



## TPS-UCF Newsletter August 2015

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*If you want to understand today,  
you have to search yesterday.*  
~ Pearl Buck

*The lovers of romance can go elsewhere for satisfaction but where can  
the lovers of truth turn if not to history? ~Katharine Anthony*

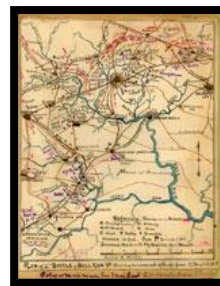
Hello TPS-UCF Family,

Welcome Back! For many, school has started or will be starting very shortly! We do hope that everyone had a wonderful summer.

As you start to fill out your school-year calendar, remember to add the SOURCES Conference (more info on page 3).

Enjoy the newsletter.

- TPS-UCF Staff



## Today in History: August 29<sup>th</sup>

### Hurricane Katrina (10 years ago)

*"And you remember, uh, even after we couldn't pump no more. I thought I was dreamin' for awhile. I thought I saw bodies—dead bodies—in—in the water—"*

*"Yeah."*

*"—and floatin'."*

*"I don't b'lieve that was no dream. And you know what? It's gon' linger with us, it's gon' be with us, until the rest of my life i' gone, y'know, it gonna linger, it gonna be there with me."*

[Rufus Burkhalter and Bobby Brown](#),

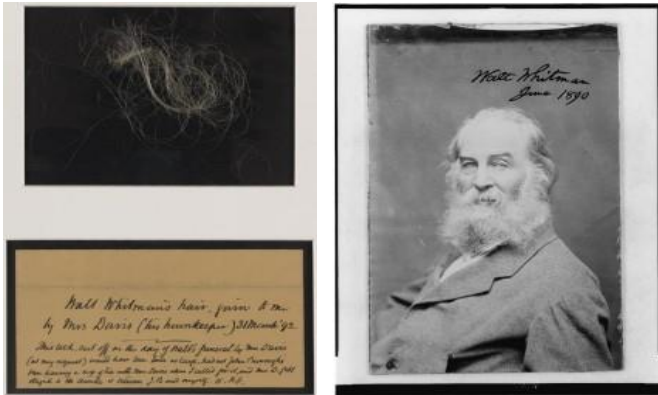
New Orleans Pump Station operators, in conversation remembering Hurricane Katrina.

Audio recording by [StoryCorps](#), archived at the [American Folklife Center](#), Library of Congress



# Favorite Items: Hair & History

We are often asked which Library of Congress primary source is our favorite. We could never choose just one, but this week Stacie Moats, Education Specialist from the Library of Congress Interpretive Programs Office, highlights an especially intriguing or engaging primary source from the Library's online collections.



The Library of Congress has the locks of many famous and not so famous people within its collections. To me, hair is so personal and individual—literally, a part of you—that you can imagine a living, breathing person attached to it rather than a distant historical figure. I find the locks of hair from the not-so-famous just as fascinating as those from notable people such as [Walt Whitman](#).

Before ordinary people had access to photography this was one way for them to keep a memento of someone forever. It's a symbol of love, sentimentality and often loss and mourning. Imagine a soldier—like this child named [Carl](#)—going off to war and his mother or other family member desperately wanting to keep a part of him with her at home. It just speaks to the depths of the human experience.

Today, many people still keep locks of hair, for instance, when a child has a first haircut. Parents still want a tangible way to hold on to the memory of the child who sat in the barber chair for the first time and for some the best way is with a lock of hair.

What mementos do people save today that future generations might find fascinating?



The 15th annual Library of Congress National Book Festival will take place Saturday, Sept. 5, 2015, at the Washington Convention Center. To mark this anniversary, as well as the 200th anniversary of the Library's acquisition of Thomas Jefferson's personal library, the festival will have as its theme Jefferson's quote, "I Cannot Live Without Books." Follow all the excitement of our 15th anniversary year in 2015 via our hashtag, #NatBookFest15.

**TWEET! TWEET!**

Teaching with the LC Twitter Account

[@TeachingLC](#)

Teaching with the Library of Congress. Primary sources, inspiration, ideas and opportunities for teachers from the world's greatest library.

Don't miss any updates...

