



Ambassadors to Academia

Promoting Government
Information Through Teaching in
the College Community

Panel

- Roberta Arney - University of Texas at El Paso
- Susan Edwards - Amherst College
- Lois Stickel - University of North Carolina at Charlotte
- Victoria Lynn Packard - Texas A&M University at Kingsville
- Joan Goodbody - Michigan Technological University
- Jo Anne Beezley - Pittsburg State University
- Judy Andrews - Portland State University

Freshman Seminar Course

Using cooperative learning
techniques in a freshman
seminar course on
government information

Roberta Arney

Government Information: Your Right to Know

- THEME:
- Learn how information touches the most intimate aspects of our lives, how it defines us as a community and shapes the world in which we live. Students will examine the psychological and philosophical aspects of information and information technology in our society.

DESCRIPTION:

- Using government publications as a focal point we will discuss such topics as, freedom of information, intellectual freedom, and information ethics. From career and consumer information to “Census 2000”, we will explore the many and varied information sources from federal, state and local governments. This course will give a broad overview of the history of information and trends in information technology.

Goals

- **Goal 1. To strengthen students' academic performance and facilitate their transition to college**
- **Goal 2. To enhance students' essential academic skills**
- **Goal 3. To increase student/student and student/faculty interaction**
- **Goal 4. To encourage students' self-assessment and goal clarification**
- **Goal 5. To increase students' involvement with UTEP activities and resources**

Cooperative Learning

- Students work together maximizing their own and other's learning
- All students work toward completion and understanding of the assignment or project
- Create a positive interdependence among students
- Individual accountability and personal responsibility

Get them into groups

- A group of three allows for good interaction and individual accountability
 - give the students a number
 - a different colored candy for each group
 - recycle the card catalog
- ❖ Don't worry it's always a little messy, just make it fun

Short assignments

- give each group a folder to decorate with the teams logo, topic or theme
 - include each member's work
- finding documents online from catalog
- finding documents on the shelf
- finding topographic maps
- finding law and Supreme Court cases
- finding serial set material, ex: salt wars

Semester Long Projects

- PowerPoint presentations on countries along with pamphlets and food
- Library displays on current issues using government documents
- Poster board displays on career information with handouts in the library lobby
- National Library Week presentations on freedom of information and the patriot act
- PowerPoint presentations on agency websites



All about me:
working with undergraduates
and the U.S. Census

Susan Edwards
Internet/Documents Librarian
Amherst College Library

“Only librarians like to search,
everyone else likes to find”

--Roy Tennant

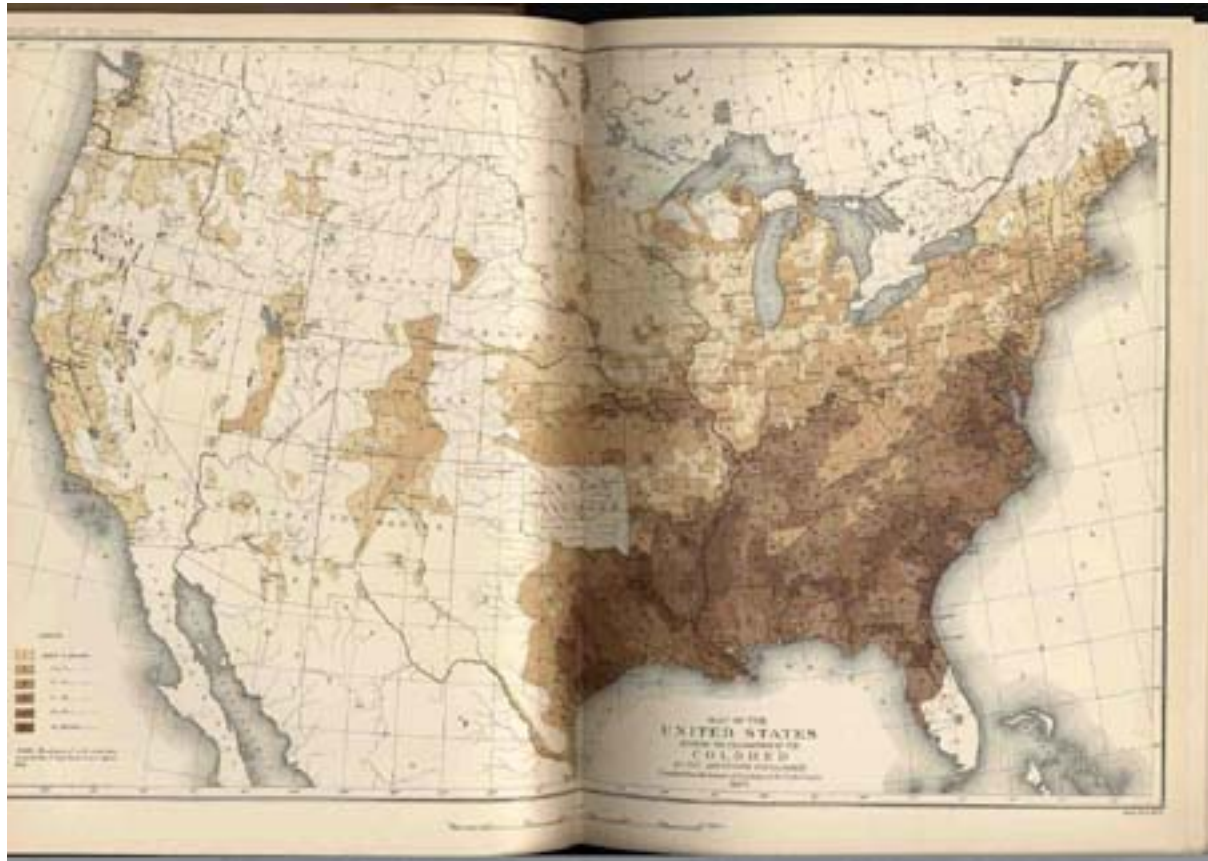
8th Census, 1860



Churches in California 8th Census, 1860



Black population density, 1880



Western American Lives
Fall, 2003
Assignment #3

In writing about her life, Teresa Jordan (like many of the writers we'll encounter in this class) also writes about the profound sense of place that marked her youth. Seamlessly interweaving historical fact and personal experience, she relates her own experiences to the experiences of others in her community and thus creates a memoir that speaks to broader historical issues of social and cultural change.

