

Learning from Historical Documents

A Federal Genealogical Resources Workshop for Middle Schoolers

Shalyn Rodriguez

Much of what makes up family history is first account information from family members. However, the federal government produces a plethora of genealogical documents that can be accessed on a number of government sources to help with researching family history. The tricky part can be finding government sources that are accessible at a middle school level. For this assignment, a workshop will be provided to teach middle school students how to find and utilize government resources while researching their family history for a school project.

The workshop will use former Illinois Governor Richard James Oglesby as a search example as the students research federal genealogical resources including census records, historical images, and military records. Handouts and activity sheets will be included for the students to complete as part of their training.

Lesson Plan: Learning From Historical Documents

Objective/ Outcome

- To assist middle school students in using federal genealogical resources to research their family history for their school project.

Skill

- Ability to successfully find and use federal genealogical resources.
 - Ability to Identify Primary and Secondary Sources and Analyze Them.
 - Ability to utilize features of each federal resource to return results.

Target Audience

The target audience for this workshop is middle school students completing a family history project at their school. The students have started a unit on immigration, and their teacher has included a family history section so students can learn how families come from various areas of the world. These students have diverse backgrounds, and the amount of information each has on family varies greatly.

Material needed

The material needed for this workshop include a computer lab with approximately twenty-five computers. A projector and SMART board will be set up to show a variety of websites, photographs, and handout information. The handout will explain what genealogy is and how the government publishes documents to help people research their family history (see appendix A). A worksheet will also be provided for students to work together in pairs and learn how to utilize different government resources (see appendix B).

List of resources being used:

- Biographical Directory of the United States Congress (bioguide.congress.gov)
- The Library of Congress American Memory (memory.loc.gov)
- The United States Census Bureau (census.gov)
- ProQuest Congressional (congressional.proquest.com)

Program

Introduction

The introduction to this workshop will be scripted as follows: “Who can tell me what genealogy is? Where would you search for your family history?” (*Class discussion.*)

**Government
Genealogy Resources**

Shalyn Rodriguez
School Liaison Outreach Librarian
Shorewood-Troy Public Library

COUNTY.	AGGREGATE.	FREE.	SLAVES.	FEDERAL OR REPRESENTATIVE.
Peoria } - -	1,310	1,310	-	1,310
Putnam } - -	2,959	2,959	-	2,959
Schuyler } - -	2,111	2,080	31	2,098
McDonough } - -				
Joe Daviess } - -				
Illinois Total	157,445	156,698	747	157,147
				157,445
				156,698
			747	157,445

Slide 1. Ruger, J. J Stoner, and Beck & Pauli, "Camp Foster, Camp of the 8th Regiment & 6th Battery: O.N.G. Col. D. W. Thomas Comm. Gaylord's Grove near Cuyahoga Falls, Ohio," Library of Congress, Madison, Wis.: J. J. Stoner, 1880. Accessed May 26, 2017.

Skill 1: Ability to Identify Primary and Secondary Sources and Analyze Them

Step

1. Lecture—Introduction to Primary and Secondary Sources and How to Analyze Them

Task

1. *Lecture—Introduction to Primary and Secondary Sources and How to Analyze Them.* Instructor will provide an overview of genealogical research. Specific areas covered:
 - What is genealogy?
 - What are primary and secondary sources?
 - How to analyze primary sources

"As you can see on the screen (slide 1), there are a number of resources available through the government that provide genealogy documents, images, maps, statistics, and much more! Today we are going to learn about these resources and how to use them when searching for family history.

"The United States has been keeping records for many years. According to the United States Census Bureau, Congress assigned marshals of the U.S. judicial districts to begin

compiling census records in 1790. Ever since then, the public has been able to access these records and research history!

"I want to show you a quick video from the US National Archives which shows little known items that they hold in their vaults.¹ This will give you an idea of just how much information is kept and preserved throughout the years that people can learn about!

