

## THEMED COLLECTIONS ASSESSMENT

The survey results presented in the following sections come from a themed collections survey that required participants (teachers) to use Calisphere's (<http://www.calisphere.universityofcalifornia.edu/>) collections with their students. Also included are results from a survey given at a one-day workshop on Calisphere at UC Irvine.

### **SURVEY HIGHLIGHTS**

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Responses to Calisphere's Themed Collections was overwhelmingly positive. The two surveys addressed the following specific components of a themed collection:

- Questions to Consider
- About the Images
- Overview
- California Content Standards
- Image Grouping
- Analysis Tools
- Additional Descriptive Information

Survey participants unanimously rated *About the Images* and *Image Grouping* as “very useful” or “useful”. The *Overview* was similarly highly rated. A great majority found the *Questions to Consider* and *Additional Descriptive Information* sections “very useful” or “useful”, as well. About three-quarters of respondents rated the *California Content Standards* and *Analysis Tools* sections as “very useful” or “useful”.

Overall, survey participants reported that Calisphere's Themed Collections made finding and using images in their lessons much easier and faster. The most common suggestions for improvement expressed a desire for an expanded selection of themed collections and more information about individual images. Participants expressed their enthusiasm for Calisphere and the themed collections in comments throughout the surveys.

# Figure 1: Themed Collection

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## Growth of Cities

### Questions to Consider

What caused California cities to grow in population during the Gold Rush era?

What did buildings and structures look like during this time?

What kinds of transportation did people use?

### About the Images

These images record the rapid growth of small settlements into big cities as people continued to come to California from all over the world. Aerial views show spreading cities, and photographs depict the substantial hotels, stores, and other businesses that served the steady influx of new Californians.

### Overview

Cities up and down the state of California grew rapidly during the Gold Rush era. Some of these cities were veritable boomtowns: San Francisco, a small village in 1847, was a bustling city by 1849, just two years later. San Francisco's population boom even had an impact on its geography. One image from 1847 shows Montgomery Street on the waterfront; but a photograph taken in 1862 shows that the waterfront had been filled to increase the city's real estate, pushing Montgomery Street inland.

Southern California also had its share of rapidly growing cities. Between 1850 and 1870, a span of just 20 years, the population of Los Angeles County grew from 3,530 and 15,309. Lithographs show a bird's eye view of the city and outlying farmland, a vastly different city than the Los Angeles of today. Two photographs of substantial buildings taken in Anaheim in the 1880s — one of a hotel — show clear evidence of growth.

The cities continued to grow because more and more people migrated to California, despite the long and difficult journey. Many transportation businesses encouraged travel to California, and posters advertising travel fares reflected the different ways that people could travel to and within the Golden State: by ship, by train, or in a horse-drawn stagecoach. Some ads even played to travelers' fears, suggesting that crossing by land was safer than by sea.

### California Content Standards

#### English-Language Arts

**Grade 4:**

- 1.0 Writing Strategies: Research and Technology
- 2.0 Writing Applications
- 2.3 Write information reports.

**2.0 Speaking Applications**

- 2.2 Make informational presentations.

**Grade 5:**

- 2.0 Reading Comprehension
- 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.

**2.0 Writing Applications**

- 2.3 Write research reports about important ideas, issues, or events.

**2.0 Speaking Applications**

- 2.2 Deliver informative presentations about an important idea, issue, or event.

#### History-Social Science

**Grade 4:**

- 4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood. (4.3.3)
- 4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s. (4.4.2, 4.4.4)

**Grade 5:**

- 5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems. (5.8.4)

#### Visual Arts

- 3.0 Historical and Cultural Context Understanding the Historical



#### Analysis Tools

- [Photographs \(PDF\)](#) (Source: Library of Congress)
- [Posters/Visuals \(PDF\)](#) (Source: Bringing History Home)
- [Maps \(PDF\)](#) (Source: NARA)
- [Primary Source Activity \(PDF\)](#) (Source: Library of Congress)

#### What is a lithograph?

Lithographs — prints made from drawings on stone or metal plates — became a popular form of newspaper illustration in the 19th century.

### Reported Use of Themed Collections in the Classroom

# Times Used	Themed Collection
3	<b>1848-1865: Gold Rush Era</b>
	Murder and Mayhem
	Disasters
2	Everyday Life and People
1	Environmental Impact
	Growth of Cities
	Diversity in the Changing State
	<b>1870-1900: Closing of the Frontier</b>
1	Chinese Exclusion Act
1	The Transcontinental Railroad
1	Native Americans and Contact
1	Preservation of the West
1	<b>1900–1940s: Emerging Industrial Order</b>
	The Changing Workplace
	The Rise of Technology
	Growing Ethnic Diversity
	Early Advertising
	Popular Culture
1	<b>1929-1939: The Great Depression</b>
2	Dust Bowl Migration
	Hard Times
	Help and a New Deal
	San Francisco General Strike
	Building Bridges, Dams, Power Plants
	<b>1939–1945: World War II</b>
	Women in the Workforce
1	Life on the Home Front
	The Bracero Program
	Richmond Shipyards
4	Japanese American Internment
1	The 442nd Regimental Combat Team
	<b>1950s-1970s: Social Reform</b>
1	The Civil Rights Movement
	The Free Speech Movement
	Watts
	Struggles for Social Justice

## COMPLETE SURVEY RESULTS

### CALISPHERE THEMED COLLECTIONS SURVEY

This report contains a detailed statistical analysis of the results to the survey titled *Calisphere Themed Collections Survey*. The results analysis includes answers from all respondents who took the survey in the 43 day period from Thursday, March 8, 2007 to Thursday, April 19, 2007. 17 completed responses were received to the survey during this time.