Your assignment is to reflect on the history of the place you grew up (alternatively, it might be a place important to your family, or a place you spent a brief but important period of time). Using the census records available in the Frost Library, write a 3-4 page paper about your home town that makes some effort to connect your own family's experiences there to broader trends in the community's history or to American history, in general. Reference Librarian Susan Edwards has pulled together selected census reports from 1950 through 2000 which should allow you to examine your community during your parents' childhood as well as during your own. You might wish to consider whether your family was typical or atypical in terms of its size, occupation and income, or ethnic or racial makeup; whether the community grew to look more or less like your own family; whether there is a family story that, in historical retrospect, is revealing about broader community trends. The challenge is to try and imagine some way in which you (like Jordan) can use your own family history to reflect upon broader historical themes.

Susan Edwards will introduce you to census records research at a special class meeting on Wednesday, October 8, and will be available as a resource person as you work on this project.

On Wednesday, Oct. 8 please assemble at the regular class time in front of the Reference Desk in Frost.

This assignment is due on Monday, Oct. 20.

Text/Subtext

- Introduction
- Glad you're in the library...we have great stuff, we know stuff, we don't grade you or judge you. Really.
- Handout and website...
- Census: what is it?
Why do we have it?

- Types of information you can find:
- Race/Ethnicity
- Income
- Occupation
- Educational Attainment
- Let's start with you – and your family
- Yes – race and ethnicity are socially constructed and change over time. We will look at changes in how race is handled...

- Online is easy, just know your address and you get a lot.
- Print volumes have great historical information - tremendous detail.
- Yes, you can read a table. No, you can't just skip it and find the narrative...
- After success with electronic, seeing how fascinating it is, on to paper.

Limitations of the Census:

- Difficulty in counting all members of society, especially those who don't want to be counted.
- All data has limitations -- yet it has meaning.

The product...

Next ideas...

United States Census 2000

U.S. Department of Commerce • Bureau of the Census



This is the official form for all the people at this address. It is quick and easy, and your answers are protected by law. Complete the Census and help your community get what it needs — today and in the future!

Start Here

Please use a black or blue pen.

1. How many people were living or staying in this house, apartment, or mobile home on April 1, 2000?

Number of people

INCLUDE in this number:

- foster children, roomers, or housemates
- people staying here on April 1, 2000 who have no other permanent place to stay
- people living here most of the time while working, even if they have another place to live

DO NOT INCLUDE in this number:

- college students living away while attending college
- people in a correctional facility, nursing home, or mental hospital on April 1, 2000
- Armed Forces personnel living somewhere else
- people who live or stay at another place most of the time

2. Is this house, apartment, or mobile home — Mark ONE box.

- Owned by you or someone in this household with a mortgage or loan?
- Owned by you or someone in this household free and clear (without a mortgage or loan)?
- Rented for cash rent?
- Occupied without payment of cash rent?

3. Please answer the following questions for each person living in this house, apartment, or mobile home. Start with the name of one of the people living here who owns, is buying, or rents this house, apartment, or mobile home. If there is no such person, start with any adult living or staying here. We will refer to this person as Person 1.

What is this person's name? Print name below.

Last Name

First Name MI

4. What is Person 1's telephone number? We may call this person if we don't understand an answer.

Area Code + Number - -

5. What is Person 1's sex? Mark ONE box.

Male Female

6. What is Person 1's age and what is Person 1's date of birth?

Age on April 1, 2000

Print numbers in boxes.

Month Day Year of birth

→ NOTE: Please answer BOTH Questions 7 and 8.

7. Is Person 1 Spanish/Hispanic/Latino? Mark the "No" box if not Spanish/Hispanic/Latino.

- No, not Spanish/Hispanic/Latino Yes, Puerto Rican
- Yes, Mexican, Mexican Am., Chicano Yes, Cuban
- Yes, other Spanish/Hispanic/Latino — Print group.

8. What is Person 1's race? Mark one or more races to indicate what this person considers himself/herself to be.

- White
- Black, African Am., or Negro
- American Indian or Alaska Native — Print name of enrolled or principal tribe.
- Asian Indian Japanese Native Hawaiian
- Chinese Korean Guamanian or Chamorro
- Filipino Vietnamese Samoan
- Other Asian — Print race. Other Pacific Islander — Print race.
- Some other race — Print race.

→ If more people live here, continue with Person 2.

OMB No. 0607-0856: Approval Expires 12/31/2000

Form D-61A

Your answers are important!
Every person in the Census counts.

Person 2

1. What is Person 2's name? Print name below.

Last Name _____

First Name _____ MI _____

2. How is this person related to Person 1? Mark ONE box.

<input type="checkbox"/> Husband/wife	If NOT RELATED to Person 1:
<input type="checkbox"/> Natural-born son/daughter	<input type="checkbox"/> Roomer, boarder
<input type="checkbox"/> Adopted son/daughter	<input type="checkbox"/> Housemate, roommate
<input type="checkbox"/> Stepson/stepdaughter	<input type="checkbox"/> Unmarried partner
<input type="checkbox"/> Brother/sister	<input type="checkbox"/> Foster child
<input type="checkbox"/> Father/mother	<input type="checkbox"/> Other nonrelative
<input type="checkbox"/> Grandchild	
<input type="checkbox"/> Parent-in-law	
<input type="checkbox"/> Son-in-law/daughter-in-law	
<input type="checkbox"/> Other relative — Print exact relationship. →	

3. What is this person's sex? Mark ONE box.

Male Female

4. What is this person's age and what is this person's date of birth? Print numbers in boxes.

Age on April 1, 2020 Month Day Year of birth

→ **NOTE: Please answer BOTH Questions 5 and 6.**

5. Is this person Spanish/Hispanic/Latino? Mark the "No" box if not Spanish/Hispanic/Latino.

<input type="checkbox"/> No, not Spanish/Hispanic/Latino	<input type="checkbox"/> Yes, Puerto Rican
<input type="checkbox"/> Yes, Mexican, Mexican Am., Chicano	<input type="checkbox"/> Yes, Cuban
<input type="checkbox"/> Yes, other Spanish/Hispanic/Latino — Print group. ↗	

6. What is this person's race? Mark one or more races to indicate what this person considers himself/herself to be.

White

Black, African Am., or Negro

American Indian or Alaska Native — Print name of enrolled or principal tribe. ↗

<input type="checkbox"/> Asian Indian	<input type="checkbox"/> Japanese	<input type="checkbox"/> Native Hawaiian
<input type="checkbox"/> Chinese	<input type="checkbox"/> Korean	<input type="checkbox"/> Guamanian or Chamorro
<input type="checkbox"/> Filipino	<input type="checkbox"/> Vietnamese	<input type="checkbox"/> Samoan
<input type="checkbox"/> Other Asian — Print race. ↗	<input type="checkbox"/> Other Pacific Islander — Print race. ↗	

Some other race — Print race. ↗

→ **If more people live here, continue with Person 3.**

Census information helps your community get a better understanding of needs, interests, schools, and more.

