

Library of Congress Webquest



Grand Valley State University
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As a result of participating in this Web quest, pre-service teachers/college students will have a working knowledge of the Library Of Congress web site. They will be able to navigate the site and access the materials and resources that will support teaching of the Michigan Grade Level Content Standards for Social Studies and the Common Core State Standards for English Language Arts. The intent is that students will use these primary sources to create engaging and content-rich lessons and units for their future students.

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Overview		Back to Navigation Bar
Objectives	Students will <ul style="list-style-type: none"> • Investigate the Library of Congress web site, completing the web quest provided. • Explore the various collections and genres represented by the resources of the LOC. • Develop an activity that uses a site on the LOC site and aligns with the Michigan GLCEs. 	
Recommended time frame	1 – 2 hours	
Grade level	Elementary Pre-service teachers – University level	
Curriculum fit	K – 8 Social Studies, GLCEs; English Language Arts, CCSS; Technology standards for Michigan Education	
Materials	www.loc.gov Computer Internet connection Michigan Grade Level Content Expectations (GLCEs), grades K-8 Common Core State Standards	
State of Michigan Learning Standards (Professional Standards for Michigan Teachers)		
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	1. SUBJECT MATTER KNOWLEDGE-BASE IN GENERAL AND LIBERAL EDUCATION An understanding and appreciation of general and	

liberal arts including English, literature, humanities, social sciences, mathematics, natural or physical sciences, and the arts, and the ability to:

g. Understand technology and its use for gathering, processing, evaluating, analyzing, and communicating ideas and information;

i. Understand the constitutions and histories of the United States and Michigan;

3. CURRICULAR AND PEDAGOGICAL CONTENT KNOWLEDGE ALIGNED WITH STATE RESOURCES

Knowledge of subject matter and pedagogy with reference to the MCF and other state sponsored resources, for consistent and equitable learning in Michigan schools, including the ability to:

a. Design and implement instruction aligned with the MCF, Universal Education Vision and Principles, and the Michigan Educational Technology Standards;

b. Create learning environments that promote critical and higher order thinking skills, foster the acquisition of deep knowledge, and provide connections beyond the classrooms to promote substantive conversation and clear structured writing among teachers and learners regarding subject matter acquisition;

c. Help each student to learn how to safely and responsibly access and use resources to become a discerning independent learner and problem solver (e.g., print materials, information technology, assistive technology);

d. Design instruction so that students are engaged in actively integrating and transferring knowledge across the curriculum;

e. Engage students in activities that demonstrate the purpose and function of subject matter to make connections to the world beyond the classroom and enhance the relationship and relevance to a global society;

f. Evaluate, adapt, and modify instructional strategies, technologies, and other educational resources to enhance the learning of each student; and

g. Embrace teaching through appropriate and creative activities utilizing instructional techniques that are supported by current research.

	<p>7. TECHNOLOGY OPERATIONS AND CONCEPTS</p> <p>Use of technological tools, operations, and concepts to enhance learning, personal/professional productivity, and communication, including the ability to:</p> <ol style="list-style-type: none"> a. n/a b. Successfully complete and reflect upon collaborative online learning experiences; c. Demonstrate an understanding of and the ability to create an online learning experience, and demonstrate continued growth in knowledge of technology operations, resource evaluation for quality, objectivity, and reliability and concepts including strategies for teaching and learning in an online environment; d. Plan, design, and evaluate effective technology-enhanced learning environments and experiences aligned with Michigan’s Content Standards and Grade Level Content Expectations and Michigan Educational Technology Standards for each student; e. Implement curriculum plans that include effective technology-enhanced methods and strategies to maximize student learning; f. n/a g. Use technology to engage in ongoing professional development, practice, productivity, communication, and life-long learning.
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<p>Procedures Back to Navigation Bar</p>	
<ol style="list-style-type: none"> 1. ALL SST309 students will do this Preparation activity – See page 9 for the electronic answer template. Turn in hardcopy of that page. 2. Choose 5 of the 10 activities to complete. 3. Do one of the two Evaluation activities. 4. Do the two reflection questions. 5. You may choose to do the Extension later if it fits your unit. 	<p><u>Preparation activity:</u> everyone will do this one. Go to http://educationextras.com/ On the right side of this site is a link to many Library of Congress lesson plans created by teachers, and using the primary sources available at LOC. Click on that link and explore the lesson plans you find there. Tell a title of one that looks interesting from each: Early Elementary, Michigan, 5th grade, and from the Intermediate tab (4 titles). You may include one of these lessons as a part of your unit <i>if it fits your expectations</i>.</p>

