Witness to History
Tales the Artifacts Tell – Gettysburg

Welcome to Soldiers & Sailors Memorial Hall & Museum's publication, *Witness to History, Tales the Artifacts Tell - Gettysburg*, commemorating the 150th anniversary of the Battle of Gettysburg and the Gettysburg Address. To mark the occasion we have gathered our Gettysburg artifacts together and present them in context for the first time in our 103 year history.

Soldiers & Sailors collection of Gettysburg artifacts includes swords, long arms, flags and personal items with local connections to soldiers who participated in the battle. Each item has been professionally photographed and captioned. It is our hope that by bringing these historically important artifacts to light we bring renewed interest to the Battle of Gettysburg and to Soldiers & Sailors Memorial Hall & Museum.

View a 10:11 YouTube Soldiers and Sailors Memorial Hall and Museum Journal Video to learn more about the origin of the museum and how it is the only museum in the United States that recognizes all branches of military service.

Women's History Month

Women's History Month had its origins as a national celebration in 1981 when Congress passed Pub. L. 97-28 which authorized and requested the President to proclaim the week beginning March 7, 1982 as "Women's History Week." In 1987 after being petitioned by the National Women’s History Project, Congress passed Pub. L. 100-9 which designated the month of March 1987 as "Women's History Month."

Women's History Month

Classroom Materials

The Library of Congress supports learning of Women’s issues by making available a variety of Teacher Resources. Choose from the following materials.

Primary Sources Sets: [Women's Suffrage](http://www.loc.gov/exhibits/suffrage/)

Lesson Plans: [Women in the Civil War: Ladies, Contraband and Spies](http://www.loc.gov/exhibits/civilwar/women/)

Presentations & Activities: [Women Pioneers in American Memory](http://www.loc.gov/exhibits/womenpioneers/)

Collection Connections: [Votes for Women – Suffrage Pictures, 1850-1920](http://www.loc.gov/exhibits/womenshistory/)

Exhibition: [Women Come to the Front](http://www.loc.gov/exhibits/womenfront/)

Exhibition: [American Beauties: Drawings from the Golden Age of Illustration](http://www.loc.gov/exhibits/beauties/)

Veterans History Project: [The WASP: First in Flight](http://www.locgov/exhibits/wasp/)

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The Teachers Page is the go-to place for teachers. It provides tools and materials for using the Library’s unique collections of primary source documents in the classroom. These teacher-created materials include lesson plans, document analysis tools, online and offline activities, timelines, presentations, teacher professional development resources, and more. To learn more, view FAQ about the Teachers Page.

**Primary Source Sets:** Sets on specific topics, available as easy-to-print PDFs. Includes Teacher’s Guides with Historical Background, Suggestions for Teachers, Additional Resources, Primary Sources with Citations, Analysis Tools & Guides, Primary Source Sets

**Lesson Plans:** Teacher-created lesson plans using Library of Congress primary sources. Organized by Topic, Era, or Alphabetically. Lesson Plans for grades 6 – 12 that include: Overview, Preparation, Procedure, Evaluation

**Presentations & Activities:** These offer media-rich historical context or interactive opportunities for exploration on a variety of topics to both teachers and students.

**Collection Connections:** Historical context and ideas for teaching with specific Library of Congress primary source collections. Each Collection Connection contains: Overview, History, Critical thinking, Arts & Humanities

**Themed Resources:** Compiled around popular curricular themes. A one-stop place for finding Primary Source Sets, Lesson Plans, Presentations & Activities and exhibitions.

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**LDC AND UNDERSTANDING BY DESIGN: COMPLEMENTARY FRAMEWORKS BY JAY MCTIGHE**

*How does the work of the Literacy Design Collaborative (LDC) intersect with Understanding by Design (UbD)?*

UbD and LDC share complementary features, both in concept and operation. Conceptually, UbD and LDC encourage educators to “unpack” standards in terms of desired performances, rather than simply as lists of specified knowledge and skills to be covered. Operationally, this performance orientation is reflected through the creation of rich tasks that reflect the intent of the Standards. Accompanying rubrics and illustrative anchor examples illuminate the desired qualities and levels of rigor for both teachers and learners. These worthy tasks and rubrics are then de-constructed to identify the requisite knowledge, skills and understandings needed by students to perform them well. This approach allows instruction to be “mapped backward” with the end in mind.

**Shared Features of UbD and LDC**

- Provide structured, yet flexible frameworks for guiding curriculum planning, instruction and assessment aligned to Standards
- Encourage “backward” mapping of instruction from desired performances on worthy tasks.
- Offer practical design tools (e.g., Unit and Task Templates, GRASPS) to guide teachers and teams in instructional design.
- Help to establish a “mental template” for effective planning and teaching as educators work with the Templates and associated processes (e.g., backward design, instructional ladder).
- Provide educators with multiple examples (UbD units, Template Tasks and Modules) that can be adapted and used to create additional resources.
- Engage students in authentic application of knowledge and skills through rich tasks based on Standards.
- Include criterion-based tools and review protocols for quality control and feedback.
- Support meaningful collaborations by educators in Professional Learning Communities

-(PLCs), including shared design of tasks and unit plans, peer reviews for quality control, examination of student work by teams of teachers, and sharing of successful instructional strategies and resources.