Person 3

1. What is Person 3's name? Print name below.

Last Name _____

First Name _____ MI _____

2. How is this person related to Person 1? Mark ONE box.

<input type="checkbox"/> Husband/wife	If NOT RELATED to Person 1:
<input type="checkbox"/> Natural-born son/daughter	<input type="checkbox"/> Roomer, boarder
<input type="checkbox"/> Adopted son/daughter	<input type="checkbox"/> Housemate, roommate
<input type="checkbox"/> Stepson/stepdaughter	<input type="checkbox"/> Unmarried partner
<input type="checkbox"/> Brother/sister	<input type="checkbox"/> Foster child
<input type="checkbox"/> Father/mother	<input type="checkbox"/> Other nonrelative
<input type="checkbox"/> Grandchild	
<input type="checkbox"/> Parent-in-law	
<input type="checkbox"/> Son-in-law/daughter-in-law	
<input type="checkbox"/> Other relative — Print exact relationship. →	

3. What is this person's sex? Mark ONE box.

Male Female

4. What is this person's age and what is this person's date of birth? Print numbers in boxes.

Age on April 1, 2020 Month Day Year of birth

→ **NOTE: Please answer BOTH Questions 5 and 6.**

5. Is this person Spanish/Hispanic/Latino? Mark the "No" box if not Spanish/Hispanic/Latino.

<input type="checkbox"/> No, not Spanish/Hispanic/Latino	<input type="checkbox"/> Yes, Puerto Rican
<input type="checkbox"/> Yes, Mexican, Mexican Am., Chicano	<input type="checkbox"/> Yes, Cuban
<input type="checkbox"/> Yes, other Spanish/Hispanic/Latino — Print group. ↗	

6. What is this person's race? Mark one or more races to indicate what this person considers himself/herself to be.

White

Black, African Am., or Negro

American Indian or Alaska Native — Print name of enrolled or principal tribe. ↗

<input type="checkbox"/> Asian Indian	<input type="checkbox"/> Japanese	<input type="checkbox"/> Native Hawaiian
<input type="checkbox"/> Chinese	<input type="checkbox"/> Korean	<input type="checkbox"/> Guamanian or Chamorro
<input type="checkbox"/> Filipino	<input type="checkbox"/> Vietnamese	<input type="checkbox"/> Samoan
<input type="checkbox"/> Other Asian — Print race. ↗	<input type="checkbox"/> Other Pacific Islander — Print race. ↗	

Some other race — Print race. ↗

→ **If more people live here, continue with Person 4.**

Using Government Documents as Primary Sources in Classes

Overview

- Reasons for using Primary Sources
 - Finding Sources
 - Making info interesting/relevant
 - Class pages
 - Evaluating credibility
-

What is a Primary Source?

- Time and Place rule
 - Written near time of the event
 - Written by someone close to the event
 - All relative
 - Eyewitness account of Battle of Gettysburg more relevant than newspaper account
-

Why use Government Documents?

- Authoritative
 - EPA has scientists
 - More expertise than a journalist
 - In-depth information
 - Original gatherers of information
 - Snapshot of history
-

Documents 101: Good, Bad, Ugly

- Great testaments to democracy
 - Show how culture changes over time
 - Quaint/Children's Bureau
 - Noble/Freedman's Bureau
 - See materials "as written"
 - Handwritten/typewritten/digital
 - Access to hidden facts
 - Propaganda and Wrong beliefs
-

Hidden Facts/FBI Files

Reference is made to your memorandum captioned "John Lennon; Allamuchy Tribe (NL)," dated February 3, 1972, your reference I-360.

(S) U. P. C. I. A. Ltr. dtd. 1/16/74 and affidavit 574 d/w 1-25-74

For your information, organization formerly known as Allamuchy Tribe, led by Rennie Davis, convicted Chicago Seven Conspiracy trial defendant, was recently renamed EYSIC.

A confidential source, who has furnished reliable information in the past, has advised that John Lennon, former member of The Beatles singing group, has contributed \$75,000 to assist in the formation of EYSIC, formed to direct movement activities during the coming election year to culminate with demonstrations at the Republican National Convention during August, 1972. This source advised that other leaders of EYSIC are in constant contact with Lennon. *(S) (S) (u)*

On February 2, 1972, a representative of Immigration and Naturalization Service, New York, advised that Lennon, born October 9, 1940, in England, arrived in New York City on August 11, 1968, with B-2 visitor's visa. He left the

CLASS. & EXT. BY SP4 [unclear] / [unclear]
REASON-FCIM II, 1-2.4.2.3
DATE OF REVIEW 2/21/98
2/9/01 # 200 745

ALL INFORMATION CONTAINED HEREIN IS UNCLASSIFIED EXCEPT WHERE SHOWN OTHERWISE BY THE FOLLOWING AGENCY(IES) OF THE FBI

DATE 3-1-74 BY [unclear]



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JOURNAL OF THE SENATE.

[FEB. 19, 1866.]

To the Senate of the United States :

I have examined with care the bill which originated in the Senate, and has been passed by the two houses of Congress, to amend an act entitled "An act to establish a Bureau for the relief of Freedmen and Refugees," and for other purposes. Having, with much regret, come to the conclusion that it would not be consistent with the public welfare to give my approval to the measure, I return the bill to the Senate with my objections to its becoming a law.

I might call to mind, in advance of these objections, that there is no immediate necessity for the proposed measure. The act to establish a Bureau for the relief of Freedmen and Refugees, which was approved in the month of

Where to start looking

- National Archives
 - “the agency that preserves our nation's history”
 - Library of Congress/American Memory
 - “digital record of American history”
 - Ourdocuments.gov
 - a cooperative effort among National History Day, The National Archives and Records Administration, and USA Freedom Corps
-

Browse Collections by Topic

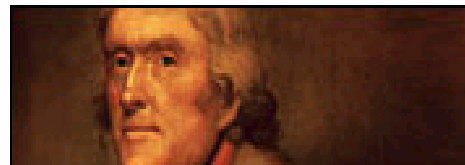
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Pictures and propaganda during the Great War.



[The Thomas Jefferson Papers](#)

The Founding Father in his own words.

[Today in History](#)



Today in History mines the American Memory historical collections to discover what happened in American history today . . . and every day.

[Teachers](#)[Ask a Librarian](#)

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President George Washington's First Inaugural Speech (1789)

*Fellow Citizens of the Senate
and
of the House of Representatives.*

*Among the vicissitudes
incident to life, no event could have
filled me with greater anxieties than
that of which the notification was
transmitted by your order, and re-
ceived on the fourteenth day of*



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In his own hand

President George Washington's First Inaugural Speech (1789)

Fellow Citizens of the Senate
and
of the House of Representatives.