**Table 1: Grade Level and Subject Area**

Grade Level	Subject Area
11	U.S. History
11	
11	AP U.S. History
	Government
3, 4	
7	[in Japan]
11	U.S. History
10	World History
8	U.S. History, American Literature
9, 10, 11	U.S. History
9, 10, 11, 12	World History
8	U.S. History
8	U.S. History
11	U.S. History
9	
3	Social Studies
4	Social Studies

**Table 2: Applicable Content Standards**

California Content Standards <sup>1</sup> Addressed in Lessons Using Calisphere	
	Writing strategies, research, and technology 1.3 (using primary sources for writing)
	California Gold Rush
2.1 (Lang. Arts)	Use titles, tables of contents, and chapter headings to locate information in expository text.
3.3	Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.
3.3	Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land. (“How did early settlers contribute to city growth.”)
4.3	Students explain the economic, social, and political life in California from the

<sup>1</sup> <http://www.cde.ca.gov/be/st/ss/hstmain.asp>, Accessed October 2, 2007.

	establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.
7.5.1	Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.
7.5.3	Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo, and samurai and the lasting influence of the warrior code in the twentieth century.
8.10	Students analyze the multiple causes, key events, and complex consequences of the Civil War.
8.11	Students analyze the character and lasting consequences of Reconstruction.
8.12	Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.
8.6	Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.
8.8	Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.
8.8	Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced. (“Manifest Destiny”)
8.8.1	Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).
8.9	Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.
8.8.2	Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.
Earth Sciences 9a	Students know the resources of major economic importance in California and their relation to California's geology.
11.1	Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.
11.2	Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.
10.8.5	Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians. (“I compared the Nazi camps to the Japanese camps in the US.”)
11.5	Students analyze the major political, social, economic, technological, and cultural

	developments of the 1920s.
11.6	Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.
11.7	Students analyze America's participation in World War II.
11.6.3	Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.
11.7.3	Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).
11.7.5	Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.
12.1.3	Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."

3) In general, how often do you use primary source material in your classroom teaching? (Examples of primary source material include historic photographs, diaries, or newspaper articles.)

<b>Response</b>	<b>Count</b>	<b>Percent</b>
About once a month	1	5.9%
About once a week	12	70.6%
About once a day	4	23.5%
Rarely use	0	0.0%

**Comment Responses:**

it is important for me to use primary sources because students will need it for their DBQ tests and for in-class DBQ practices
These sources were very clear and accurate
Really it's about every other week, several days at a time, but there wasn't a button for that!
No materials for 8th grade, had to adjust material to meet the needs of 8th grade students
Try to use whenever appropriate and I have access to them
Probably more than once a week
The classroom has a mock general store with real items, photos, and documents to emulate life of an early settler, William Lowe, in Long Beach.
From text book, internet, or books

4) In general, how often do you use the Internet to locate primary source material for lesson preparation?

<b>Response</b>	<b>Count</b>	<b>Percent</b>
About once a month	5	29.4%
About once a week	9	52.9%
About once a day	3	17.6%
Rarely use	0	0.0%

**Comment Responses:**

Again, used it to create lessons and for assignments. Use it for power point presentations as well
Will use Calisphere more often next year
Again- it depends on the subject and the need
I use the internet daily looking for whatever I can to make my lessons interesting and if I can locate primary sources, so much the better

5) In general, how often do you use the Internet to locate general background information for lesson preparation?

<b>Response</b>	<b>Count</b>	<b>Percent</b>
About once a month	5	29.4%
About once a week	7	41.2%
About once a day	5	29.4%
Rarely use	0	0.0%

**Comment Responses:**

to create PowerPoint lessons
Again, Calisphere will help me next year.
Everyday...Teaching is so much easier with the internet

6) What resources have you found useful in the past for locating primary source material for use in your classroom teaching? (Examples include web sites, CDs, books, etc.)

national archives, webshots, Google, publisher info
National Archives, Pres. libraries, POTUS
Library of Congress Hippocampus.org Google search engines the historynet Gilder Lerhman
I used textbooks that deal with government such as "We the People", "The Bill of Rights and You", and now your website.
Mostly websites discovered through trial and error or teacher recommendation
I have many books in the classroom that I have collected over the years, I also typically search Google images.
Safari, PBS, history channel
history sourcebook.com, HighschoolhistoryACE.com Discovery School DVD's Prentice Hall World History Resource disks
Holt, Rinehart and Winston history and literature texts and supplements, along with their interactive web sites. We the People curriculum
I use supplemental instructional materials which include primary sources, such as: 3 History Alive binders, publications from National Center for History in the Schools, numerous Jackdaw publications, and various Document Based activities and questions. I also use links at the SCORE

site
I use various web sites, CLRN, Encyclopedias, text books(including my college text books) and tons of books that I have purchased over the past 10 years of teaching. I also like to use the TCI products
The extras that come with the newly adopted textbooks were helpful. Moments in Time packets from Glencoe are good, Searching on the internet is very helpful although can be quite time consuming although I have gotten quite good at downloading straight into a PowerPoint which I then project onto the screen for class presentations. I have found the best web sites have been the ones put on line by the organizations that are trying to preserve that particular era for example, <a href="http://www.civilwar.org">www.civilwar.org</a>
Library of Congress National Archives Primary Source Books with CD Universities National Park System
National Archives (NARA) <a href="http://www.archives.gov/exhibits/index.html">http://www.archives.gov/exhibits/index.html</a> The Library of Congress American Memory Project. PBS American Experience Census Info. <a href="http://www.us-census.org/inventory/inventory.htm">http://www.us-census.org/inventory/inventory.htm</a> APUSH History Teacher lesson plans <a href="http://www.historyteacher.net">://www.historyteacher.net</a> TRIANGLE SHIRTWAIST FACTORY FIRE WEBSITE <a href="http://www.ilr.cornell.edu/trianglefire/narrative1.html">http://www.ilr.cornell.edu/trianglefire/narrative1.html</a> Good site for art/photographs <a href="http://www.mervlink.com/amcleod/">http://www.mervlink.com/amcleod/</a> and many more
web sites: Smithsonian journals on an ERIC search by topic books general search PBS archives
I have found that local historical societies are helpful with primary source info. Most have web sites. I have used the local libraries, ranchos, National Archives, and Library of Congress info.
mostly books from the library; Yahoo!igans, other sites found through Google

7) How useful was the "Questions to Consider" section in the Themed Collection topic(s) you used for your lesson? (A sample page from a Calisphere Themed Collection topic is shown below with the "Questions to Consider" section highlighted in red.)