<p>Read paragraph to the right:</p>	<p>Go to www.loc.gov. This is the home page for the Library of Congress. This web quest will take you on a journey through the site and you will investigate many primary resources that you can use to make your lessons more interesting and engaging for your future students! <u>You will come back to this page to begin each Activity described below.</u></p> <p>(Activities one and two are related to: GLCE 5- U3.2.2 Describe the importance of Valley Forge, Battle of Saratoga and Battle of Yorktown in the American Revolution.)</p> <p><u>Activity One:</u></p> <ul style="list-style-type: none"> • In the center of the page under Collection Highlights are squares that take you into the collections. Click on American Memory. In the Search box at the top, type in Valley Forge. The first entry is “At Valley Forge.” Click on that and View the text, then Listen to the original speech (about 3 minutes). Write one sentence telling the gist of the speech and why it would be effective for 8th graders to both listen to and read the words of this speech. <p><u>Activity Two:</u></p> <ul style="list-style-type: none"> • After reading and listening to the speech in Activity One, you will explore another way to get into the Library of Congress to find specific information on Valley Forge. Go to Google and type in ‘Google Advanced Search.’ Type in Valley Forge under “Find pages with these words:” then scroll down to “Then narrow your results by” and type in loc.gov in the ‘site’ box. Find “Valley Forge 1777. Gen. Washington and Lafayette visiting the...” <u>After looking at this lithograph, describe in a sentence the importance of Valley Forge.</u> Find a way to answer that question for either of the other two places/events: Battle of Yorktown or Battle of Saratoga. You may go into the site either or both of the two ways in these first two activities. <p><u>Activity Three:</u> (related to 5-U2.3.2 Describe the daily life of people living in the New England, Middle, and Southern colonies.)</p> <ul style="list-style-type: none"> • From the home page of the LOC, www.loc.gov, click on the square called Prints and Photographs.
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Type in Colonial life in the search box. See #2, “Photocopies of original historical prints...colonial life.” Click on the Group of images. Based on these pictures, what do you see and what could you say about life in colonial America in three sentences?

Activity Four: (related to 4-G4.0.1 Use a case study or story about migration within or to the United States to identify push and pull factors [why they left, why they came] that influenced the migration. AND 4-H3.0.7 Use case studies or stories to describe the ideas and actions of individuals involved in the Underground RR in MI and in the Great Lakes region.)

- To the right of the squares, there is a section called “Especially for...” Click on Kids and Families, then the circle labeled Local Legacies. On the US map, click on the state of Michigan. On the list, click on Underground RR Activity in SW Michigan. Read the paragraph. On a map of Michigan, locate and label the MI locations (Detroit, North Berrien, Vandalia, Cass County) mentioned in the paragraph.

Activity Five: (This activity addresses the idea of chronology and that events have happened in the past. It could be used for building this concept with K-2 students, supporting the H2.0.1 GLCEs.)

- Scroll to the bottom of the Home page and find the Explore and Discover section. Click on Today in History, read about this day in history, then click on the word Archives. Type in your birthdate (month and date) under number 2. What 3 important things happened on your special day? What are the primary sources the museum has for each? If there are less than 3 events on your birthday, choose events from the day before or after.

Activity Six: (This one relates to GLCEs in both 5th and 8th grades [U3.3], the forming of ideas and writing of the US Constitution.)