Among the vicissitudes
incident to life, no event could have
filled me with greater anxieties than
that of which the notification was
transmitted by your order, an

Additional places to look

Agency websites

- Dept of Labor
- Dept of Interior
- National Park Service

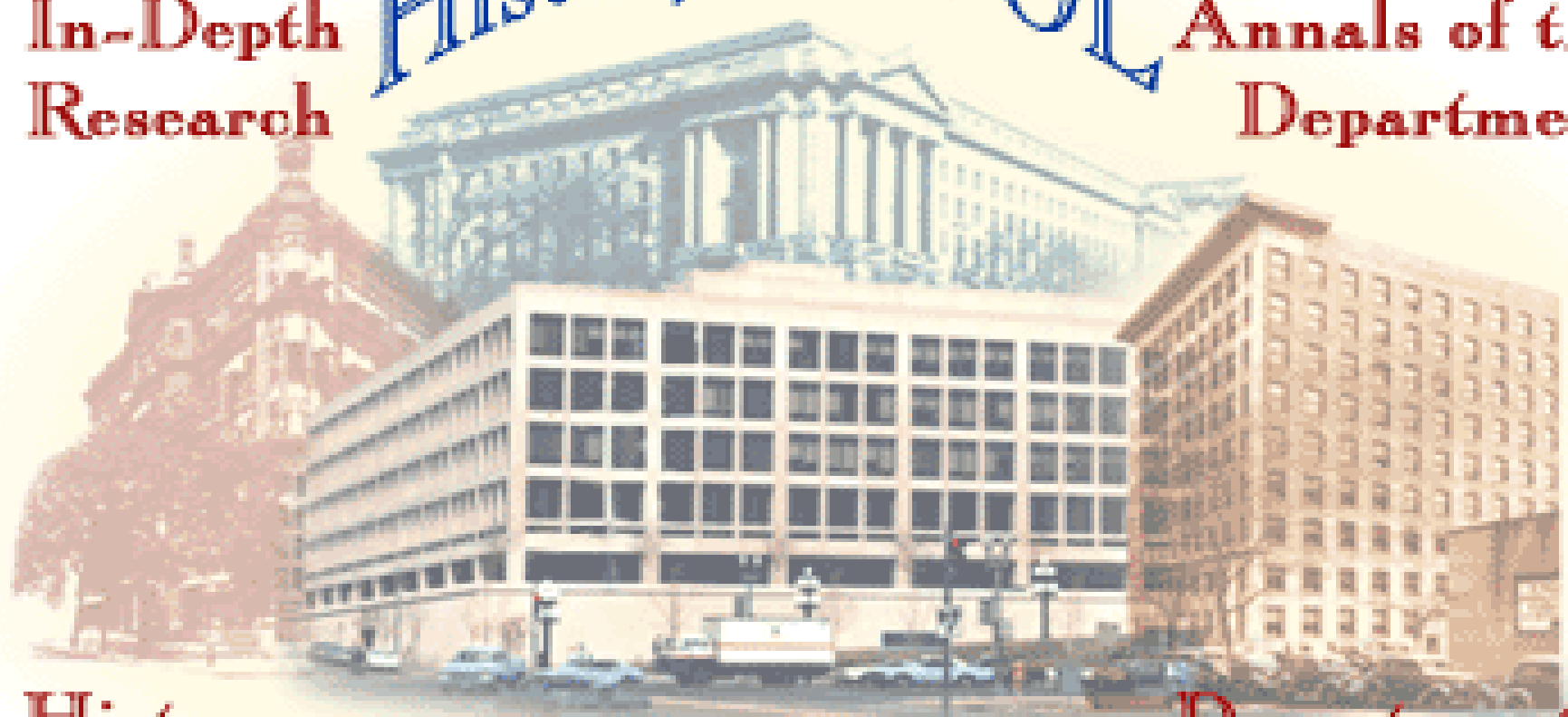
Caution

- Make sure it's primary source
 - Not a history about the agency
-

History @ DOL

**In-Depth
Research**

**Annals of the
Department**



**History
eSources**

**Departmental
Timeline**

Historical Office

Other Sources

- Educational Institutions
 - Godort Handout Exchange
 - GPO Access
-



Resources by Topic

Go

Site Search:

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Go

LEGISLATIVE

EXECUTIVE

JUDICIAL

HELP

ABOUT

A-Z RESOURCE LIST

FIND A FEDERAL DEPOSITORY LIBRARY

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ABOUT GOVERNMENT



[Ben's Guide
to U.S.
Government](#)

[Home Page](#) > Core Documents of U.S. Democracy

Core Documents of U.S. Democracy

To provide American citizens direct online access to the basic Federal Government documents that define our democratic society, a core group of current and historical Government publications is being made available for free, permanent, public access via GPO Access. These titles contain information which is vital to the democratic process and critical to an informed electorate. They support the public's right to know about the essential activities of their Government. Immediate, online access to authenticated versions of these Core Documents of Democracy increases in importance as Americans grow ever more dependent on remote electronic access to basic information resources -- both past and present. To suggest a Core Doc, [contact us](#).

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Cornerstone Documents

- [Articles of Confederation](#)



Internet

What is the class?

- Jefferson's America
 - Civil War
 - History of Work
 - Western Culture and Civilization
-

Jefferson's America



AMDOCS Documents for the Study of American History

AMDOCS: Documents for the Study of America

Related Virtual Library Sites:

- [WWW-VL: History Central Catalogue](#)
- [WWW-VL: History: United States](#)

-
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AMDOCS: DOCUMENTS FOR THE STUDY OF AMERICAN HISTORY **QUICK FIND:**

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[1900](#) [1913](#) [1920](#) [1930](#) [1960](#) [1970](#) [1980](#) [1990](#) [2000](#)

Making it relevant/interesting

□ Who was this man?



Why did the government investigate him?

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INDIAN AFFAIRS.

[1791.

2d Congress.]

No. 22.

[1st Session.

ST. CLAIR'S DEFEAT BY THE INDIANS.

COMMUNICATED TO CONGRESS,] DECEMBER 12, 1791.

Gentlemen of the Senate

and of the House of Representatives:

It is with great concern that I communicate to you the information received from Major General St. Clair, of the misfortune which has befallen the troops under his command.

Although the national loss is considerable according to the scale of the event; yet it may be repaired without great difficulty, excepting as to the brave men who have fallen on the occasion, and who are a subject of public as well as private regret.

A further communication will shortly be made of all such matters as shall be necessary to enable the Legislature to judge of the future measures which it may be proper to pursue.

GEO. WASHINGTON.

UNITED STATES, *December 12th*, 1791.

Copy of a letter from General St. Clair to the Secretary of War.

FORT WASHINGTON, *October 6th*, 1791.