Response	Count	Percent
Very useful	7	41.2%
Useful	8	47.1%
Neither useful nor not useful	2	11.8%
Not useful	0	0.0%
Not at all useful	0	0.0%

**Comment Responses:**

I used images as slide show to introduce
it is good warm-up materials for the class and helps student to know what is being cover in the presentations
They drew attention to specifics for the students.
It sparked ideas for ways to connect the long past with the more recent past with our actual area that we live in (Dublin)
These questions helped focus the lesson
Extremely helpful...the more guidance the better
most useful: What impact did mining have on California's physical environment.
Symbols and color were not applicable to the photos that my students looked at.

8) Overall, how could the "Questions to Consider" section be improved? For example, what would increase its usefulness, value or relevance to you in your lesson preparation or classroom session?

all good
none. like the focus questions
Because I teach Government and used your Civil Rights pictures, I posed questions to my class that led to more class discussions. For example for the section on Civil Rights I tied into the 14th Amendment and posed this question for my class to discuss. What are the basic purposes of the 14th amendment's equal protection and due process clauses? How are equal protection and due process clauses related to the principle of limited government? What are some specific example of how the equal protection and due process clauses of the 14th amendment been used to expand the protections of the Constitution. These questions come from the, "We the People" book. It did lead to some very good discussions.
Maybe some open ended questions
There need to be more essential questions (Higher ordered thinking questions). an example for Japanese internment could be "Why do people fear?"
Asking questions about the specific photographs
These are great starters already, perhaps asking questions that show relevance to today's society would help
Once again, need curriculum for 8th grade standards.
Perhaps having one essential question included, as well as the other questions
Add more questions to the list. and at various levels...from the easy to more difficult.
The questions to consider were the key that made many of these materials useful. The biggest problem with using primary sources is putting together the lessons to go with sources, your questions to consider help solve that problem.
Perhaps have a variety of levels of questions for the different levels of thinking and include more open ended questions.
I like to adapt material to my requirements.
More specific questions about environment. Have questions that could be answered based on each picture after close or careful examination. Also links to books or topics that would give miner's first hand accounts of the experience.
I really liked the Primary Source Investigation chart. My students worked in pairs. I think that Questions to Consider would work better with one photo modeled with the questions and answers.
I think they were simple and to the point. I had to clarify some vocabulary. (impact)

9) How useful was the "About the Images" section in the Themed Collection topic(s) you used for your lesson? (A sample page from a Calisphere Themed Collection topic is shown below with the "About the Images" section highlighted in red.)

Response	Count	Percent
Very useful	15	88.2%
Useful	2	11.8%
Neither useful nor not useful	0	0.0%
Not useful	0	0.0%
Not at all useful	0	0.0%

**Comment Responses:**

I want to know my source
Love where these resources come from. It again helps the teachers and students know about different primary sources and where they came from

I decided to include these in the copies of the photographs, which I made for my class
I have seen many images over the years, but it nice to have the info right in front of you.
Extremely Helpful
Loved the images
good overview

10) Overall, how could the "About the Images" section be improved? For example, what would increase its usefulness, value or relevance to you in your lesson preparation or classroom session?

this is essential
just the right amount of info for background
None. Like the summary aspects.
For the unit lesson I presented on Civil Rights the images were great and I would not change anything.
Overall, I like the way the "about the images" section is set up. If they were any more detailed they wouldn't be as useful, because I would be less likely to read through.
Add detail about the photographs, next to them
There were great photos, including more photos from all over the world would help and be relevant as well
No Improvement, any grade level can use!
Sometimes I wish there had been more information. Could their be links to sites that might contain more information?
Maybe have a simple description right below each of the images at the right.
Descriptions of the images is extremely helpful, especially when its a topic I am not as familiar with as some others. The more information the better.
I don't know how you could have improved them = maybe add more to the inventory
give more detail i.e. forests, rivers, tools
Good as is.

11) How useful was the "Overview" section in the Themed Collection topic(s) you used for your lesson? (A sample page from a Calisphere Themed Collection topic is shown below with the "Overview" section highlighted in red.)

Response	Count	Percent
Very useful	7	41.2%
Useful	10	58.8%
Neither useful nor not useful	0	0.0%
Not useful	0	0.0%
Not at all useful	0	0.0%

**Comment Responses:**

Good summary about the topic or topics being covered
Good anticipatory set to get the students ready
simple and to the point. I like that it doesn't go on and on and on....
Once again, the more information the better
The overview was useful as it gave me good information

12) Overall, how could the "Overview" section be improved? For example, what would increase its usefulness, value or relevance to you in your lesson preparation or classroom session?

I have been teaching for 20 years so I have much of the background. It is hard to judge.
None. Again good summary. Nice and concise
It is a good introduction set that I used with my classes.
I like the in depth nature of this section, it added to my knowledge as I was doing my research, and I found that I looked through a lot more than I needed because of this!
This presents a great little teaser for the students to start focusing on different events and start thinking ahead
Good!
Include links to other good sites that could provide more background information.
I liked it. Needs no changes.
The best thing you could do is to add to the Overview, as well as increase the amount of information in every other category. The overview is good but if more extensive details were made available the site would be even more useful
I would like to have had questions provided that help the students try to figure out what was happening.
Specifics: What is the irreparable environmental destruction? In general these sections could be twice as long, with links to key terms or resources that are applicable. Internet research is often about connecting the dots. Each site gives you a piece of the puzzle. If a site has links or suggestions for gathering more info it tends to be used more often as a starting place.
Larger photos to look at while teaching.
Very helpful for me to get some additional information that I can then pass on to my students.

13) How useful was the "California Content Standards" section in the Themed Collection topic(s) you used for your lesson? (A sample page from a Calisphere Themed Collection topic is shown below with the "California Content Standards" section highlighted in red.)