- To the right of the squares, there is a section called “Especially for...” Click on Teachers, then Classroom Materials, Primary Source sets. Take a look at the set on the Constitution. List 3 documents that you could use in this set.

	<p>Activity Seven: This one relates to 5th and 8th grades, supporting those concepts of African-American History: 5-U2.2.1,2,and3 – the Triangle Trade, 5-U1.4.4 - the Columbian Exchange, 5 – U1.4.4 - the Convergence of European, American Indian, and Africans in North America, and 8 – U4.3.2 – the Abolitionist movement.)</p> <ul style="list-style-type: none"> From the www.loc.gov home page, scroll to the bottom and find Read.gov. Click on that box. On the left side, click on Booklists. Under the topic of African-American History, how many books for teens might you discover? What are the topics/categories under which they are arranged? <p>Activity Eight: Connected to K – C2.0.1 Identify our country’s flag as an important symbol of the United States, and 1 – C2.0.2 Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).</p> <ul style="list-style-type: none"> Go to Google and type in ‘Google Advanced Search.’ Type in (separately) each of the symbols of the United States: ‘Flag,’ ‘Statue of Liberty,’ ‘Uncle Sam,’ ‘White House,’ ‘Bald Eagle’ under “Find pages with these words:” then scroll down to “Then narrow your results by” and type in ‘loc.gov’ in the ‘site’ box. Choose one image for each symbol and copy and paste that image onto a table. <u>Include the citation for each one.</u> (See the table handout.) <p>Activity Nine: This activity is related to U5 – 3.1.2 the causes and effects of the Stamp Act, Boston Tea Party, the Intolerable Act, and Boston Massacre.</p> <ul style="list-style-type: none"> Go to the National Archives site: http://www.archives.gov/education/lessons/worksheets/ and download the Poster Analysis Worksheet. Then go to loc.gov and click on Photos and Prints. Type “Stamp Act” in the Search feature and take a close look at numbers 4,6,8, and 10. Choose one to analyze. <u>Include this analysis in your packet to turn in.</u>
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Evaluation – choose one of the following: [Back to Navigation Bar](#)

A. Students in SST309 will create an Activity similar to

	<p>the ones above that will help others investigate other parts of the LOC web site or other resources not investigated here. They will link the Activity to one or more Grade Level Content Expectations.</p> <p style="text-align: center;">OR</p> <p>B. Students in SST309 will go to the National Archives link: http://www.archives.gov/education/lessons/worksheets/ and then use one of the analysis sheets to analyze a resource from the Library of Congress. They will have to show which Social Studies Grade Level Content Expectations that resource would support.</p>
<p>Extension (choice for your Unit) Back to Navigation Bar</p>	
	<p>Students in SST309 will include primary source materials and resources from the Library of Congress in their final project for the course and/or use the materials in their Weebly (Electronic Portfolios) and/or their Integrated Literacy Assignment (ILA) IF their unit plan aligns to the materials contained here.</p>

Historical Background

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Michigan's K – 8 Grade Level Content Expectations have been developed using an expanding environments model, meaning that in Kindergarten the content is more ego-centric and each succeeding year the focus moves outward to include others, the community, the wider metropolitan areas, the state, country, and the world:

K – Living and Working Together

1 - Living and Working Together in Families and Schools

2 - Living and Working Together in Communities

3 – History of Michigan (through statehood)

4 – History of Michigan (Beyond statehood)

5 – U.S. History Pre-Columbian through development of the Bill of Rights

6 – Western Hemisphere and World History through Era 4

7 – Eastern Hemisphere and World History through Era 4

8 – U.S. History Ideological roots of the Constitution through the Rise of Industry

Within each grade the expectation is that students will use primary sources. This enables them to make inquiries and experience history as historians.

Specific collections and locations of the LOC included in this study are:

Preparation activity – Explore the lesson plans at the Education Extras site.