"You will also be completing a worksheet during this lesson so you can learn how to navigate through government resources. You will complete the worksheet in pairs, so please choose a partner and we will get started with the lesson."

"This handout is a guide for you to learn about and use a variety of government resources when conducting your research for your assignment. Please become familiar with the resources listed on the handout.

"When searching for resources, you will need to make sure you are looking for primary and secondary sources. Can anyone tell me what primary sources are? Secondary sources? (*Class discussion.*)

"Now that we've had a chance to discuss the various types of sources, I want to show you how to analyze them to confirm they are proper sources you can use for your assignment. You'll want to follow these steps when analyzing primary and

- Meet the document
- Observe its parts
- Try to make sense of it
- Use it as historical evidence

Slide 2. “Analyzing Documents,” DocsTeach, accessed May 30, 2017, <https://www.docsteach.org/tools/analyzing-documents>.

secondary sources (slide 2). (*Open class discussion on steps of analyzing primary sources.*)

“Great job everyone. Now that we know what primary sources are and how to analyze them, let’s get started on the various types of government genealogical resources.”

Skill 2: Ability to Utilize Features of Each Federal Resource to Return Results

Steps

1. Lecture—Introduction to Federal Resources
2. Demonstration—How to use each resource
3. Class activity—Practice using each resource
4. Wrap up—Using resources for homework assignment

Tasks

1. *Lecture—Introduction to Federal Resources.* Instructor will provide an introduction to federal resources used for genealogy.

“As I explained earlier, the handout provides a number of federal resources you can use to research genealogy. Let’s learn about each resource and what it covers.”

Lecture 1: “The Biographical Directory of the United States Congress is a biographical directory of the United States Congress. It covers years 1774 to present and allows the user to search by name, position within Congress, state, party, and year. Why would you want to use this resource for your family history assignment?” (*Class discussion.*)

Lecture 2: “Next, let’s look at The Library of Congress American Memory. This resource provides historical written and spoken words, recordings, images, prints, maps, and much more. It is a great resource to find various types of resources

and is fun to browse through! You can use this resource to find various documents, images, and more of your ancestors and the areas they lived in, what was happening during that time and how it might have made an impact on your family.”

Lecture 3: “Familysearch.org provides a large collection of genealogical and historical records for those looking to explore their family history. This resource is helpful to determine where people’s families come from and who they are based off these accessible records.”

Lecture 4: “ProQuest Congressional provides legislative histories, bills, and reports, members of Congress, committee

hearings, and much more to search through. You can use this resource to find topics brought to Congress that your ancestors might have been involved with.”

2. *Demonstration—how to use each resource.* Instructor will demonstrate each resource while again explaining how this resource will be helpful in researching genealogy. All demonstrations will be projected on SMART board so students can follow along on their individual computers.

“To demonstrate how to use each resource, we will use former Illinois Governor Richard J. Oglesby. We will start with a simple Google search so you can learn how to compare these searches to those using government resources. Let’s begin by typing ‘Richard J. Oglesby’ into Google search. As you can see at the top, there are approximately 1,740,000 results. You will not have time to analyze every source listed on the results page to determine if the source is useful for your assignment. What ways can you determine which results will be useful from a search like this?” (*Class discussion.*)

“A few of you mentioned the National Governors Association result for Richard J. Oglesby because I had mentioned earlier that he was a former Illinois Governor.² This is a good website to look at to get some basic information.

“We will be using the information from this page to help our searches in some of the government resources.