<b>Response</b>	<b>Count</b>	<b>Percent</b>
Very useful	8	47.1%
Useful	5	29.4%
Neither useful nor not useful	3	17.6%
Not useful	1	5.9%
Not at all useful	0	0.0%

**Comment Responses:**

they are there as reference
It helps the students know the importance of the standards and how it fit into the lessons
Always like to see standards included so I don't have to look for them.
need 8th grade
I liked being able to see all the standards for all grades
Since everything is tied to the standards these days having them available with the sources is very helpful

14) Overall, how could the "California Content Standards" section be improved? For example, what would increase its usefulness, value or relevance to you in your lesson preparation or classroom session?

the district likes this.
This is great due to the fact we teach to state standards. I used your images for 12th grade government and made it fit into 12th grade standards.
I have my own copy of the standards. Yours were fine, but the only ones included were 4th and 11th grade -even though connections can be made in 6th grade (world history), 7th grade (middle ages) and 8th grade (US history). Don't forget, we are also supposed to be creating a web of context, so we are continually using primary source materials from different time periods to make connections.
You could also include the world history standards that are relevant to what is being discussed, those were missing
Not my grade level standards, but organized.
I have no idea for this I think it is fine.
It would help if you broke down the specific parts of the standards that each portion of the collection covers. This was done on one of the sections I used but not the other three.
I teach 8th grade and found the materials useful for teaching 8th grade standards, although the 8th grade standards were not recorded on the website.
It is always good to have this. In a recent graduate course I took it was a requirement for all assignments. This is a very teacher friendly addition.
My students are 3rd graders who engage with older 4/5 students in social studies projects. Much of the 3rd grade curriculum evolves from the 4th grade history standards, that I think it would be great to include 3rd grade standards.
We have to be very conscious of sticking to the Standards, so this is just another check.

15) How useful was the "Image Grouping" section in the Themed Collection topic(s) you used for your lesson? (A sample page from a Calisphere Themed Collection topic is shown below with the "Image Grouping" section highlighted in red.)

Response	Count	Percent
Very useful	16	94.1%
Useful	1	5.9%
Neither useful nor not useful	0	0.0%
Not useful	0	0.0%
Not at all useful	0	0.0%

**Comment Responses:**

It was great not to have to go look for images, A huge timesaver
Like the thumbnail approach and allows for the teacher to use which one is best for the lesson they want to use it for.
All connected to the lesson
I like being able to see all of the images at one time. It saved time in selecting the exact images I wanted to use.
I used all the images for my lesson.
It was great to have images that go together with each other and the lessons

16) Overall, how could the "Image Grouping" section be improved? For example, what would increase its usefulness, value or relevance to you in your lesson preparation or classroom session?

made it great! ease of use because of this
More groups as they become available, links to specific documents might be helpful
It was perfect for what I needed.
Very helpful
By adding a description of them
This was perfect
Good!
Maybe add more images? And as I mentioned earlier, put a brief description below each image.
Having a group of images that go together is great. Two problems are 1) the lack of detailed information describing what was shown on the images and 2) images of such variety of sizes make it difficult to download them directly into a PowerPoint or some other image manipulation program.
It works for me
It is in the more information about this picture feature that I get the details and content that I am referring to in previous comments.
I downloaded the images, but still they were difficult to see with clarity. I put several on a video visualizer to enlarge the images.
It was helpful that I could click on them and enlarge them!!

17) How useful was the "Analysis Tools" section in the Themed Collection topic(s) you used for your lesson? (A sample page from a Calisphere Themed Collection topic is shown below with the "Analysis Tools" section highlighted in red.)

Response	Count	Percent
Very useful	8	47.1%
Useful	5	29.4%
Neither useful nor not useful	3	17.6%
Not useful	0	0.0%
Not at all useful	1	5.9%

**Comment Responses:**

I didn't use this
Super. Love the links to the Library of Congress site on their handouts in analyzing various primary sources
Great for all students even ELL's [English Language Learners] working in groups
I used the visual analysis worksheet for the lesson. But I could see using some of the other tools for other lessons as well. I printed them all out to use in all my classes, even the Economics course I am teaching
already had these from other sources
I didn't use them as I use my own

18) Overall, how could the "Analysis Tools" section be improved? For example, what would increase its usefulness, value or relevance to you in your lesson preparation or classroom session?

for high school this might be a little more info than is necessary
none. Good links
I felt that this was very useful and provided good classroom discussions. I would not change anything.
That was helpful because (as always) we are trying to get the kids to understand about plagiarism and giving appropriate credit when it is due.
This was also organized very well
Good!
More tools perhaps. Or fill one in as an example.
Would be better if they were already altered to be image specific although they are helpful when a generic form is needed
This part is excellent. The photographic analysis gives teachers important tools for helping students gain an "in" for thinking about these images on an emotional and deeper level.
Photos needed to be clearer, larger...loved the analysis sheet.
I don't know that I would use this.

19) How useful was the additional descriptive information section in the Themed Collection topic(s) you used for your lesson? (A sample page from a Calisphere Themed Collection topic is shown below with the additional descriptive information section highlighted in red.)

Response	Count	Percent
Very useful	9	52.9%
Useful	5	29.4%
Neither useful nor not useful	3	17.6%
Not useful	0	0.0%
Not at all useful	0	0.0%

**Comment Responses:**

I ignored this part
None
Nice little extra for my Excel's
I like having this information handy, so one doesn't have to look elsewhere.
I did not use them.
useful for vocab

20) Overall, how could the additional descriptive information section be improved? For example, what would increase its usefulness, value or relevance to you in your lesson preparation or classroom session?

good for students
I did not see these in the Civil Rights portion. However in other sections they would be helpful.
VERY HELPFUL- helped me to make useful vocabulary lists for the students.
This provides a good background for the student in case they do not understanding what the sources are
Great for students to understand vocabulary, etc.
Perhaps and link to more information about what is being described.
I felt it was acceptable
Would be helpful if the descriptions also noted which images that appear above are which type as

described. This info would be particularly helpful when projecting the Calisphere web page for the class.
It's a really good resource that I keep in mind when I develop my lesson plans now.
Gives students more opportunities for branching out into related topics of research.
Really would have improved understanding.
Probably more information than I need for 4th graders

