the right mouse button (PC) or single mouse button (Macintosh). Choose Save image as.
3. The pop-up box that appears will list the file name as "map_image" or "dyn_image" with "Save as type" as all files *.*. Name the image, add .gif to the file name, and save the file.

How do I download and save audio and video files from American Memory collections?

To save audio and video files (RealAudio files are streaming files and cannot be saved to your computer):

1. Place the computer's mouse over the link to the sound or video file. The arrow will change to a hand.
2. Click the right mouse button (PC) or depress and hold the single mouse button (Macintosh).
3. A menu will appear. Select Save link as.
4. A box will appear in which you indicate the name of the sound or video file and where you wish it to be saved.

Note: Saving from the link is also a good technique for downloading TIFF and PCX image files from American Memory.

Bookmarking/Linking

How do I create a link or bookmark to an American Memory item?

When you search the American Memory collections, many of the Web pages displayed are created "on the fly". That is, they are assembled by the computer in response to your particular request."On the fly" pages create problems for linking and bookmarking since the URL (Uniform Resource Locator or Web address) is temporary. Thus, if you bookmark an "on the fly" page, you will not be able to reach the address later. However, you can get a permanent URL using the process outlined below in most American Memory collections.

How will you know if the page you have reached has a permanent or a temporary URL? When you browse or search a collection, the items you discover will always have temporary URLs. Collection home pages, on the other hand, will have permanent URLs. Tip: Do not rely on any address with the word "temp" in it.

Find the URL:

1. Search for the item within the collection you wish to use. (Do not use a multi-collection search to find the item because your search will be much slower and the resultant URL will be unnecessarily long.)
2. At the item record screen, go to Page Source (or Document Source or Source-depending on your browser) under View on the Web browser menu bar.
3. A new window will open with the Web page's HTML formatting tags. Scroll to the bottom of the page.
4. You will see "The following URL will result in display of this document" and on the next line will list a URL.

Copy the URL:

1. Highlight the complete URL, including final parentheses. Example: `http://memory.loc.gov/cgi-bin/query/r?ammem/vv:@field(NUMBER+@band(cph+3c16995))`
2. Copy the highlighted URL.
3. Windows: Press Control-C (i.e., hold down the Control key while pressing the letter C key).
4. Macintosh users: Press Command-C (i.e., hold down the Command key while pressing the letter C key).
5. Close the window displaying the HTML formatting tags by clicking the CLOSE box. (An X in the upper right-hand corner of the window.)

Bookmark the page:

1. With the URL in the Location Box of the browser, you can now bookmark the Web page.
2. On the browser toolbar, select Favorites (for Internet Explorer) or Bookmarks (Netscape Navigator or Mozilla). In the pull-down menu, choose Add to Favorites or Bookmark this Page.

Link the URL:

1. Paste the tested URL into your Web page/HTML as the link URL.

May I link to American Memory from my own Web site?

Because the Library of Congress is a public, federal institution, anyone may link to American Memory without permission from the Library. A [graphic button](#) is available to illustrate your link.

The Library of Congress likes to hear how its site is being used. The Library also requests that links not give the impression that the Library of Congress or American Memory expressly or implicitly endorses any particular product or service.

This exercise requires students to examine historical maps, draw deductions based on observation and possible ancillary data, have the opportunity to extrapolate that information to another city, work in groups, and present conclusions in a variety of ways.

Viewing maps on the Library of Congress American Memory site is different than viewing other images. Specific software is required to manipulate and magnify the image like it is possible to do on their site. Map work would be easiest for students to do if using individual computers or working in pairs at a computer. It would also be feasible for the teacher to project from a single computer through a data projector to a large screen for the entire class to view and discuss.