“Let’s remember his birth and death dates, where he was born, his party, the national office he served, and his military service.” (*Write to the side on white board.*)

Demonstration 1 (paired with Lecture 1): “Let’s start a search using the first listed resource on your handout: bioguide.congress.gov.³



1774 - Present

- ★ Biography
- ★ Research Collections
- ★ Bibliography
- ★ New Search
- ★ House History Page
- ★ Senate History Page
- ★ Copyright Information

OGLESBY, Richard James, (1824 - 1899)

Senate Years of Service: 1873-1879

Party: Republican



OGLESBY, Richard James, (cousin of Woodson Ratcliffe Oglesby), a Senator from Illinois; born in Floydburg, Oldham County, Ky., July 25, 1824; orphaned and raised by an uncle in Decatur, Ill.; received a limited schooling; worked as a farmer, rope-maker, and carpenter; studied law; admitted to the bar in 1845 and commenced practice in Sullivan, Ill.; during the Mexican War served as first lieutenant of Company C, Fourth Illinois Regiment; spent two years mining in California; returned to Decatur, Ill., and resumed the practice of law; unsuccessful candidate for election in 1858 to the Thirty-sixth Congress; elected to the State senate in 1860 and served during one session, when he resigned to enter the Union Army during the Civil War; served as colonel, brigadier general, and major general of the Eighth Regiment, Illinois Volunteer Infantry; Governor of Illinois 1865-1869; again elected Governor in 1872 and served from January 13, 1873, until his resignation on January 23, 1873, having been elected Senator; elected as a Republican to the United States Senate and served from March 4, 1873, to March 3, 1879; declined to be a candidate for reelection; chairman, Committee on Public Lands (Forty-fourth and Forty-fifth Congresses); Governor of Illinois 1885-1889; retired to his farm, "Oglehurst," Elkhart, Ill., where he died on April 24, 1899; interment in Elkhart Cemetery.

Courtesy U.S. Senate Historical Office

Bibliography

Dictionary of American Biography; Johns, Jane Martin. *Personal Recollections of Early Decatur; Abraham Lincoln, Richard J. Oglesby and the Civil War*. Edited by Howard C. Schaub. Decatur, IL: Decatur Chapter, Daughters of the American Revolution, 1912; Wilkie, Franc B. *A Sketch of Richard Oglesby*. Chicago: W.A. Shanholzer, 1984.

Biographical Directory of the United States Congress listing for Richard James Oglesby.

"From what we learned through the National Governors Association page, we will input his first and last name in the required fields. Who can tell me what we should input for the 'Position' field? And how about the 'Party' field?"

"With those fields entered, let's search and see what results are returned to us.

"As you can see, we were able to locate Richard Oglesby by the number of fields we filled in. Why do you think we were able to find his information without having to fill in every field? (*Class discussion.*)

"Take a look at the Research Collections and Bibliography sections of the page to learn how the resource provides information for users."

Demonstration 2 (paired with Lecture 2): "For memory. loc.gov, we will research a photograph of Richard J. Oglesby. Photographs and images are excellent primary sources to use in your assignment. To begin, select the 'Browse' feature at the top of the page. Next, we will select 'Photos, prints' under the 'Browse Collections Containing.' In the search field, type in 'Richard J. Oglesby.' This will return the result you see on the screen:

To find an image of Richard Oglesby, click on the link in the text "two hundred individuals represented in Hay's album." There, you will scroll down until you find Oglesby, Richard J. (Richard James), 1824-1899.⁴ You should see this image:"

Demonstration 3 (paired with lecture 3): "familysearch.org will show us census records, birth, marriage, and death certificates, military records, and much more. You can use this website to search for deceased family members or people of interest.

We will use familysearch.org to search for Richard J. Oglesby in the 1830 United States Census records.

"To begin, select 'Search' at the top of the page. A drop-down menu will appear and will allow you to select "Records." We will need to type in 'Richard' into the 'First Names' box, and 'Oglesby' into the 'Last Names' box. We learned from the previous demonstrations that Oglesby was born in Kentucky in 1824. We will use that information to help search in familysearch.org. Type 'Kentucky' into the 'Birthplace' box and '1824' into the 'Birth Year (Range)' boxes. Scroll down and click the search button. Since I specified that we would be researching the 1830 United States Census records, we need to filter our results. Select 'Collections' and click on 'United States Census, 1830.' There, you will see a result for Richd Oglesby. When you click on it, the result provides information about the record, as well as a photograph of the census record. When you scroll down, you will see a chart that includes an affiliate name. The website has pulled the census record from the US National Archives and Records Administration.⁵