21) Briefly describe the lesson you prepared and presented:

dust bowl pictures
I put the images in a power point and used them as an intro to affect war had on Japanese after we looked at Pearl Harbor
It was part of my PowerPoint presentation to show the impact of the new technology like the automobile had on American society during the 1920s
The lesson dealt with the 14th amendment and equal protection and due process. I used the Civil Rights images to show how the 14th amendment which was included in 1868 to our constitution and how in the 1960's how these equal rights were being violated.
Students worked in groups of two to analyze a primary source as it related to the standard 3.3 and 4.3. They were looking for evidence of economic life in Early California.
The unit that I have been teaching is on Japan. This series of lessons focused in on culture- as part of the lessons we read Sadako and the Thousand Paper Cranes (origami) and then we discussed Hiroshima, leukemia, and the Japanese internment camps. (we started the lessons last week and will have more as this week progresses. I also have pulled some photos for a planned discussion on Friday of the warrior code and the concept of Kamikaze- so we will be using some of the internment photos then along with some history channel programming (days that shook the world- Hiroshima)
Had students analyze the photographs in cooperative groups and fill out a graphic organizer
For discussing WWII, I utilized the lesson Life on the Home front, the class talked about how the war affected the people left at home and what they did to support the war
Studying gold rush and westward expansion/reading biographies of miners and pioneers- Students read texts, view images, learn vocabulary specific to time period, study geography
I did not feel that my students really understood the impact internment had on Japanese Americans, so I printed out copies of fifteen different images and information about the images for every group of three students could have a set. The groups studied the images and selected the eight they felt best portrayed the impact, and put them in some order. Each group presented their selections and reasons for them to the class. Then wrote an essay about the impact, referring to at least three images.
I finished a lesson on the Nazi concentration camps in a Sheltered class (65% of the students do not speak English) and I asked if they thought that the US would ever have a concentration camp? or any kind of camp? and they said "no". So I went on to explain why we had camps in the U.S. and then I went into the "questions to consider". After a discussion about what their answers I put them into groups and had them each look at a image and fill out a visual analysis (I modified it so it was bit more simple due to the language issues) and then I shared all of them with the class.
The lessons had to do with the construction of the Transcontinental Railroad, its effect on the Indians and the countryside as it passed through the west as well as the desperation of the Chinese as a result of their exclusion from the rest of American society. I downloaded the images into a power point presentation then used the PowerPoint over three lessons interspersed with lecture, short video clips and a game which divided the class into two teams (railroads) competing to complete a simulated railroad across the continent.

As part of my Manifest Destiny unit, I tied the California gold rush into the lesson as we described how California grew as part of Manifest Destiny
Putting a face onto the Great Depression
This lesson is an environmental science course that looks at the impact of humans on the environment past and present.
The students worked in pairs analyzing one photo from the collection. I attempted to make connections to the family that we have studied who owned the first general store in Long Beach.
We are studying the Gold Rush. I printed out some of the pictures to include with our lessons. We also used the computer lab for the students to look at additional pictures.

22) Which Themed Collection(s) did you use for the lesson?

dust bowl
442 & internment
1900–1940s: Emerging Industrial Order
Civil Rights
Everyday Life and People
I used the Japanese American Internment collection
Dust Bowl Migration
I utilized the lesson plan and pictures from life on the home front
Gold Rush/Westward Expansion
Japanese American Internment
Japanese American Internment
1870-1900 Closing the Frontier I used all of the mages in two sections: Chinese Exclusion Act and Transcontinental Railroad as well as a number of the images from Native American Assimilation and Observation of the West
The California Gold Rush
Dorothea Lange's Depression Era photographs
Environmental Impact
Everyday Life and People
Gold Rush

23) Did the Themed Collection(s) offer you a relevant and sufficient amount of information for your lesson preparation and presentation?

yes
I used 11 of the images for the 442 and 20 for internment. It was great to have digital images in one place
Yes, it gave great pictures and information about the assembly line and the impact of the automobile on American during the 1920s
Definitely!
Yes, there was plenty of information just with the overview and the images. I chose 5 images to use and copied them for students.
It was definitely relevant, but I would love it if eventually it would be broader- making those world connections that kids need to see.
yes, once I clicked on the image
Yes- the pictures and grouping chart were wonderful and provided students with hands-on

investigation
Need more information based upon 8th grade standards
I would have liked a few more images of what it looked like inside the buildings.
Yes.
This is the only drawback of the entire format. Some of the images had far too little information to do much more than just say "Here's a picture of an Indian girl". If I didn't have significant personal knowledge of the subject I would have found using a number of the images to be difficult. However, the images that did provide more details were a significant improvement over the dearth of primary sources I've had in the past.
I thought it was very helpful. It gave me a great deal of information - enough that the students were able to create their own museum exhibits
Absolutely
Yes.
It was O.K. but could have been more diverse.
Yes. I used the background information to supplement what I already know and what the textbook provides.

24) Was the number of images provided in each Themed Collection sufficient? Would you have preferred more or fewer images?

good choices, I always want more!!!
If there are more in the collection that would be great. If they are updated with additional images, an update date would be helpful
Yes, it was very good
Yes.
More images would always be welcomed, but there were sufficient and varied images offered.
I felt that there were enough images, but one could always use more rather than less.
Yes..but I would always want more to chose from
There were many photos to choose from which was great
More images
A few more to select from
the number of images for this lesson was perfect. For a regular ed class I might have wanted more to choose from?
The number of images was about right although it would have been nice to have references listed as to where more images could be found should that be desired. I'd rather have less images than have repetitive images just to give a larger overall number of images.
I thought it was adequate. More to choose from would be helpful.
It was perfect
More images of the land prior to impact to make a comparative analysis
I would have liked more images to choose from.
It was a good selection.