Activity 1 – Collection highlights: American Memory (*audio – speech*)

Activity 2 – Google Advanced Search (*lithograph*)

Activity 3 – Collection highlights: Prints and Photographs (*images*)

Activity 4 – Especially for...Kids and Families (*Local Legacies project, photo*)

Activity 5 – Explore and Discover: Today in History (*varied primary sources*)

Activity 6 – Especially for Teachers, Classroom Materials (*Primary Source set on the Constitution*)

Activity 7 – Explore Read.gov (*Booklists on African-American History*)

Activity 8 – Use Google Advanced Search function to find various symbols of the US. (*will vary - photos, prints, artifacts, etc.*)

Activity 9 – Explore the National Archive Site and the Document Analysis tools, the Photos and Prints section of the American History collection (*photo*)

Evaluation – Create an activity of your own OR complete one of the analysis sheets provided.

Handouts

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Answer Sheet for LOC Activities

Activity Number – (Do the Preparation activity, then choose 5 of the numbered activities. Do the Evaluation and the Reflection.)	Insert work electronically on this side:
Preparation – Education Extras – <u>(all SST309 students will complete this one)</u> (4 titles – see right)	<p>Early Elementary – Values and Principles of American Democracy: Fairness</p> <p>Michigan – Underground Railroad in Michigan and the Great Lakes Region</p> <p>5th grade – The Stamp Act: Cause and Effect</p> <p>Intermediate – Symbols of a New Nation</p>
Activity One	<p>The speech that was given at Valley Forge was basically praising George Washington for his hard work and dedication at the battle of Valley Forge because that is the reason for our success today as a country. It would be beneficial for 8th graders to listen and read the speech because by listening to it they can get a glimpse into the language used in those times, and by reading it they can break it down and get a better idea of what the speech is about.</p>
Activity Two	
Activity Three	
Activity Four	
Activity Five	
Activity Six	
Activity Seven	
Activity Eight: Titles of the work on the left side, pictures on the right.	

<p>Flag of U.S.: <u>The Birth of Old Glory</u>, Percy Moran, artist, copyright 1917.</p>	
<p>Statue of Liberty: <u>Statue of Liberty</u>, <u>Photograph 233: General View of Statue Looking Northwest</u>, Liberty Island, Manhattan, New York, New York County, NY, Jack Boucher, photographer, 1984.</p>	
<p>Bald Eagle: <u>Bald Eagle, Alaska</u>, S. Sexton, photographer, between ca. 1900 and ca. 1930.</p>	
<p>Uncle Sam: <u>I Want You for the U.S. Army</u>, James Montgomery Flagg, artist, 1917.</p>	
<p>White House: <u>President's House [The White House]</u>, Washington, D.C., John Plumbe, photographer, circa 1846.</p>	

Activity Nine:	
Evaluation Choice: A or B	<p>A. <i>This activity is related to the standard 8 – US.1.5, describing the resistance of enslaved people and effects of their actions before and during the Civil War.</i></p> <ul style="list-style-type: none"> • Go to the Library of Congress Website (www.loc.gov) and in the section in the middle of the page called “Collection Highlights” there is a box that says “Historical Newspapers”. Click on this link. Next, click on the link that says “A 100 Years Ago Today”. In the search bar, narrow the dates to 1845-1910, to cover the time periods before, during, and after the civil war. In the search bar, type in “Nat Turner”, “Harriet Tubman” “John Brown” or “Underground Railroad”. Browse through the old newspaper articles and find one that relates to one of these people, or Michigan’s role in the UR. Print the article out, and provide a citation below.

Reflection –

1. What is the most valuable take-away you have gained by learning about the resources at the Library of Congress?
 - a. **I think that the LOC website is a great resource that teachers can utilize by including its resources in our lesson plans, or by having our students in the upper grade levels do self-exploration on the website. The website has some very interesting documents, including old bills that were sent through congress, and paintings and pictures from when our country first gained their independence. This is a great website for students to get an inside look at our nation’s history.**

2. What is the value of studying history using primary source documents?
 - a. **I found it to be very exciting when I was looking at the primary source pictures and documents. It was neat to read the bill that was sent to congress to nominate the bald eagle as a symbol of our country, and to see paintings our founding fathers holding the flag. It gives students a**

glimpse into the history, and makes it feel more real them. It allows the students to see, read, and in some ways experience the history first hand, which is a very powerful learning tool.