"Why do you think familysearch.org includes an affiliate name on each record page? (*Class discussion.*)

Demonstration 4 (paired with lecture 4): "For ProQuest Congressional, we will be completing an advanced search to find resources linked to Richard J. Oglesby. Select the 'advanced' feature on the homepage. As we learned earlier, Oglesby was a senator for 3 years. We will switch the field search from 'all fields except full text' to 'Member of Congress (Cong Rec Bound and Cong Rec Daily).' You will enter 'Richard Oglesby' into the correct name fields and for the date range, enter '1824



Words and Deeds in American History

Civil War photograph album, ca. 1861-65. (James Wadsworth Family Papers)



Cartes de visite, miniature portraits used as calling cards, were extremely popular during the American Civil War. These photographic calling cards, approximately 2½ x 4 inches in size, had been invented in France in the early 1850s, and their popularity quickly spread throughout Europe and eventually to the United States, where the corollary development of the photograph album spurred a collecting craze in the 1860s that became known as Cartomania.¹ In addition to assembling albums of family photographs, the public sought to collect images of celebrities and views of favorite places and sites. John Hay (1838-1905), a personal secretary to President Abraham Lincoln (1809-1865) who later had a successful diplomatic and political career of his own, is thought to have assembled the cards in this album. Many of the [two hundred individuals represented in Hay's album](#), including numerous army and navy officers, politicians, and cultural figures, were undoubtedly visitors to the Lincoln White House. Others, such as Confederate president Jefferson Davis (1808-1889) and generals Robert E. Lee (1807-1870) and James Longstreet (1821-1904), were unlikely to have called at the Executive Mansion.

Most of the portraits in Hay's album are signed, greatly increasing their value. It was common practice during the war to acquire such portraits through gift or purchase, mail them to the individuals represented, and hope for their return—signed. Thus on the back of many of the cartes are notes requesting that the sitter affix his signature at the bottom of the carte, high enough to be seen when in an album. It was also customary for many photographers, including both Mathew B. Brady (1823-1896) and Alexander Gardner (1821-1882) whose work is well documented in this album, to keep stocks of autographed cartes for sale to souvenir album collectors. Hay was acquainted with both Brady and Gardner and went to the latter's studio with Lincoln for the president's sitting and separately to have his own photograph taken. He could quite possibly have purchased cartes from Gardner and others to supplement those he acquired directly from the sitters.

Hay thoughtfully arranged his collection of cartes in a decorative, leather-bound album patented by Altemus & Company of Philadelphia on 21 July 1863. Like many such albums, this one has gold-stamped decoration on the cover and spine, engraved circular ivory bosses at each corner of the cover, and two brass fore-edge clasps. The text block consists of a title page, a blank index page, twenty-five album pages, and a back flyleaf. Each album page holds eight cartes—four on the front and four on the back—inserted in recessed pockets. Since the cartes were placed back-to-back in the album, sometimes the ink instructions to one sitter bled from the back of one carte onto the verso of another. The text block edges are gilt, as are the edges of the openings for each photograph. The openings have been numbered 1 through 200, possibly by the same hand who wrote on the first page "Do not touch the pictures with the fingers." Of particular interest to book conservators is the album's "hinged-back" spine, ingeniously engineered to permit flexible movement of the heavy, stiff-paged text block. The pages of the album are attached to the spine by leather hinges that are slotted and have metal pins inserted. Each pin alternately picks up hinges for the page in front of it and in back of it, forming a continuous attachment of leaves. As the pages are turned, they rotate on the pin.

