



LIBRARY OF CONGRESS

TEACHING with PRIMARY SOURCES



# TPS-UCF Newsletter

## August 2016

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

#### School Is Now Back In Session!

Welcome back educators! I hope your summer provided great opportunities to think about innovative lessons using sources. Should you ever want to share your great ideas or need support in finding resources, contact us at [tps@ucf.edu](mailto:tps@ucf.edu).

Enjoy the newsletter!

- TPS-UCF Staff



Check tests at the Oneida School

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

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

### On This Day in 1957 & 2005: Civil Rights & Katrina



James Strom Thurmond

On this day in 1957, US Congress passes Civil Rights Act of 1957 after [Strom Thurmond](#) (Sen-D-SC) ends 24-hour [filibuster](#), the longest in Senate history, against the bill.

Hurricane Katrina made landfall near New Orleans, Louisiana, as a Category 4 hurricane on this day in 2005. Despite being only the third most powerful storm of the 2005 hurricane season, Katrina was the worst natural disaster in the history of the United States. After briefly coming ashore in southern Florida on August 25 as a Category 1 hurricane, Katrina gained strength before slamming into the Gulf Coast on August 29. In addition to bringing devastation to the New Orleans area, the hurricane caused damage along the coasts of Mississippi and Alabama, as well as other parts of Louisiana.

[Read More Here, Courtesy of history.com](#)

# New from Library of Congress:



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## *Designing C3 Inquiries with Library of Congress Political Cartoons*

Join us for a **FREE** interactive online experience and a chance to earn 24 CEU hours! This opportunity for middle and secondary teachers and librarians combines the Library of Congress political cartoons and the C3 Inquiry Design Model to create ready-to-go visually-based inquiries leading to civic action. Model inquiries from the Herblock collection Herblock Cartoon Exhibit: [Pointing their Pens](#) and from historic [Presidential Election Resource Guides](#) 1789-1920 will be presented.

- Explore search strategies for finding political cartoons at loc.gov.
- Analyze political cartoons using the Library of Congress analysis tool and the SCIM-C historical interpretation strategy.
- Explore ways to support student generated questions for research projects related to National History Day.
- Design a classroom-ready inquiry using Library of Congress political cartoons, the C3 IDM Blueprint and the C3 online IDM generator.



Questions?

Sue Wise 724-852-3377 [swise@waynesburg.edu](mailto:swise@waynesburg.edu)



WAYNESBURG UNIVERSITY

**Thursdays**

**September 29 – November 3**

**5:00pm – 7:00pm ET**

**[REGISTER NOW!](#)**

no prerequisite required

### **Meet the Course Facilitators**

**Dr. John Lee:** Professor of Education N.C. State, Author of the *College, Career and Civic Life C3 Framework*, Co-Director of C3 Teachers Project, Co-Director of the NY Tool Kit and co-creator of the Inquiry Design Model.

**Dr. David Hicks:** Professor of Education Virginia Tech. Co-Author of SCIM-C Historical Inquiry, Research Grant recipient for NSF Cyber-Learning Grant and the Transatlantic Teacher Scholars Program Grant.

**Mr. Greg Giardina:** 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade Social Studies teacher at Sacred Heart Elementary School, TPS Eastern Region Facilitator, PD Provider Pittsburgh Diocese and presenter at NCSS 2014 and NCSS 2015.

**Dr. Ann Canning:** TPS Eastern Region Facilitator, Retired Professor of Education Waynesburg University, and former secondary social studies teacher.

# 10 Ways to Enrich Your Classroom with Primary Sources – Part 1

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*This is a guest post by Mary J. Johnson, an educational consultant to the Library of Congress.*

As a teacher, you can saturate your classroom with primary sources from the Library of Congress to promote critical thinking and inquiry. Think of every surface, including computer screens, as potential display spaces for primary sources – photographs, cartoons, music, films, maps, historic newspapers, artifacts, and more. [Teaching with the Library of Congress](#) offers timely suggestions. Add [questions and critical thinking prompts](#) from the Library's page for [teachers](#), and you'll have a constant source of primary source conversation starters at your fingertips.

Part 1 of this [two-part](#) post offers ten ideas for filling your classroom environment with primary sources. In an upcoming Part 2, we will list ten additional easy ways to introduce primary sources into your classroom.

1. *Teacher Mystery.* On your door, display a photograph that says something about your past. For example, if your grandmother was [teacher](#) (or singer, tennis player, immigrant, etc.), locate and print a representative photograph from the Library of Congress collections. Can your students discover the connection?
2. *Jigsaw Maps.* On a table, fill a basket with cut up pieces of a laminated historic map for your students to assemble. [Bird's eye view maps](#) work well for all ages. You may also choose maps related to your curriculum. Help students think critically about the maps by posting questions from [Teacher's Guide: Analyzing Maps](#) nearby.
3. *What Makes You Say That?* Pin cutout letters to a wall to guide primary source analyses all year long: What do you observe? What do you think you know? Why? What do you wonder about?
4. *Timeline Builders.* Run an empty timeline with dates all around the room. As questions about the past come up throughout the year, students can search for images or texts in the Library of Congress collections to illustrate the timeline.
5. *What's That Sound?* As students enter the room, play a recording from the Library's [audio collections](#). Promote curiosity with questions from the [Teacher's Guide: Analyzing Sound Recordings](#).
6. *Sticky Thinking.* Place an enlarged primary source photograph in the center of a large piece of butcher paper on the wall. Print "I think...because..." above the image. Ask students to post their observations and inferences on sticky notes around the image.
7. *Primary Source Me.* Each week, feature a student photo surrounded by the student's choice of Library of Congress primary sources that say something about personal interests, family, or ancestors.
8. *Book Bags.* On a wall, display the cover of a favorite book surrounded by paper lunch bags. Ask students to search the Library of Congress website for historical images that illustrate the context of the story. Attach the images to the bags.
9. *Primary Source Set of the Month.* Make a large wall display of items in a [Primary Source Set](#) from the Teachers Page. Ask students to write observations, reflections, or questions on post-it notes to place around the primary sources.
10. *Quotation Nation.* Copy quotations from historical newspapers in [Chronicling America](#) onto butcher sized paper. (Start with [Topics in Chronicling America](#) to save time.) Ask students to guess who might have said each, as well as when and why.