Rubrics

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Each Activity in this web quest is accomplished as the student moves through it. At the end, there will be a written reflection on what the students have learned about the Library of Congress, the value of using primary sources to teach history, and one Activity they create to support one of the GLCEs.

Instructions: Students in SST309 will create an Activity similar to the ones in the Webquest that will help others investigate other parts of the LOC web site or other resources or content not investigated already. They will align the Activity to one or more Grade Level Content Expectations.

Elements	Proficient (4 points)	Adequate (2 points)	Unsatisfactory (0 points)
Activity navigability	Activity easily takes the participant to a resource in the Library of Congress site.	N/A	Activity does not lead participant to a LOC resource.
Novelty of LOC location, grade level content area, or resource type	Activity uses a LOC location, grade level content area, and resource type not used in the original 10 activities.	Activity uses a LOC location, grade level content area, or resource type not used in the original 10 activities.	LOC location, grade level content area, or resource type not used in the original 10 activities.
GLCE alignment	Activity is directly aligned to a Grade Level Content Expectation (although it may not support the whole GLCE)	Activity is related to a Grade Level Content Expectation	Activity is not aligned to a Grade Level Content Expectation
Citation	Location of LOC resource is correctly cited	N/A	Location of LOC resource is incorrectly cited

OR

Students in SST309 will go to the National Archives link:
<http://www.archives.gov/education/lessons/worksheets/>
 and, using one of the analysis sheets, discover and analyze a resource from the Library of Congress. They will have to show which Social Studies Grade Level Content Expectations that resource would support.

Elements	Proficient (4 points)	Adequate (2 points)	Unsatisfactory (0 points)
Analysis sheet	Analysis sheet is correctly completed, using a resource from the LOC	N/A	Analysis sheet is incorrectly completed, using a resource from the LOC
Citation	Location of LOC resource is correctly cited	N/A	Location of LOC resource is incorrectly cited
GLCE alignment	Activity is directly aligned to a Grade Level Content Expectation (although it may not support the whole GLCE)	Activity is related to a Grade Level Content Expectation	Activity is not aligned to a Grade Level Content Expectation

The following section of the Unit plan Rubric for the course as a whole (GVSU- SST309) will evaluate the LOC portion of the final Unit Plan project (*if the student chooses to include it and it fits the unit they are producing*).

Elements (100 points total possible for Unit plan)	Distinguished (12 – 13 points)	Proficient (10 – 11 points)	Progressing (8 – 9 points)	Unsatisfactory (0 – 7 points)
(#5) – Materials and resources 13 points possible	Materials and resources, including a variety of print and electronic technology and integrated literacy components, trade books, web sites, realia, simulations,	Materials and resources, including a variety of print and electronic technology and integrated literacy components, trade books, web sites,	Materials and resources, including print and electronic technology and integrated literacy components, trade books, web sites, realia, simulations,	Materials and resources, including print and electronic technology and integrated literacy components, trade books, web sites, realia, simulations,

	and any worksheets needed to teach <i>each lesson</i> in the unit are fully developed and represented in the final project.	realia, simulations, and any worksheets needed to teach <i>each lesson</i> in the unit are represented in the final project.	and any worksheets needed to teach <i>each lesson</i> in the unit are lacking variety in their depth and number.	and any worksheets needed to teach <i>each lesson</i> in the unit are missing or not supportive of the unit content.
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Primary Resources from the Library of Congress

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The following images are samples of the ones that support each of the Activities in this web quest.