This digital reproduction of the album allows viewers the opportunity to page through the cartes as if they were perusing the volume in Hay's home. These "album page views" enable readers to consider Hay's selection and arrangement of the photographs. For example, Hay began the album with Lincoln followed by his vice presidents and members of his Cabinet. Elsewhere in the album there are groupings of politicians and military officers, with images of cultural and literary figures toward the end of the book. By selecting the "View these cartes" option from any of the album pages, readers may see the images as they would appear outside the album. Both the front and verso of each carte is fully displayed, revealing studio logos, addresses, and other imprint information on the approximately [twenty photographers](#)

Civil War photograph album, ca. 1861-65 (James Wadsworth Family Papers) from Words and Deeds in American History, <https://memory.loc.gov/ammem/mchtml/corhome.html>.

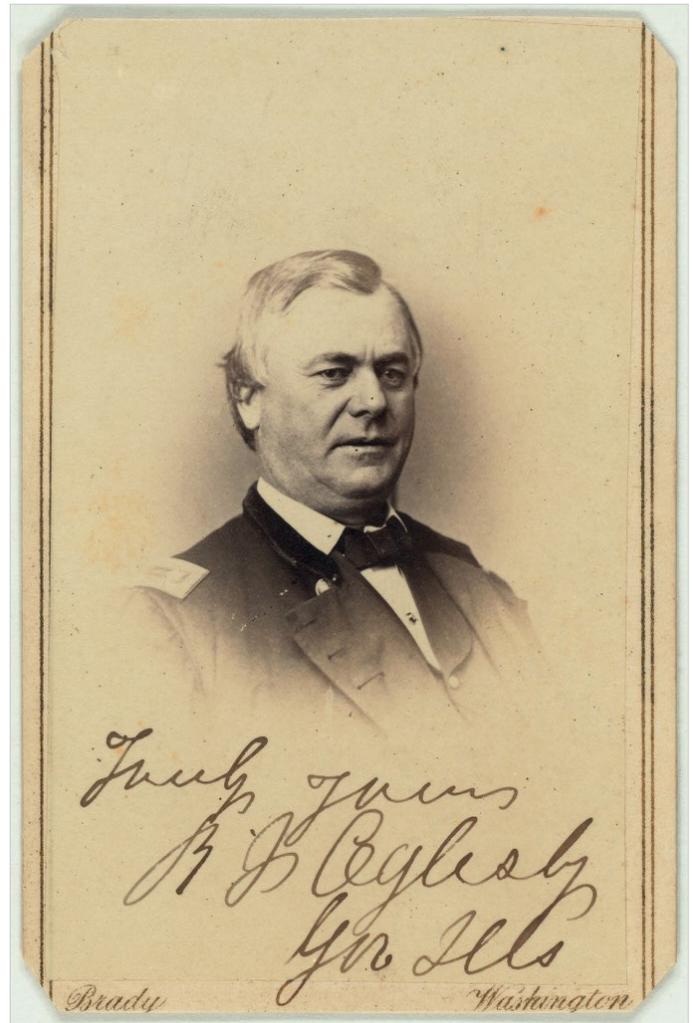
to 1899.' This will return Congressional Records of which you can download the PDF and browse through proceedings:"⁶

1. Class activity—practice using each resource. Class will work together in pairs to complete federal resource worksheet.
2. Wrap up—how to use resources for homework assignment. Instructor will tell class how they can use resources to research their personal family history or a person of their choice.

Dissemination of Information

The resources I used in each demonstration are disseminated to the public mostly through online websites and databases. Many depositories were created to make the information more easily accessible, such as scanning in images, documents, etc., for users to view.

- Biographical Directory of the United States Congress (bioguide.congress.gov) is very straight-forward and easy to use to research biographical information. This government website is accessible to anyone who has the web address. Once fields are filled in, results are displayed and provide information on whatever is selected. This resource is very specific in terms of the information that can be retrieved. It is a great resource in terms of navigation for my target audience.



Carte de Visite featuring Richard James Oglesby.

1877.

CONGRESSIONAL RECORD—SENATE.

167

IN SENATE.

MONDAY, October 29, 1877.