Sign-up for Twitter

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# SOURCES 2<sup>nd</sup> Annual Conference

University of Central Florida

Orlando, Florida

January 16, 2016

The Teaching with Primary Sources Program at the University of Central Florida (TPS-UCF) is pleased to announce a call for proposals to present at the SOURCES 2<sup>nd</sup> Annual Conference at the University of Central Florida to be held on January 16, 2016. The SOURCES 2<sup>nd</sup> Annual Conference Program Committee welcomes proposals that focus on presenting strategies for using primary sources to help K-12 students engage in learning, develop critical thinking skills, and build content knowledge, specifically in one or more of the following ways:

- Justifying conclusions about whether a source is primary or secondary depending upon the time or topic under study;
- Describing examples of the benefits of teaching with primary sources;
- Analyzing a primary source using Library of Congress tools;
- Accessing teaching tools and primary sources from [loc.gov/teachers](http://loc.gov/teachers);
- Identifying key considerations for selecting primary sources for instructional use (for example, student needs and interests, teaching goals, etc.);
- Accessing primary sources and teaching resources from [loc.gov](http://loc.gov) for instructional use;
- Analyzing primary sources in different formats;
- Analyzing a set of related primary sources in order to identify multiple perspectives;
- Demonstrating how primary sources can support at least one teaching strategy (for example, literacy, inquiry-based learning, historical thinking, etc.); and
- Presenting a primary source-based activity that helps students engage in learning, develop critical thinking skills and construct knowledge.

Inclusion in the SOURCES 2<sup>nd</sup> Annual Conference program is a selective process, so please be specific in your descriptions. It is important that you provide clear and descriptive language to assist the reviewers in their task. Professional attire is required for all presenters, and all sessions will last one hour. Proposals must be submitted by midnight on September 30, 2015, by using the following submission form: [https://ucf.qualtrics.com/SE/?SID=SV\\_b9JMPmT00oI8Zg1](https://ucf.qualtrics.com/SE/?SID=SV_b9JMPmT00oI8Zg1). If you submit a proposal, you will be notified, by the end of November, as to the committee's decision regarding your proposal.

If you have any questions or need any additional information, please contact Dr. Scott Waring ([swaring@ucf.edu](mailto:swaring@ucf.edu)).

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# What's In A Picture?

## The Shocking Tale of Leon Plante

*We are often asked which Library of Congress primary source is our favorite. We could never choose just one, but this week I highlight an especially intriguing primary source from the Library's online collections.*

When the blogging team asked for a favorite or weird primary source from the Library's collections, I didn't have to think about it very long. I have long admired [Leon Plante](#) – and the churn in which he lives. I like the simplicity of the photograph and accompanying text, but both raise so many questions, too. First and foremost, I wonder why anyone would choose to live in a churn. What is the story?

Then, I also wonder what it means to shock twine. I know a bit about shocking corn, so I can make a guess, but I don't actually know. A quick foray into my usual search engine wasn't much help; when I entered “shock twine” it inquired, “Did you mean: shook twins, shop twine, shock wine, shoptywine?” If I ever get curious enough to seriously search, I might have to do it the old fashioned way, with reference librarians and books.

Where did I find this gem? It's in one of my favorite collections, [An American Time Capsule: Three Centuries of Broadsides and Other Printed Ephemera](#). If

you're in a hurry and don't have time to search or browse the collection, you can also find it in the Library's primary source set for [Minnesota](#). ([Primary source sets](#) are sets of primary sources on popular topics for use by teachers.)

I was a high school English teacher, and I think Leon Plante would have been an engaging writing prompt, but I also think the page generates interesting questions for further research and investigation.

by [Cheryl Lederle](#) (Pic: A broadside picturing Leon Plante and the churn in which he lives, accompanied by explanatory matter.)



## Welcome Back!

As the nation's educators prepare for—or begin—the new school year, we welcome you to another year of the Teaching with the Library of Congress blog!

This blog supports teachers and school librarians as they teach with primary sources, particularly those from the rich online collections of the Library. Our posts cover a wide range of disciplines, spotlighting powerful items from the collections as well as sharing teaching strategies from our staff and many partners. Whether you're focused on science, history, literature, civics, informational text, the Common Core State Standards, or inquiry, you'll find helpful ideas and engaging conversation here. Search our past posts to find topics of interest, or start with these popular posts:

- [What Makes a Primary Source a Primary Source?](#)
- [Look Again: Challenging Students to Develop Close Observation Skills](#)
- [Top Ten Tips for Facilitating an Effective Primary Source Analysis](#)

Watch this space for our fall season of posts, and follow @TeachingLC on Twitter for up-to-the-minute teaching ideas and more primary sources.

by [Stephen Wesson](#)



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# August in History with the Library of Congress

by Danna Bell

Many teachers like to include mini-lessons or bell-ringers about “this day in history.” The Library of Congress offers two resources that recount what happened on a particular day using the Library’s collections of digitized primary sources: [Jump Back in Time](#) (introductory) and [Today in History](#) (advanced). Choose the one that best matches your students’ reading levels to build both content knowledge and research skills with primary sources in context.

August highlights include the origins of the eight-hour workday ([introductory](#); [advanced](#)) and George Washington recognizing the equal status of Jewish Americans ([introductory](#); [advanced](#)), as well as milestones related to:

## Alcatraz Prison

~August 11, 1934: Alcatraz Federal Penitentiary opened for business and took in its first group of “most dangerous” prisoners ([introductory](#); [advanced](#));

## World War II

~August 13, 1942: Joseph Stalin drafted a memo to Winston Churchill and Franklin Roosevelt opposing their decision not to invade Western Europe ([introductory](#); [advanced](#));

## The Arts

~August 16, 1939: The Hippodrome theater in New York City closed its doors for the last time ([introductory](#); [advanced](#));

## Women’s History

~August 28, 1917: Ten suffragist were arrested while picketing at the White House ([introductory](#); [advanced](#)).