SIR:

I have now the satisfaction to inform you, that the army moved from fort Hamilton, the name I have given to the fort on the Miami, on the 4th, at eight in the morning, under the command of General Butler. The order of march and encampment I had regulated before, and on the 3d returned to this place to get up the militia; they marched yesterday and consist of but about three hundred men. as you will see by the enclosed abstract of the

Civil War

□ War of the Rebellion

- A Compilation of the Official Records of the Union and Confederate Armies
 - Published by the War Dept
 - Digitized by Cornell and ehistory
-

War of the Rebellion

 *previous page*

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next page 

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[Cornell Making of America](#)

SPECIAL ORDERS, } ADJT. AND INSPECTOR GENERAL'S OFFICE,
No. 116. } *Richmond, May 15, 1863.*

* * * * *
VIII. Maj. Gen. G. E. Pickett will move forward immediately with his command and take position at Hanover Junction.

* * * * *
X. The artillery battalion attached to Drewry's Bluff and the officers and crew of the gunboat Richmond recently ordered to this city will return immediately to their former commands.

* * * * *
By command of the Secretary of War:

JNO. WITHERS,
Assistant Adjutant-General.

HEADQUARTERS,
Kinston, N. C., May 16, 1863.

Maj. Gen. D. H. HILL, *Goldsborough:*

GENERAL: Your dispatch of this date directing me to proceed with my brigade to Richmond has been received. Two of the regiments will

Documentary Records

A. Public Documents

- [Confederate States of America Documents](#) (from the Avalon Project at Yale Law School)
- [Laws of War: General Orders No. 100](#) (from the Avalon Project at Yale Law School)
- [Constitution of Alabama, January 7, 1861](#) (from the Avalon Project at Yale Law School)
- [Democratic Party Platform, June 18, 1860](#) (from the Avalon Project at Yale Law School)
- [Civil War Veterans' Letter](#) (Reminiscences from the Galveston, TX, Semi-Weekly, 1908. Follow link to "Historic Newspapers")
- [Congressional Globe](#) (forerunner of the Congressional Record -- General Index)
- [Congressional Globe, 36th Congress, 2nd Session \(December 1860-March 1861\)](#)
- [Congressional Globe, 37th Congress, 1st Session \(July 4 to August 6, 1861\)](#)
- [Congressional Globe, 37th Congress, 2nd Session \(December 1861-July 1862\)](#)
- [Congressional Globe, 37th Congress, 3rd Session \(December 1862-March 1863\)](#)
- [Congressional Globe, 38th Congress, 1st Session \(December 1863-July 1864\)](#)
- [Congressional Globe, 38th Congress, 2nd Session \(December 1864-March 1865\)](#)

Making it Real/Govt Docs of personal interest

Civil War

SOLDIERS & SAILORS SYSTEM

FEATURED

NEW STORIES



EDUCATE



BLACK HISTORY



the system

Soldiers
Sailors
Regiments
Cemeteries
Battles
Prisoners
Medals of Honor
National Parks

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NATIONAL PARK SERVICE

Western Culture and Civilization

- Laws and Legislation
 - Landmark Supreme Court Cases
-

Famous Trials

by Doug Linder (2004)



Trial of Socrates
(399 B.C.)



Trial of Jesus
(30 A. D.)



Trial of Galileo
(1633)



Salem Witchcraft Trials
(1692)



John Peter Zenger Trial
(1735)



Boston Massacre Trials
(1770)



Burr Conspiracy Trial
(1807)



Amistad Trials
(1839-1840)



Dakota Conflict Trials
(1862)



Lincoln Conspiracy Trial
(1865)




Johnson Impeachment Trial
(1868)



Susan Anthony Trial
(1873)

Johnson Impeachment Trial

Chronology	<p><i>Famous American Trials</i></p> <p><i>The Andrew Johnson Impeachment Trial</i></p> <p>1868</p>
Constitution & Impeachment	
Tenure of Office Act	
Articles of Impeachment	
Senate Trial Rules	
Senate Trial Record	
Opinions of Senators	
Senate Vote & Map	
Biographies	<p>A Trial Account</p>

Landmark Court Cases

LANDMARK CASES SUPREME COURT

One-stop shopping for activities related to key Supreme Court cases and concepts mandated by state standards.

 [Download in PDF format](#)

www.landmarkcases.org

Cases

[Marbury v. Madison](#)
(1803)

[McCulloch v. Maryland](#)
(1819)

[Gibbons v. Ogden](#)
(1824)

[Dred Scott v. Sandford](#)
(1857)

[Plessy v. Ferguson](#)
(1896)

Landmark Supreme Court Cases

This site was developed to provide teachers with a full range of resources and activities to support the teaching of landmark Supreme Court cases, helping students explore the key issues of each case. The "Resources" section features basic building blocks such as background summaries and excerpts of opinions that can be used in multiple ways. The "Activities" section contains a range of short activities and in-depth lessons that can be completed with students. While these activities are online, many of them can be adapted for use in a one-computer classroom or a classroom with no computer.

Depending upon the amount of time you have to teach the case, you may want to use one or more of the "Resources" or "Activities" in conjunction with one or more of the general teaching strategies.

The general teaching strategies include moot court, political cartoon analysis, continuum

Concepts

[Federalism](#)

[Separation of Powers & Checks and Balances](#)

[Equal Protection of the Laws](#)

[National Supremacy](#)

[Judicial Review](#)

[Due Process \(generally\)](#)



A Century of Lawmaking For a New Nation

U.S. Congressional Documents and Debates

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Constitutional Convention*

*Journals of the
Continental Congress*

*Letters of Delegates
to Congress*

Elliot's Debates

Farrand's Records

Statutes and Documents

Bills and Resolutions

Statutes at Large

1774-1875



Journals of Congress

House Journal

Senate Journal

*Senate Executive
Journal*

Maclay's Journal

Debates of Congress

Annals of Congress

Register of Debates

Congressional Globe

Evaluate Credibility of All Websites

- If it's a document, is it a .gov?
 - If not .gov, who is sponsoring agency/organization?
 - Does content seems altered?
-