Prayer by the Chaplain, Rev. BYRON SUNDERLAND, D. D.
The Journal of the proceedings of Thursday last was read and approved.

PETITIONS AND MEMORIALS.

The VICE-PRESIDENT presented a memorial of the Legislature of Wisconsin, in favor of increased mail facilities in the western portion of Oconto County, Wisconsin; which was referred to the Committee on Post-Offices and Post-Roads.

He also presented a memorial of the Legislature of Wisconsin, in favor of mail service from Eau Claire to Rice Lake, in Barron County, Wisconsin; which was referred to the Committee on Post-Offices and Post-Roads.

He also presented a memorial of the Legislature of Wisconsin, in favor of increased mail-service in the northern portion of Sauk County, Wisconsin; which was referred to the Committee on Post-Offices and Post-Roads.

He also presented a memorial of the Legislature of Wisconsin, in favor of the extension of a mail-route from the town of Berlin, in Marathon County, Wisconsin, to the town of Hamburg, in the same county; which was referred to the Committee on Post-Offices and Post-Roads.

He also presented a memorial of the Legislature of Wisconsin, in favor of the extension of the mail-route from the town of Stettin, in Marathon County, Wisconsin, to the town of Rib Falls, in the same county; which was referred to the Committee on Post-Offices and Post-Roads.

He also presented a memorial of the Legislature of Wisconsin, in favor of the establishment of a mail-route from Friendship, in the county of Adams, to Liberty Bluffs, in the county of Marquette in that State; which was referred to the Committee on Post-Offices and Post-Roads.

He also presented a memorial of the Legislature of Wisconsin, in favor of the extension of a mail-route from the town of Barron to the village of Sandy Creek, in Dunn County, Wisconsin; which was referred to the Committee on Post-Offices and Post-Roads.

He also presented a memorial of the Legislature of Wisconsin, in favor of a right of way and a grant of land for railroad purposes, to aid in building a railroad through northern Wisconsin; which was referred to the Committee on Railroads.

He also presented a memorial of the Legislature of Wisconsin, in favor of an appropriation by Congress to aid in a survey of the Saint Croix River, Wisconsin; which was referred to the Committee on Commerce.

He also presented a memorial of the Legislature of Wisconsin, in favor of an appropriation by Congress to aid in the completion of the Sturgeon Bay and Lake Michigan Ship-Canal and Harbor, and to extend the time for the completion of the same; which was referred to the Committee on Commerce.

He also presented a memorial of the Legislature of Wisconsin, in favor of an appropriation by Congress for the erection of a light-house

Mr. WITHERS presented the petition of Mary W. Jones, widow of the late Thomas Ap Catesby Jones, commodore United States Navy, praying for an increase of pension; which was referred to the Committee on Pensions.

Mr. HOWE. I present the petition of A. M. Pinto and several other citizens of Wisconsin, who were employed under contractors upon the Fox and Wisconsin Rivers improvement, and who ask to be paid for their services out of a fund, condemned by the Government, which belonged to the contractors. I move its reference to the Committee on Claims.

The motion was agreed to.

Mr. HAMLIN. I present the petition of James Newcomb, of Cornell, Penobscot County, Maine, who prays for a pension on the alleged ground that he is now deaf, and that that deafness was occasioned by service in the recent war. The petition is largely concurred in by the municipal officers of the town and various other citizens. I move its reference to the Committee on Pensions.

The motion was agreed to.

Mr. WALLACE presented a petition of citizens of Lancaster, Pennsylvania, praying for a repeal of the resumption act; which was referred to the Committee on Finance.

Mr. BAILEY presented the petition of Joseph Grigsby, late captain Company C, First Tennessee Light Artillery, praying that his name be restored to the pension-rolls; which was referred to the Committee on Pensions.

Mr. MERRIMON presented additional papers in relation to the claim of Nannie Hall, of Yazoo County, Mississippi, for compensation for property taken by the United States troops during the late war; which were referred to the Committee on Claims.