To engage your students immediately, distribute or display one primary source from an entry and invite them to jot down a single detail they notice and then share. To draw your students deeper into analyzing the primary sources, ask them to record observations, reflections and questions on the Library’s [primary source analysis tool](#). Anne Savage offers tips in the [Blog Round-Up: Using the Primary Source Analysis Tool](#).

Students can also:

~Compare a secondary source account, such as a textbook explanation, to a primary source account. What can be learned from each? What cannot be learned from each? What questions do students have?

~Consider how a series of primary sources support or challenge information and understanding on a particular topic. Ask students to refine or revise conclusions based on their study of each subsequent primary source.

Use the list of additional resources at the end of each [Today in History](#) entry to search for additional primary sources.

*Uhru Flemming, of the Library of Congress, wrote this post.*

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## Activity: Teaching with Thomas Jefferson's Vegetable Market Chart

[The President and the Parsnip: Thomas Jefferson's Vegetable Market Chart](#), from our sibling blog [Inside Adams](#), caught our eye as an interesting approach to understanding one aspect of Jefferson's daily life, based on a document in his [papers](#) here at the Library of Congress. Julie Miller, the author of that post, generously offered these teaching ideas to follow up.

Follow Thomas Jefferson's example and make your own vegetable market chart to track the seasonal availability of produce where you live. Start by recording the fruits and vegetables you see in grocery stores, farmers' markets, or your own garden, and the dates of their first and last appearances. Compile the information in a table. Here are some questions and ideas you might consider as you study your table:

**Compare Jefferson's findings to yours.**

- What do they tell you about differences in region and climate?
- What about change over time?
- How does your access to these fruits and vegetables compare to Jefferson's?
- What accounts for the differences?



*To think about:* Jefferson recorded that, between 1801 and 1808, strawberries were available in Washington, D.C. from May to July, while the parsnip, a root vegetable, was available almost year-round, from June through the following April. Are strawberries and parsnips still available between these dates in Washington, D.C. today? When are they available where you live? Jefferson's strawberries came from the vicinity of Washington; where do yours come from?

**What fruits and vegetables do you see on Jefferson's chart that are unfamiliar to you? What fruits and vegetables are on your chart that are not on Jefferson's?**

*To think about:* On Jefferson's chart, I would pick out "corn sallad," "sorrel," and "salsafia" (Jefferson's spelling was sometimes irregular). Just as Americans today buy and eat food brought to them by immigrants (tomatillos, for example), in the late eighteenth and early nineteenth centuries Americans learned about French food from refugees from France's revolution. Jefferson's butler Etienne Lemaire came to the United States from France in 1792 and lived in Philadelphia, where there was a community of French refugees. Thomas Jefferson enjoyed the recipes he learned from Lemaire.

**Brainstorm a list of factors that have contributed to the transformation in American eating habits since the first decade of the nineteenth century, when Jefferson made his vegetable market chart.** Investigate a few to learn how they make what you eat different from what Jefferson ate.

*To think about:* People who live in cities today typically eat food that comes from farther away than it did in Jefferson's time. New Yorkers eat fruit from California, for example, and milk arrives at city supermarkets in refrigerated trucks instead of coming from neighborhood cows at the back door.

## ARCHIVES

**Using Emerging Technology, Primary Sources, & Effective Pedagogy  
to Promote Historical Inquiry: Webinar Series Dates Refresh**

### WEBINAR ARCHIVES

<http://loc-twp-ucf-webinar-archives.weebly.com/>

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# Updates & Reminders

~ SOURCES 2<sup>nd</sup> Annual Conference.

**DATE: January 16, 2016**

We have created a website for the SOURCES Conference. This will give you access to program, times, presenters and summaries, maps, directions, parking permits, accommodations, and lunch options. We will update with important information on the upcoming conference as we get closer to the conference.

[www.SOURCESConference.com](http://www.SOURCESConference.com)



~ If you have completed any TPS-related activities, please do not forget to fill out a Qualitative Report.

[https://jfe.qualtrics.com/form/SV\\_0DqHZhWLeOqIHEN](https://jfe.qualtrics.com/form/SV_0DqHZhWLeOqIHEN)

We greatly appreciate you taking the time to do this!!!

*The challenge of history is to recover the past and introduce it to the present.*

~David Thelen

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*If one could make alive again for the other people some cobwebbed skein of old dead intrigues and breathe breath and character into dead names and stiff portraits. That is history to me! ~George Macaulay Trevelyn*

## Published by TPS-UCF

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