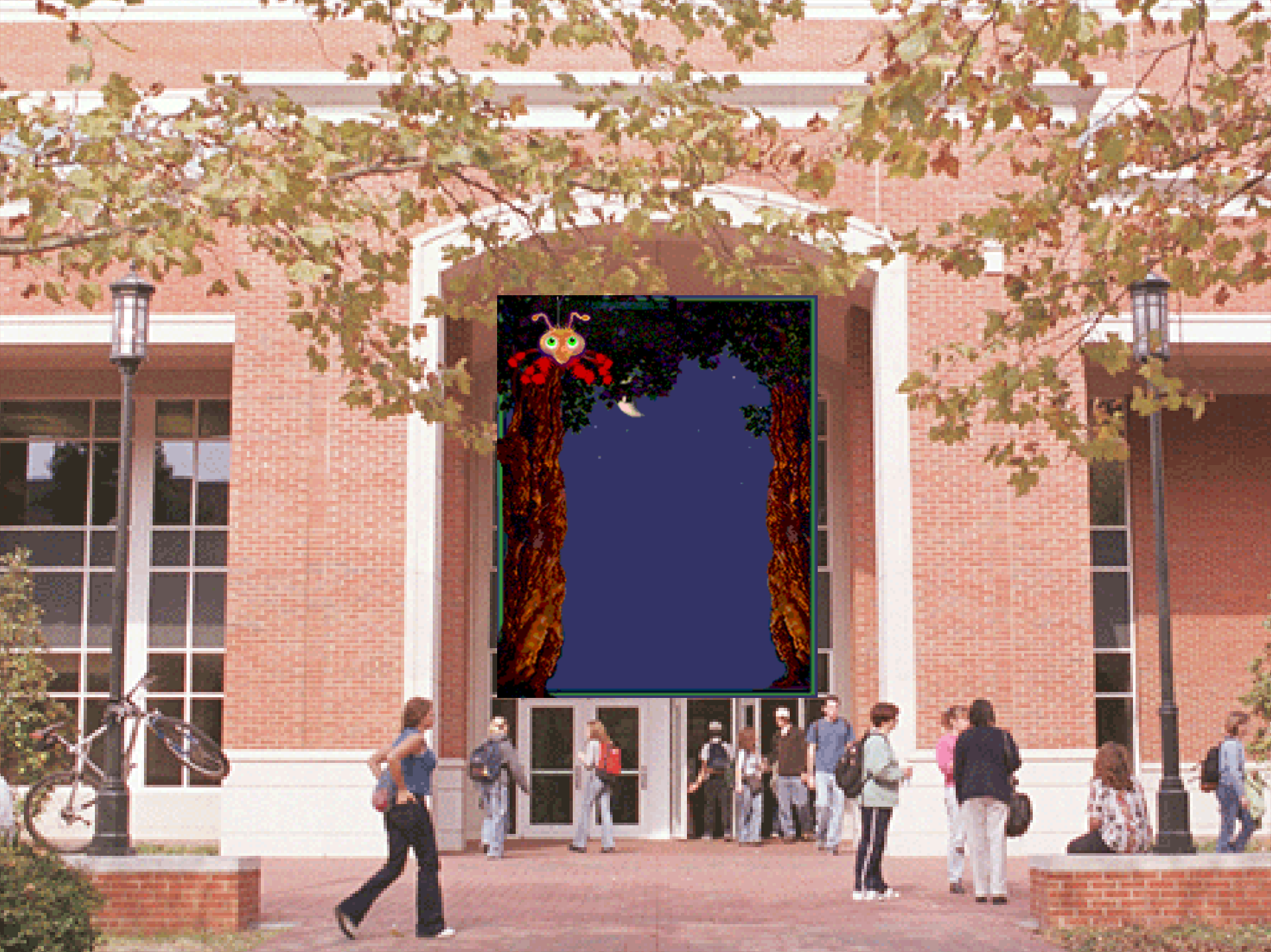


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Find more government
documents at your library



Developing a Team Teaching Program with Government Documents for World Geography GIS & Remote Sensing

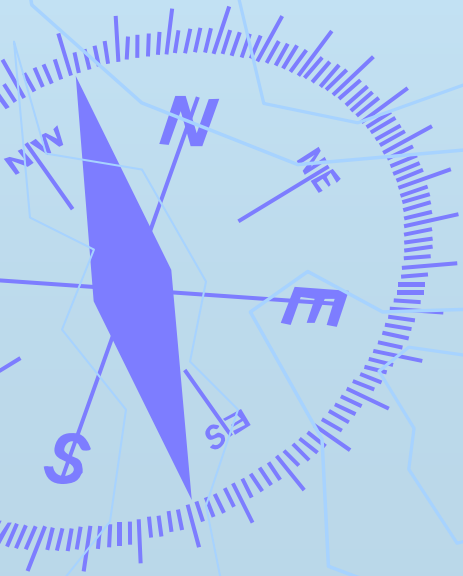


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October 19, 2004

Week 1

➤ Internet

➤ Web Search Engines



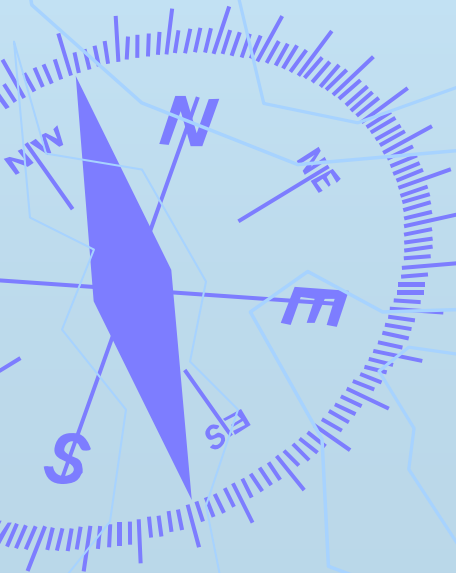
Search Engines

General

- Google
- Google/unclesam
- Alta Vista
- Hot Bot

Directory

- Yahoo
- Alta Vista



Search Engines

Meta Data

➤ Web Crawler

➤ Dog Pile

Subject

➤ About.Com

➤ Askjeeves



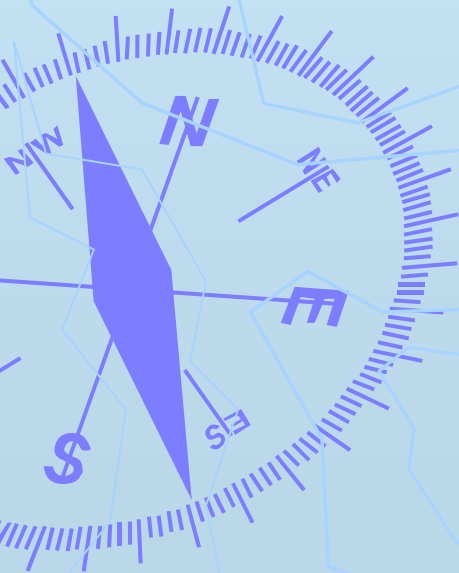
Web Page Evaluation

➤ Authorship

➤ Purpose

➤ Design & Stability

➤ Content



WEEK 2

➤ Databases

- FirstGov
- GPO Access
- GPO Monthly Catalog
- STAT-USA
- TRAIL: Texas Records Information Locator