25) Were the Themed Collection images visually compelling?

excellent
absolutely! I plan on putting together other presentations and having students use site to put together their own as a project

Yes, It made students think about the impact of the automobile on us even today
Definitely
The daguerreotypes are always hard to re-create, but we worked with one that was clear.
yes
yes
Yes- students seemed to think more critically because of this too
Yes!
Yes, some better than others
Yes. The paintings were not as compelling as the photographs.
The variety of images (daguerreotypes, photos, posters, paintings, etc.) lead to numerous discussions of how history has been documented, particularly prior to the invention of the camera. It was also helpful to have the description of the stereoscopic view when trying to explain the images that were designed to be viewed through one.
I liked the way they drew the students into the era. Students asked questions of the images and thought about what they saw
Absolutely
Yes
My students were interested but we had many discussions about what else could be happening as they have lots of holes in their schema.
Some, more than others.

26) Was the subject matter of the Themed Collection images useful from a content perspective?

yes
There were the traditional images I have seen before and the art work which was a nice touch
Yes, it was good and fit . Covered the standard and the lesson
Yes, your website has made it so much easier. Two years ago I created a power point presentation on Japanese Internment. I search the web for countless of hours trying to find images! If only I knew about your website then! Your images are excellent and very helpful to educators and students.
Yes, tied well into the content area
The subject matter was useful- but again, I would love to eventually see a broader perspective.
yes
yes
Yes!
Yes
Yes.
Very much so! I could use them in my 8th grade classroom. I will also be able to use them in summer school, where I teach 11th grade US History. I appreciate the fact that the collections are not California specific but can be used to teach US History in general as well.
Absolutely!
Yes, although I did pick and choose.
Yes
Yes...they led to lots of discussion.
Yes, at least for 4th grade.

27) Describe your use of the Calisphere Themed Collections in your lesson preparation, e.g., did you review the full range of images? Read the Themed Collection overview?

I used the images as a PowerPoint on a digital projector while lecturing
I skimmed the overview and looked at all the images
I used a couple images for the presentation and had the students make comments on what they see and what they find unique.
I displayed all images to my classes.
I used the complete collections in preparing my lesson. A new teacher would be so thankful to have this program. I intend to use it next year when I change grade levels to go to 5th grade. I will be the Social studies and History teacher for 90 4th and 5th graders.
I read the overview and looked through the thumbnails, then I picked pictures that would be useful in illustrating the plight of the people.
Yes, I read the overview and gave my students the information for each image
I read the lesson plan and overview. I also previewed the pictures and chart. I then incorporated the Calisphere lesson into my own and used the activity to get students up and moving
I used all images and the overview as a preview into our chapter.
I looked at everything before I began selecting the images I would use.
I went throughout the whole unit and read all the information. I also printed out a copy to keep with my lesson.
Using the 1870-1900 Closing of the Frontier set I used all the images in the first two sections (Chinese Exclusion Act and Transcontinental Railroad) as well as some of the images in the other two sections (Native American Assimilation and Preservation of the West). I did not actually read any of the descriptions or Overviews but I did make extensive use of the information provided to put together a series of lectures in my own words.
I had the students analyze the images. Prior to assigning the task, I reviewed all of the images and chose a variety for the students to work with
No see above.
I read through everything. My main focus was on the interaction between humans and the environment as a resource. In other words how jobs and industry created a situation where humans need for progress undermined the health of the natural environment (which they depend on). These early experiences were the first steps in this process.
I looked through the selections and chose the one that I thought matched the 3rd grade social studies standards.
I looked at many images, and read some of the information.

28) Describe your use of the Calisphere Themed Collections in your lesson presentation, e.g., did you print out and distribute selected images to students? Project an image onto a classroom screen?

digital projector
projected the images and discussed them
Yes, I did and also project on the screen
I projected the images onto a screen using a projector.
I used the Images, and the primary source investigation in my presentation. Used the overhead.
I used the photos as a launch pad for the essential question, why do people fear? I have a Smart Board with a digital projector, so I was able to project the images onto it.
Printed the image (it wasn't as easy as I thought)
I created a photo gallery in which the students had to go from picture to picture to categorize and

rank photos as well as interpret them
Projected images on our large screen television/students created notes from overview, etc.
I printed the images on photo quality paper and put them in that box after I used them, so that I can use them again
I printed them out and put them into clear plastic holders.
For this lesson I actually downloaded every picture into a PowerPoint presentation that was then used during class lectures interspersed between other teaching techniques to make the lessons as entertaining and interactive as possible.
I gave each group a selection of images that related to their topic
I rigged up an LCD projector to a computer and showed the pictures 'live.'
These images were both projected and used individually on laptops.
Yes, I printed out images for students to work in pairs to stimulate oral language use. Students recorded on ind. recording sheets. Images that were not clear, were projected on the TV and made larger.
I printed out some images. I wish I had the technology in my classroom to show them on a screen.

29) Would you typically have used a primary source, e.g., an image or document, in preparing or presenting this lesson?

yes
images more than documents, for now, maybe more documents later
Yes, I would. It reinforces the lesson support I need for the topic I was covering
Yes, if I could find some. Again your website is one that I will use all the time.
Yes, but I would have had to search more for the images. Your program saved me time.
I didn't have any primary source photos- felt it was a hole in my lesson. This year I added your photos as well as the History Channel program.
yes...either through group analysis or through a PowerPoint presentation
yes
Yes!
When I was teaching the lesson on internment the week before, I told my students that I wanted them to see some images from this. Having the Calisphere site set up with the images that related to the different standards saved me time in looking in many different places for what I needed
YES! It is imperative that I have many visuals for this class due to the language barriers.
I frequently try to use primary sources but have not had any for this particular lesson in the past. I have taught this lesson previously without the primary sources. This time actually took longer to teach but I feel my students got a lot more out of the experience. By interspersing real images with the video, textbook and game the lesson came to life.
Yes. I find the students learn more when they are interacting with the images. Besides, the assessment task was to use the images and the questions to create a museum exhibit.
Yes, but not in as much detail.
Yes. However, I might have settled for a few images rather than this wealth of information.
I would.
When I can find one on the internet, or in a book, I will use one.