Mr. MORRILL presented the petition of J. C. Milliman and 40 others, of Logan, Harrison County, Iowa, praying for an extension of the Capitol grounds from First to Second street, east, and from B street, north, to B street, south; which was referred to the Committee on Public Buildings and Grounds.

He also presented the petition of William H. Hunt and 46 others, of Glide, Wayne County, New York, praying for an extension of the Capitol grounds from First to Second street, east, and from B street, north, to B street, south; which was referred to the Committee on Public Buildings and Grounds.

Mr. MITCHELL presented the petition of D. W. Cheeseman, of Lake View, Lake County, Oregon, late Assistant Treasurer of the United States at San Francisco, California, praying for an appropriation to pay him the sum of \$1,999.41, the amount overpaid by him to the Government as stamp agent and decreed to be due him by the circuit court of the United States for the district of California; which was referred to the Committee on Claims.

Mr. HOAR presented the petition of John M. Goodhue, of Worcester, Massachusetts, praying to be restored to his former rank and pay in the United States Army; which was referred to the Committee on Military Affairs.

He also presented the petition of Laura A. Turner, of Plymouth, Massachusetts, praying for a pension; which was referred to the Committee on Pensions.

Mr. GORDON. I present the petition of a large body of business

Congressional Record from ProQuest Congressional.

- The Library of Congress American Memory (memory.loc.gov) includes a variety of information accessible to users. The website can be accessed by anyone with the web address. Much of it is available to view online, however, some information must be viewed in person and provides where to find it or who to contact. Limiting searches through the Library of Congress American Memory is difficult to do. The results page only provides an option to view results as a list view or a gallery view. There are no options for an advanced search nor any limiters on the results page to narrow results and find exactly what the user is looking for. This resource is a little more in depth when it comes to navigation, which is great practice for my target audience.
- The United States Census Bureau (census.gov) was more difficult to navigate through when researching information. In terms of the public accessing census records, that seemed to be more difficult to find than searching for data and statistics through the bureau. The United States Census Bureau provides a website that users can access with the web address and allows users to download pdfs to view materials. For my target audience, it would more difficult for them to navigate the website since they are just learning how to use various resources for research.
- ProQuest Congressional (congressional.proquest.com) is the most difficult of the four to access publicly. Users must have access to the database to research

information. However, the search features are better in that the advanced search option provides multiple ways to search for information and various resources within the database to search through. ProQuest Congressional is the most complex to use out of the four for my target audience. Middle school students are learning more how to use different resources to conduct research and this would be the most advanced they could start using. Accessing information is fairly easy once the user has accessed the database. There are pdfs available to view documents.

Evaluation and Conclusion

To conclude the lesson, the following script is provided:

“To wrap up our lesson, let’s go over what we learned today. You had the opportunity to learn about what government genealogy resources are, what primary and secondary sources are and how to analyze them, and a few of the many types of resources available.

“For each resource, we learned how to search for a person by using basic and advanced search features. We were able to research not only records, but images, charts, and documents that all related to Richard J. Oglesby. You were able to practice using each resource through the worksheets given to you. These skills will help you research information about your family or a person of your choice.

“Each government resource is included in your handout. Please hold on to those as you complete your school assignments so you can refer to them if needed. I am also available for appointments if you need additional help while conducting research. Do not hesitate to reach out to me by phone, email, or in person and I will help as much as I can.

“Thank you for joining me in this lesson today! I cannot wait to hear about your assignments when they are done!”

Summary

The topic for my final project was inspiring for me since I plan to continue working with children in a public library setting. Research is a huge aspect of librarianship, and I believe history is as well. The ability to show students how to utilize government genealogical resources helps strengthen their research skills to aid them in school and in life while helping my own research skills. Each resource I used provided a certain aspect of the example (Richard J. Oglesby) to show students how they can find a plethora of information, documents, images, charts, etc. that relate to what they are researching. I noticed as I started my research for this entire project that most teacher genealogical resources that are available when searching through Google

are not centered around government documents. This realization made me decide to discuss the difference of results a user will get when searching through Google versus specific areas of government documents. I believe this can be addressed more in schools as well as in libraries. I believe librarians need to show teachers and students (and anyone else for that matter!) how this information is publicly accessible and should be utilized more than it is in classrooms.