1. Go to: http://www.archives.gov/education/lessons/worksheets/map_analysis_worksheet.pdf and retrieve the Map Analysis Worksheet. Either print one copy for each group, or save to a file available to students so that they can access the worksheet, copy and paste to complete, and then save the finished sheet to each of their own files.
 2. Briefly review the worksheet with the whole class prior to students viewing the maps to explain anything they don't understand. They will analyze the map with the worksheet and briefly present their group findings to the class.
 3. Divide students in work groups, each group with a different map to analyze, using the map worksheet. Groups should choose a scribe and a spokesperson. Explain their roles to students.
http://www.archives.gov/education/lessons/worksheets/map_analysis_worksheet.pdf
 4. Use the Map Analysis Worksheet to examine and interpret the maps below. Keep in mind the following points:
 - Date of map origin
 - Intended use
 - Numbers, size, and location of roads/buildings
 - Industrial and cultural climate of the time it was created
- Maps can be enlarged and printed one to a sheet; each may be hidden behind a numbered link on a web-based site created by the teacher, making it a little easier to keep each group's map discrete during this examination period; or all may be shown as below to make comparison at a later stage easier.
5. After each group examines their map, records and presents their findings as guided by the Map Analysis sheet, the class needs to use those results to compare the maps, answering these three questions.
 - A. What differences/changes do you see between the maps? The class would create a list.
 - B. What similarities do you observe between the maps? The class would create a list.
 - C. Do you think the changes you observed from period to period might appear in other cities? Why/why not?
 6. Each group then would be instructed to use the information on the created lists to make some predictions about another city. The groups might be instructed to all focus on the same city, on different cities in the same geographical location, or very disparate locations.

- A. Based on prior knowledge about Detroit [or any city of your choice] what general predictions might be made regarding the similarities/differences between maps for that city/area during varying time periods? If the same time periods are used, use the knowledge gained in this exercise about events of the times to predict possible changes in your city. Record your predictions and share/compare with the other groups in the class.
- B. Possible homework: this could be done as a group or by individuals. Individual work might demonstrate skills learned in class during the previous exercises.

** Find both historical and current maps of the areas used above and compare maps of one city, concentrating on roads, neighborhoods, business/shopping areas, green space, industrial areas, etc. Analyze similarly to previous map exercise, using map analysis sheet if desired.

Explain what events of the times would influence geographical/population growth or decline and what might be **unique** about this area in any/all of the time periods.

OR

**Illustrate any/all of the maps with historical/current photos and explain the results choosing one of the following possible aspects to concentrate on:

- Urban blight
- Urban renewal
- Suburban sprawl
- Road development
- Shopping areas
- School building locations
- Green space (Parks, undeveloped areas)

OR

***To provide additional support for their deductions students may be required to look for specific census or population data for Washington D.C. (or other cities) for dates close to the map dates to detect significant population changes that may influence map differences. Students may be referred to almanacs for historical census figures, an historical atlas, or online sources such as the report from the U.S. Census Bureau at <http://www.census.gov/prod/2002pubs/censr-4.pdf> . This report has a very detailed table of contents and is written in an interesting, readable format. It is long, however, so instructions for its use might ask for individuals or groups to look for trends or types of information more easily located by using the table of contents. The teacher should look at it first to determine the best way to use it with students.

Michigan State Expectations:

USHG Era 6 and Era 8

- 6.1.3 Urbanization** - Analyze the changing urban and rural landscape by examining
- The location and expansion of major urban centers (Nat'l Geo St 12)

- The growth of cities linked by industry and trade (Nat'l Geo St 11)

6.1.4 Population Changes - Use census data from 1790 – 1940 to describe changes in the composition, distribution, and density of the American population and analyze their causes, including immigration, the Great Migration, and urbanization.

6.3.1 Social Issues – Describe at least three significant problems or issues created by America's industrial and urban transformation between 1895 and 1930 (eg: urban and rural poverty and blight, immigration, public health, political corruption)

8.2.1 Demographic Changes – Use population data to produce and analyze maps that show the major changes in population distribution, spatial patterns, and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African American to the South, and the flow of population to the "Sunbelt."

General Social Studies Knowledge, Processes, and Skills

K1.6 Analyze events and circumstances from the vantage point of others.

P1.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.

P2.3 Know how to find and organize information from a variety of sources: analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing: report investigation results effectively.

P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

Rubric Sheet provides an opportunity for evaluation of self, group, product, and process. Rubric follows in an Excel format.

1887

[http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@filreq\(@field\(NUMBER+@band\(g3850+ct000647\)\)+@field\(COLLID+citymap\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@filreq(@field(NUMBER+@band(g3850+ct000647))+@field(COLLID+citymap)))

Map of Washington, D.C., and environs : with marginal numbers and measuring tape attachment for instantly locating points of interest within a radius of twenty miles from the Capitol / by Axel Silversparre, C.E.