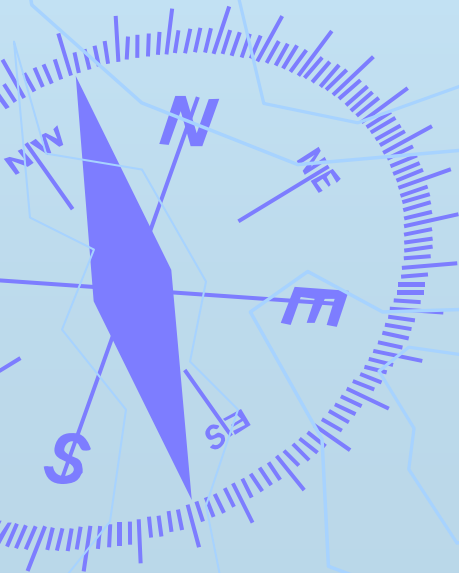
➤ Copyright

➤ Citing Formats



WebCT

- Syllabus
- Threaded News Groups
- Discussion Lists
- Online Homework & Tests
- How to Post & Retrieve Information
- Trouble Shooting Techniques



Web Page

- Creating & Correcting Code (HTML)
- Importing Pictures
- Copyright of Images & Data
- Creating Tables & Graphs
- Hyperlinks
- Formats – Fonts & Headings
- Cascading Style Sheets
- Special Effects
- Troubleshooting



Please visit these sites

Texas A&M University-Kingsville Government Documents

<http://168.53.200.6/reference/docs/govinfo.htm>

Teaching Handouts

<http://168.53.200.6/reference/docs/handouts>

Geographic/Cartographic Sources

Agriculture on the Internet

Educational & Teaching Aids for Kids

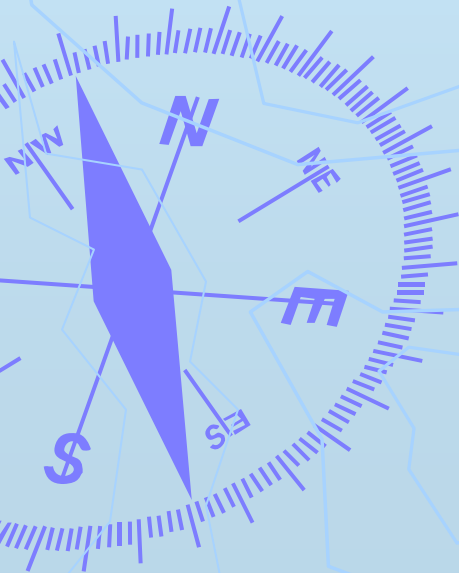
Geography & GIS on the Internet

Grants on the Internet

Health on the Internet

Meteorology on the Internet

Wildlife on the Internet



The Importance of Training to Internet-Based Geography Courses: A Case Study at Texas A&M University-Kingsville

By Dr. Michael Andrew McAdams &
Victoria Lynn Packard

<http://www.siue.edu/GEOGRAPHY/ONLINE/gov1n2a.html>



Incorporating government Documents into bibliographic instruction for both students and faculty.

By

Joan Goodbody

MichiganTech.

Houghton, Michigan

Bibliographic Instruction

Should be designed:

- ❖ to teach library users how to locate and evaluate the information they need quickly and effectively;
- ❖ to show the individual library's system of organizing materials and their specialized resources and finding aids;
- ❖ when possible, with hands-on practice using online catalogs, electronic databases, and Internet resources; and
- ❖ when needed, course-related and/or course-integrated.

Basic Bibliographic Instruction

- ◆ Is important for all patrons
- ◆ This is a how to and/or evaluation of resources
- ◆ Should include:
 - Determination of topic
 - Stress use of Keywords
 - What are good sources
 - Pointers on doing good research/locating resources/effective searching
 - Stress Use of keywords
 - Attitudes and Ethics concerns and tips

Picking a Good Topic

- ◆ Interesting to you as a researcher
- ◆ Well-defined subject
- ◆ Appropriately focused for type or length of assignment
- ◆ Suitable to your knowledge level

Limit the scope

- ◆ It isn't called the Information Age for nothing!
- ◆ What types of material are you looking for?
 - Language(s)
 - Publication year(s)
 - Publication type(s)
 - Scholarly level
- ◆ How much information do you need?

Locating Resources

How to

- To Find Books
- To Find Articles — Use an Index
- What Makes up a Citation?
- How to Get the Article?



Tips for using databases

Use Your Key Words

- ◆ Focus on nouns and concept words
- ◆ Avoid slang
- ◆ Avoid using words like “effect of” or “impact on”
- ◆ Do not search articles (a, an, the) and connecting words (and, because, than)
- ◆ Example: **What effect does alcohol have on college students’ self esteem?**
 - Keywords: alcohol, college students, self esteem

Boolean Operators

- ◆ Increase the power of your search by combining your keywords with operator words:

AND

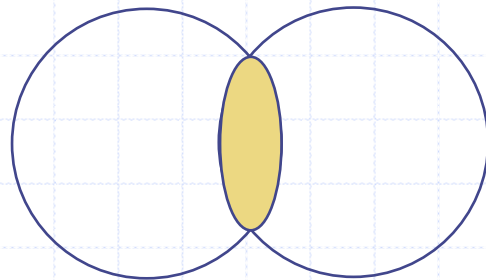
OR

NOT

AND

- ◆ Gets only those items with both concept 1 and concept 2.
- ◆ Narrows the search.