I do think the government resources I used are more easily understood by older students. Much of what I researched and discovered would be difficult to teach to younger elementary students. I would like to see an increased effort within each government resource to have sections available for children to browse through. I know there are specific government websites that are geared towards children, like kids.gov, but they should not be limited to just one or two sites to experience the various resources available about genealogy and history.

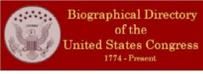
Shalyn Rodriguez (srodriguez@shorewoodtroylibrary.org) University of Washington, LIS526 Government Publications, Head of Children’s Service, Shorewood-Troy Public Library, Shorewood, Illinois.

References

1. US National Archives, “A Room for Treasures: Cool Things at the National Archives,” online video clip, YouTube, August 28, 2011.
2. “Governor Richard James Oglesby,” National Governors Association, accessed May 25, 2017, https://www.nga.org/cms/home/governors/past-governors-bios/page_illinois/col2-content/main-content-list/title_oglesby_richard.default.html.
3. “Oglesby, Richard James, (1824–1899),” Biographical Directory of the United States Congress: 1774–present, accessed May 25, 2017, <http://bioguide.congress.gov/scripts/biodisplay.pl?index=O000048>.
4. “Civil War photograph album, ca. 1861–65. (James Wadsworth Family Papers),” American Memory, accessed May 26, 2017, <https://memory.loc.gov/cgi-bin/query/r?ammem/mcc:@field%28DOCID+@lit%28mcc/051%29%29>.
5. “United States Census, 1830,” database with images, FamilySearch, <http://FamilySearch.org>, June 14, 2016, citing NARA microfilm publication M19 (Washington, DC: National Archives and Records Administration, n.d.).
6. 168 Cong. Rec. 6, 167-168 (1877).

Appendix A. Federal Resource Handout

Shorewood-Troy Public Library's Federal Genealogy Resource Guide



Biographical Directory of the United States Congress 1774 - Present

The Biographical Directory of the United States Congress 1774-Present
Allows users to search by name, position within Congress, state, party, and year.
Easy to use resource to find members of Congress.
bioguide.congress.gov



United States Census Bureau

Provides users with census records of populations and housing in the United States. Users can view maps, infographics, charts, publications, and much more.
census.gov



American Memory
Historical Collections for the National Digital Library

The Library of Congress American Memory
Allows users to search through historical written and spoken words, recordings, images, prints, maps, and much more.
memory.loc.gov



ProQuest Congressional

Provides users with legislative histories, bills and reports, members of Congress, committee hearings, and much more.
congressional.proquest.com



National Archives

Allows users to explore historical documents, photos, records, military records, student programs, and much more.
archives.gov

For additional help and resources, please contact Shalyn Rodriguez at:
Shorewood-Troy Public Library
650 Deerwood Dr.
Shorewood, IL 60404
815-725-1715
www.shorewoodtroypublibrary.org

Appendix B. Federal Genealogical Resource Worksheet

Appendix B: Federal Genealogical Resource Worksheet

Name: _____ Date: _____

1. Go to the National Governors Association website and select a governor to use as your search example. List their name, date of birth and death, where they were born, and what state they were governor of:

2. List two interesting facts about the governor of your choice:

3. Visit the Library of Congress American Memory website. Search for the governor of your choice and describe ONE result you found. How did you search for them? Why did you choose that result?

4. Visit the United States Census Bureau's website. Search for population statistics from the year and state your governor was born. Share this information here:

5. Login to ProQuest Congressional. Use the advanced search option to search for your governor. Explain your search process and what was easy and difficult about using this database. Describe ONE result and why you chose it.