Image	Description	Citation	Permanent URL
	This is an audio recording of Speaker of the House Champ Clark, speaking at the dedication of a memorial to the soldiers who suffered at Valley Forge.	Reproduction of sound disc: analog, 78 rpm; 10 in. from the private collection of Guy Golterman, and with the cooperation of CBS-Sony Records and the Recording Industry Association of America.	http://memory.loc.gov/cgi-bin/query/r?ammem/nf or:@field(DOCID+@range(90000041+90000042))
	This is a picture of Washington and his troops at Valley Forge.	LC-USZ62-819 (b&w film copy neg.)	Haas, P. <i>Valley Forge, 1777. Gen. Washington and Lafayette visiting the suffering part of the army.</i> 1843. Library of Congress, Washington D.C. Web. 22 June 2012. http://www.loc.gov/pictures/item/2006691573/
	Photo of print showing colonial quilting bee.	LC-USZ61-193 (b&w film copy neg.) Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA	<i>Photocopies of original historical prints and reproductions, mainly from the Library of Congress collections, relating to the settlement of the American colonies and to colonial life.</i> Library of Congress Prints and

			<p>Photographs Division Washington, D.C. 20540 USA. Web. 22 June 2012. http://www.loc.gov/pictures/item/2002725269/</p>
	<p>This is a photo of the Carriage House in Vandalia, Michigan, that served as a haven for runaway slaves. <i>Photo: Bill Dozier</i></p>	<p>Photograph taken from <i>The Local Legacies</i> project of the Library of Congress, courtesy of Representative Fred Upton, MI District 6.</p>	<p>Dozier, Bill. <i>The Carriage House in Vandalia, Michigan</i>. 2000. Web. 22 June 2012. http://lcweb2.loc.gov/diglib/legacies/MI/200003147.html</p>
	<p>From History Today, June 25, 2012. This is the anniversary of the event popularly called "Custer's Last Stand," June 25, 1876.</p>	<p>Photograph of Sitting Bull.</p>	<p>Barry, David F. <i>Sitting Bull</i>. 1885. photograph. Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA, Washington D.C. http://hdl.loc.gov/loc.pnp/cph.3c11147</p>
	<p>This is a pdf of the chart Thomas Jefferson used to keep track of the votes to be cast for accepting the U.S. Constitution.</p>	<p>PDF of a Chart found in Primary Source sets on the Constitution in Teacher resources.</p>	<p>Jefferson, Thomas. <i>Chart of State Votes on the United States Constitution</i>. 1788. Art. Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA, Washington D.C. http://memory.loc.gov/cgi-bin/ampage?collId=mtj1&fileName=mtj1page010.db&recNum=678</p>

	<p>This is a logo that accompanies one of the topics included in the African American section of the Teen books available in Read.gov.</p>	<p>Photo about the Voices from the Days of Slavery project. Former slaves tell their stories, 1932 - 1975.</p>	<p>Dryton, Thomas F. <i>Contraband of War: Slaves of the Rebel General</i>. May, 1862. Art. Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA, Washington D.C. http://memory.loc.gov/ammem/collections/voices/</p>
	<p>This is an invitation to the inauguration of the Statue of Liberty</p>	<p>Engraving LC-USZ62-86669 (b&w film copy neg.) http://lcweb2.loc.gov/service/pnp/cph/3b3000/0/3b33000/3b33100/3b33153_150px.jpg</p>	<p><i>Invitation to the inauguration of the Statue of Liberty, with picture of Statue of Liberty and shields.</i> Engraving. Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA, Washington D.C.</p>
	<p>Print shows a skull and crossbones representation of the official stamp required by the Stamp Act of 1765, an example of how the colonists protested the "Stamp Act" of the British government. They are showing their disdain for the fact that they have to adhere</p>	<p>Published in: <i>The American Revolution in drawings and prints; a checklist of 1765-1790 graphics in the Library of Congress / Compiled by Donald H. Cresswell, with a foreword by Sinclair H. Hitchings.</i> Washington: [For sale by the Supt. of Docs., U.S. Govt. Print. Off.], 1975, no. 619. http://lcweb2.loc.gov/service/pnp/cph/3a5000/0/3a52000/3a52200/3a52298r.jpg</p>	<p>Bradford, William. <i>This is the place to affix the stamp</i>. 1765. Woodcut. Library of Congress Microform Reading Room, Washington D.C.</p>

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