college students AND self esteem

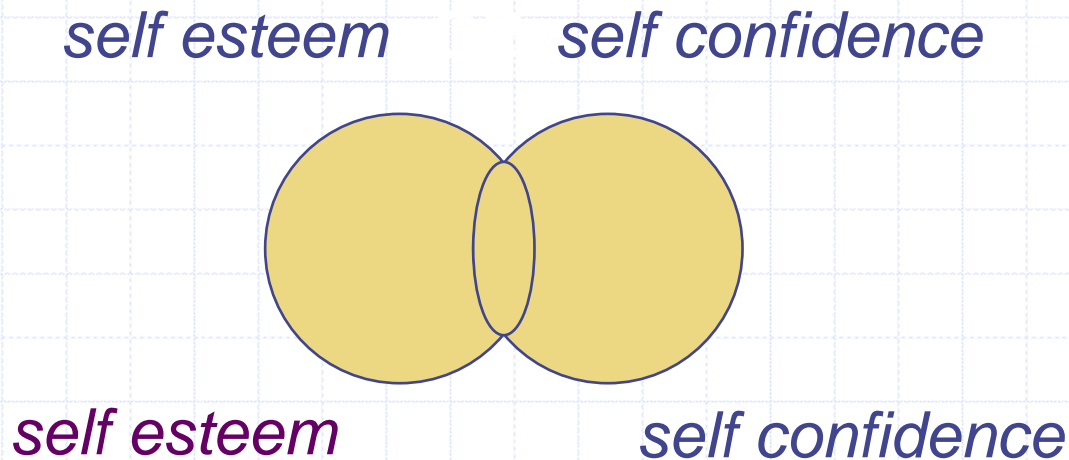


college students

self esteem

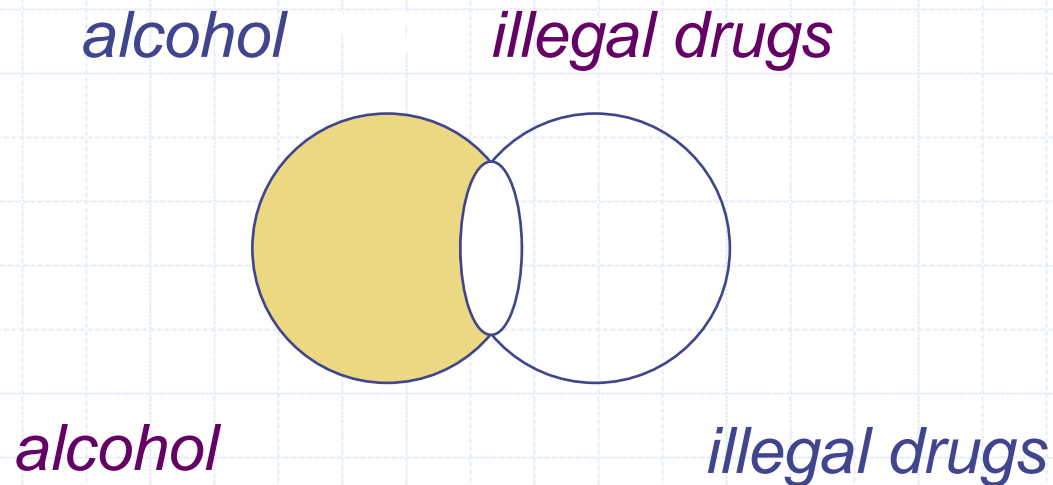
OR

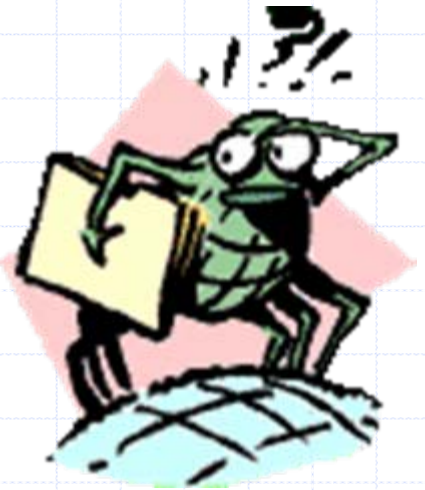
- ◆ Gets all items with either concept 1 or concept 2.
- ◆ Broadens the search.



NOT

- ◆ Gets items with concept 1, but eliminates those with concept 2.
- ◆ Use with care.





Then, let's look at other
types of information
resources you may need to
use ...

Web/Internet Sites

- ◆ Use an Internet Search Engine
 - Consult Help Screens for searching tips
- ◆ Evaluate what you find
 - Source/Authority
 - Credibility/Accuracy/Bias/Objectivity
 - Currency
- ◆ Different from licensed Library resources

Primary Sources

- ❖ Documents written/created at the time of an event by a witness to the event
 - Letters
 - Diaries
 - Newspapers of the time
- ❖ Locate using the Online Catalog or print indexes referencing the old material
- ❖ Other Finding Guides may be available; ask at a subject Reference Desk.

Government Documents

- ◆ Available in Paper and electronic format
 - Look in MTU online catalog
 - Look in GPO
 - Go to www.firstgov.gov: general site, designed for the public, easy to use, more information at one location.
 - ◆ 186 million web pages from federal and state governments, the District of Columbia and U.S. territories. Most of these pages are not available on commercial websites. FirstGov has the most comprehensive search of government anywhere on the Internet.



Tips & Cautions

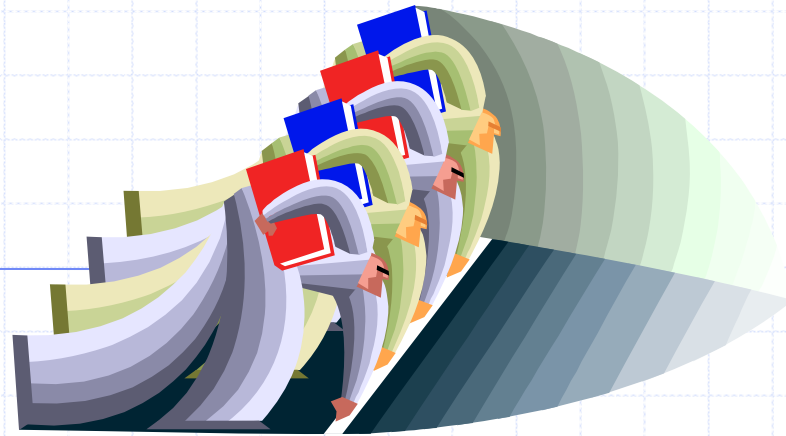


Attitude

- ◆ Be flexible.
- ◆ Treat the library assignment as a learning process ...you will use the skills again.
- ◆ Manage your time.
 - Electronic resources may make the process easier, but they will not make it instantaneous.
- ◆ Know that library staff are there to assist you ... not to do your assignment for you.

Expectations & Ethics

- ◆ Single book chapters or articles will not “write” your paper.
- ◆ Compile pieces from different sources to present your perspective.
- ◆ “Critical thinking” is an absolute must.
- ◆ Evaluate what you find.
- ◆ Do NOT plagiarize or misrepresent a source.
 - Cannot cite based only on having read abstract



NOW YOU ARE READY TO GO
DO YOUR RESEARCH ...

Government Documents Incorporation a key



- ◆ Government documents
 - Very few subjects that some information will not be found.
- ◆ Important for all patrons
 - Students [Undergraduate and graduate and postgraduate]
 - Professors
 - Local K-12 Teachers
 - Local businessmen
 - Local k-12 students (most often high school)

NOW.....

- ◆ Educate.
- ◆ Incorporate all the ideas we have been given and will hear about in this workshop to improve your individual programs

Lets hear more.....

Jo Anne Beezley

- The Library Module of Freshman Experience from the viewpoint of Government Documents
 - Development
 - Implementation
 - Evaluation

Judy Andrews

- Teaching about government documents in a Summer program for future School Library Media Specialists