30) Describe the experience of locating primary sources using the Calisphere Themed Collections, as compared to other Internet-based sites or services you have used in the past.

your collection is easy to use and download, which encourages me to use it often
much quicker and easier to get info, presentation of info clear and easy to work with
Very good experience. It good topics for my history class.
Your site has made it so much easier for me, I cannot thank you enough. Your website is a time saver and it is better then anything I could put together myself. Thanks!
Easy, easy, easy. So clear and easy to use.
Calisphere was easy to navigate, and very interesting. Easier than most, I would love to see it expand! Even though it isn't a part of the themed section- I have to say that I love the links to the other university collections, I hope that this continues to expand! It really makes it feel like the university archives, which are nearly impossible for the classroom teacher to get to are open and ready to be used!
Great...it was easy and fast...always need fast...
Calisphere made finding activities so much easier
Material is organized, easy to locate and utilize in class.
It took much less time, and they were all together, so that I just had to select the images I wanted. They also all had at least some information about the images. It's easy to get images, but they are somewhat random, and you never know what you, or your students will find.
This was much faster.
Having all the images in one place like this is absolutely wonderful I wish there was a site like this for every section of the lessons I will be teaching. I will definitely use this lesson again in the future and plan to use many of the others you have on your site as I find time to put the lessons together. Even though you have saved me hours of research time looking for images it still takes time to download them and put them into a useful final lesson. Thank you!!!!
It was very easy to navigate and the amount and kind of information provided was helpful
It's very easy to use.
It is cleaner. In this I mean I do not have to wade through unwanted material to find my main focus. My only wish is that the Environmental Impact material carried through to later years and followed the problem through history.
I really appreciated having the photos collected in themes for easy access. Searching is a drag.
It helped that they were themed and, therefore, they were all together in one place. It made it easier to view them all quickly. It saved time!

33) Final comments

great stuff...thanks.
Thank you for getting this up and running. I heard about it last year at CSSC and was excited to hear it was done. Problem with zip code, it asks for number 1-9, my zip is 95492
None. Good website for history teachers
I am so glad I stopped at the Calisphere booth at the CCSS conference in Oakland. Great materials!
I would love to help if you need it.
Would use this regularly, if contained 8th grade standards. Will still use, but I have to adapt lower and higher grades to meet the academic level of my students!
I think this is a great project. I will be using more of your images from the last unit on social reform. I will also use sources from the other units when I teach American history again. Are you going to do the same thing for World History?
Thanks for the opportunity, and the new resource.
What a great resource. Thank you for providing such a great service. You have saved me many hours of time wasted searching for images to use in my lessons. I will be coming back to your site

often.
Thanks for providing teachers with easy access to stimulating primary sources!
Thanks
Thanks...I plan to use this format and investigation graphic a great deal.

**CALISPHERE UC IRVINE SURVEY**

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<b>Grade Level</b>	<b>Subject Area</b>
8	
8	History
10, 11	AP U.S. History, World History
10, 11	U.S. History, World History
9, 10, 11	U.S. History, Geography
12	AP Government, Government
8	Social Studies
5	
6	
8	U.S. History
10, 11, 12	World History, U.S. History, IB European History
8	U.S. History
10, 11	
5	
8	U.S. History
8	History
8	U.S. History

2) In general, how often do you use primary source material in your classroom teaching? (Examples of primary source material include historic photographs, diaries, or newspaper articles.)

<b>Response</b>	<b>Count</b>	<b>Percent</b>
About once a month	10	58.8%
About once a week	6	35.3%
About once a day	0	0.0%
Rarely use	1	5.9%

**Comment Responses:**

In AP U.S. History I use primary source documents weekly-in World History maybe weekly to every other day
love political cartoons
Depends upon time constraints ..... like everything.
very good resource

3) In general, how often do you use the Internet to locate primary source material for lesson preparation?

<b>Response</b>	<b>Count</b>	<b>Percent</b>
About once a month	5	29.4%
About once a week	10	58.8%
About once a day	1	5.9%
Rarely use	1	5.9%

4) In general, how often do you use the Internet to locate general background information for lesson preparation?

Response	Count	Percent
About once a month	2	11.8%
About once a week	10	58.8%
About once a day	3	17.6%
Rarely use	2	11.8%

5) What resources have you found useful in the past for locating primary source material for use in your classroom teaching? (Examples include web sites, CDs, books, etc.)

library of congress national geographic
web sites, podcasts
a variety of history websites and googling images
National Archives and Library of Congress
Library of Congress
web sites books
books, CD, textbook collections
internet websites
HOT curriculum, American Memory, Google searches on specific topics
Anything, everything I can get my hands on .... if someone could only talk sense into the states head about letting me teach and not be in a hurry to finish the freaking state standards so fast that my kids can remember anything ... sorry, my rant .....
united streaming
Google renzulli
Google
American journal CD American journal book-Google/Wikipedia
Library of Congress American Memory NARA

6) How useful was the "Questions to Consider" section in the Themed Collection topic(s) you used? (A sample page from a Calisphere Themed Collection topic is shown below with the "Questions to Consider" section highlighted in red.)

Response	Count	Percent
Very useful	7	43.8%
Useful	8	50.0%
Neither useful nor not useful	1	6.3%
Not useful	0	0.0%
Not at all useful	0	0.0%

**Comment Responses:**

A great tool for pre/post assessment - LOVED them!!!!
Everything is useful ... in its own time ... too Zen?

7) Overall, how could the "Questions to Consider" section be improved? For example, what would increase its usefulness, value or relevance to you in your lesson preparation or classroom session?

quick write/lesson opener or closer
n/a
Add in some of the essential questions that have been presented to the 11th grade TAH cohort
Maybe give some sample responses to consider with the class.
add more questions
I think they're fine.
You can't buy happiness ... or time ... I smell a theme
good starting point for considering primary documents.
leave as is

8) How useful was the "Overview" section in the Themed Collection topic(s) you used? (A sample page from a Calisphere Themed Collection topic is shown below with the "Overview" section highlighted in red.)