:-

1887 view similar to maps below, compare for time period. Contrast map of approx same time just following, compare different styles of maps. Why use one vs. another? Benefits of one to another.



1892

[http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@filreq\(@field\(NUMBER+@band\(g3851a+pm001073\)\)+@field\(COLLID+cit ymap\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@filreq(@field(NUMBER+@band(g3851a+pm001073))+@field(COLLID+cit ymap)))

Washington D.C. 1892 Compare the style of map, similarities and differences. Like a postcard view.



1917

[http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@filreq\(@field\(NUMBER+@band\(g3852m+ct000616\)\)+@field\(COLLID+cit ymap\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@filreq(@field(NUMBER+@band(g3852m+ct000616))+@field(COLLID+cit ymap)))

Washington, the Mall and vicinity, public buildings occupied by various government activities : 1917



[http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@filreq\(@field\(NUMBER+@band\(g4360+ct001795\)\)+@field\(COLLID+citymap\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@filreq(@field(NUMBER+@band(g4360+ct001795))+@field(COLLID+citymap)))

Going to the page above and clicking on this image takes you to a larger, manipulatable image. Compare with current roadmap.....macamized vs. freeway, tollway, two lane, dirt, etc. topographical markings on both. Distances provided here. Can students pinpoint this same location on a current map? Similarities and differences? What inferences in comparison: size, number and type of roads, items of interest.

1942

[http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@filreq\(@field\(NUMBER+@band\(g3850+ct001035v\)\)+@field\(COLLID+citymap\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@filreq(@field(NUMBER+@band(g3850+ct001035v))+@field(COLLID+citymap)))

Esso (Gas) picture tourist map of Washington D.C. (1942) Compare with current map, same format if possible. Use document camera to put images side by side....or compare digital images side by side. Similarities, differences, note number of roads, size of roads, amount of green, urban

sprawl. Might compare with earlier map of area for development of suburbs....and to answer questions above.




1996


The monumental and commercial center of the national capital and the surrounding residential neighborhoods : three dimensional map of central Washington 1996

[http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@filreq\(@field\(NUMBER+@band\(g3851a+pm001119\)\)+@field\(COLLID+citymap\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@filreq(@field(NUMBER+@band(g3851a+pm001119))+@field(COLLID+citymap)))



Example of maps from other cities - Detroit, MI (1889) and Los Angeles CA (1912)

	<p>Panoramic map of the Detroit Riverfront.</p>	<p>Birds eye view--showing about three miles square--of the central portion of the city of Detroit, Michigan. Calvert Lith C. Map Collections. 1889. <i>American Memory</i>. Lib. of Congress. 12 July, 2008.</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER+@band(g4114d+pm003420))</p>
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	<p>Interesting early (1912) map of Los Angeles. Shows types of roads, items of interest. How many other roads were there? Diff from today? Similarities? Use to demonstrate map features of LOC.</p>	<p>Los Angeles : Automobile Club of Southern Calif. <u>Automobile routes from Los Angeles to Sunland, La Crescenta, and La Cañada / Touring bureau. Route and map service.</u> Automobile Club of Southern California. 1912. Cities and Towns. <i>American Memory</i>. Lib. of Congress. 12 July, 2008.</p>	<p>http://hdl.loc.gov/loc.gmd/g4360.ct001795</p>
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Resources:

Holderbaum, J'Aime. *Primary and Secondary Sources*. (Powerpoint) Online. September, 2008.

<http://educationextras.com/PrimarySourcesDay1.html>

Library of Congress. American Memory Collections. Online. September 2008.

<http://memory.loc.gov/ammem/index.html>

National Archives. *Map analysis worksheet*. Online. Sept, 2008.

http://www.archives.gov/education/lessons/worksheets/map_analysis_worksheet.pdf

Additional possible resources:

Hobbs, Frank and Nicole Stoops. *Demographic Trends in the 20th Century: Census 2000 Special Reports*. (2002). Washington D.C.: U.S. Census Bureau. Online. Oct. 2008.

<http://www.census.gov/prod/2002pubs/censr-4.pdf>

United States Almanac

United States Historical Atlas

Lesson Plan produced by Katy Koskela in conjunction with a grant from the Library of Congress at Wayne County RESA, August, 2008.