Response	Count	Percent
Very useful	6	35.3%
Useful	10	58.8%
Neither useful nor not useful	1	5.9%
Not useful	0	0.0%
Not at all useful	0	0.0%

**Comment Responses:**

Would be very useful if you had limited historical knowledge
time .....Marches on, time does ....

9) Overall, how could the "Overview" section be improved? For example, what would increase its usefulness, value or relevance to you in your lesson preparation or classroom session?

n/a
n/a
Add links to other sites here for deeper understanding
Links to further information (more in-depth study) for those who need it!
I liked it as it is

10) How useful was the "California Content Standards" section in the Themed Collection topic(s) you used? (A sample page from a Calisphere Themed Collection topic is shown below with the "California Content Standards" section highlighted in red.)

Response	Count	Percent
Very useful	5	29.4%
Useful	7	41.2%
Neither useful nor not useful	4	23.5%

Not useful	1	5.9%
Not at all useful	0	0.0%

**Comment Responses:**

Standard should be placed at top of page rather than bottom-we usually introduce the lesson with an explanation of standards we are addressing.
It is nice to have the standards right there for reference, but in this NCLB time, the standards are so ingrained in our minds that it is probably not absolutely necessary. Very nice to have them there for reference, however.
Don't get me started on this ....
It allowed me to reduce the amount of time doing searches

11) Overall, how could the "California Content Standards" section be improved? For example, what would increase its usefulness, value or relevance to you in your lesson preparation or classroom session?

n/a
It was very limited in scope. I'd like to see all of the 8th grade standards addressed.
Place it at top of page. Only write standard, not substandard. Or just include essential question.
They need to incorporate more themes on all CA content standards - not just CA based history.
Did you know a University professor looked at the state standards and said it would take three years to properly teach my years worth of curriculum?
good for making lesson planning easier.

12) How useful was the "Image Grouping" section in the Themed Collection topic(s) you used ? (A sample page from a Calisphere Themed Collection topic is shown below with the "Image Grouping" section highlighted in red.)

Response	Count	Percent
Very useful	12	70.6%
Useful	5	29.4%
Neither useful nor not useful	0	0.0%
Not useful	0	0.0%
Not at all useful	0	0.0%

**Comment Responses:**

made research easy
Very nice to have all the pics relate to the same topic!
Nice Collection

13) Overall, how could the "Image Grouping" section be improved? For example, what would increase its usefulness, value or relevance to you in your lesson preparation or classroom session?

n/a
n/a
A bit bigger...hard to see thumbnails.

Keep Looking .....
great.
leave as is

14) How useful was the additional descriptive information section in the Themed Collection topic(s) you used? (A sample page from a Calisphere Themed Collection topic is shown below with the additional descriptive information section highlighted in red.)

Response	Count	Percent
Very useful	10	58.8%
Useful	4	23.5%
Neither useful nor not useful	3	17.6%
Not useful	0	0.0%
Not at all useful	0	0.0%

**Comment Responses:**

Could have more detail
It was helpful in clarifying for me as I am sure it would be for students.
Additional Info always nice .....
It allows for students to better understand academic language used in the study of history

15) Overall, how could the additional descriptive information section be improved? For example, what would increase its usefulness, value or relevance to you in your lesson preparation or classroom session?

n/a
n/a
I would definitely have students look at these terms 1st.
a little to general. need more critical thinking skill question

16) Which Themed Collection(s) did you look at today?

World War II
internment camps, gold rush, WWII
World War II
The Great Depression and Culture of the 1920s and 1930s
WWI, WWII, JARDA, Industrial Revolution
Social Reform
gold rush, western frontier
JARDA Gold Rush Frontier
Japanese American
Jarda
JARDA, Civil Rights, WWII
Gold Rush Closing Frontier Emerging Industrial Order
jarda gold rush
jarda-early California

JARDA FRONTIER INDUSTRIALIZATION
----------------------------------

17) Was the number of images provided in each Themed Collection sufficient? Would you have preferred more or fewer images?

sufficient
sufficient. More is always better
Preferred more images
Okay so far!
More
I could always use more images, however there were plenty.
more
Yes
there was a nice variety
more is better
always can have more...
Nice ... More is always nicer
more, always more
more images -more details
IT WAS ADEQUATE

18) Were the Themed Collection images visually compelling?

yes
yes
Most were
Yes . . . and a good selection of things not usually found on the Internet
yes
Absolutely. I learned a lot from them
yes
YES!!! The variety was also impressive.
some
I would like better quality pics
most were
Interesting indeed
yes
yes

19) Was the subject matter of the Themed Collection images useful from a content perspective?

yes
Yes, although it seemed it was limited to non-white cultures only.
Yes
Yes
Many images would be great to download into a PPT lecture
Yes.

yes
Yes.
yes
yes
great images for creating PowerPoint lectures to support ideas
Rather general ... maybe narrow it down to state standards/grade specific use ...
yes, great for quick finding of info
somewhat

20) Describe the experience of locating primary sources using the Calisphere Themed Collections, as compared to other Internet-based sites or services you have used in the past.

easy to navigate
much easier
Very easy
Much more organized and user-friendly. Not much time was wasting in finding appropriate materials.
Very easy to use
Very easy to navigate and the Themed Collection portion is very well-organized and helpful.
Very friendly. Highly related to CA Content Standards
this was easy to follow and very directed
very easy
didn't work well when I searched for political cartoons
Nice, don't know how much I can use because of TIME .....
seemed easier and grouped well
well but together

21) Final comments

Good but I would like to see more 8th grade content: colonial life- civil war
Need more images.
I like it!
Nice job--just keep adding images
I cannot wait to implement some of this information and images into my curriculum! Thank you!
Link to Library of Congress and National Archives?
thank you for putting this together
search function could work better...more topics/themes would be GREAT!
Time Marches On .....
please add California Indians and mission theme for primary teachers thanks
enjoyed working on the sites
This resource allows me to narrow subject area material to relevant items and save plenty of time.