How have you enriched your own classroom environment with primary source displays? We hope you will share more ideas in the comments.

# August in History with the Library of Congress

by Danna Bell

This post comes courtesy of Uhuru Flemming of the Library of Congress.

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 American Broadcasting Company’s airing of Saturday morning television shows for children ([introductory](#); [advanced](#)) and the Panic of 1857 ([introductory](#); [advanced](#)), as well as milestones related to:



[The War of Wealth, 1895](#)

## Military History

- August 7, 1742: Revolutionary war hero Nathanael Greene was born ([introductory](#); [advanced](#)),
- August 27, 1900: U.S. Army physicians discovered the cause of yellow fever ([introductory](#); [advanced](#));

## Sports

- August 6, 1890: Baseball great Cy Young pitched his first professional game ([introductory](#); [advanced](#));



[Father Reading Newspaper, two children viewing television. Gottscho-Schleisner, Inc. 7/12/1952](#)

## Women’s History Firsts

- August 5, 1858: Julia Archibald Holmes became the first woman to reach Pike’s Peak ([introductory](#); [advanced](#)),
- August 15, 1860: Florence Kling Harding, the first American woman allowed to vote for her husband for president, was born ([introductory](#); [advanced](#));

## Exploration

- August 18, 1774: Explorer Meriwether Lewis was born near Charlottesville, VA ([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](#). Some of our favorite ideas for using these resources came in the comments reacting to [Primary Sources Every Day from the Library of Congress](#). Let us know how you use them!

# Your Students Can Archive the Internet — Apply Now!

By: Cheryl Lederle

Beginning with a pilot program in 2008, the [K-12 Web Archiving Program](#) has engaged hundreds of middle and high school students from schools around the United States in selecting, describing, and preserving Web content. Through September 16, the program is accepting [applications for new and returning partners](#) from middle and high schools.

Participating in saving history and culture offers those students a unique perspective on how history is recorded. At the end of the program year, students consistently report an increased awareness and understanding of how what they select and preserve will be primary sources for future historians.

While schools organize participation in many ways — through the library, as part of a class, as an extra-curricular club — the teachers and school librarians who facilitate the programs reliably find that students develop critical thinking skills, learn to work collaboratively, and deepen their understanding of historical thinking strategies, including reading primary sources in context, and recognizing inherent perspective and bias. Read additional responses from students and teachers who participated in the 2014-15 program year in: [The K-12 Web Archiving Program: Preserving the Web from a Youthful Point of View](#).



The K12 Web Archiving Program Site

# Calling All Writers:



## Be featured in the next TPS-UCF Newsletter!

The TPS-UCF Newsletter is proud to announce that we are putting the pen in our reader's hands! We are seeking contributions from education based professionals in the form of short articles (approximately 500 words). How often do you here about the wonderful ways in which colleagues are implementing the use of primary sources or simply their innovative ideas? Now

The primary aims of the TPS-UCF Newsletter is to, 1) provide a forum for a diverse set of voices to share their expertise, experiences and ideas regarding the use of primary sources, 2) to create a valuable outlet for dissemination of knowledge on teaching with primary sources, and 3) to build a vibrant educational community of professionals and educational thought leaders from various fields.

We will consider various types of articles for publication in our monthly newsletter. The different article types are *academic*, *practice based*, *opinion* and *theory based*. The author of the article agrees that the work he/she is submitting is fitting to the aims of the TPS-UCF newsletter and does not infringe upon any copyright or intellectual property laws.

If you are interested in submitting an article to be reviewed and possibly featured in our upcoming newsletter, please e-mail [tps@ucf.edu](mailto:tps@ucf.edu) with the following:

1. the article itself (with appropriate citations and references),
2. a brief bio on yourself, the writer,
3. the article type you are aiming to publish (academic, practice based, opinion, or theory)

### **Guidelines**

The article should be prepared according to the following guidelines:

- (1) The length of the article is normally greater than 400 words but should not exceed 800 words.
- (2) All citations should be in end notes and not in the text.
- (3) Font should be 11- point Arial, whether in normal, bold or italic, including endnotes. Please do not insert line breaks in the text or special spacing for formatting.
- (4) Include contact information (full name, number, and e-mail) in the body of the e-mail to [tps@ucf.edu](mailto:tps@ucf.edu)
- (5) Word files are preferred for submissions

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# Updates & Reminders

- The link to the August 18<sup>th</sup> Webinar Teaching Science with Library of Congress Primary Sources webinar is:  
<https://loctps.adobeconnect.com/pln92c3n9ni/>
- The 3<sup>rd</sup> Annual SOURCES Conference will be held January 14<sup>th</sup>, 2017 at the University of Central Florida. Details regarding our current call for proposals are currently available here:  
<http://tps.ucf.edu/conference.cfm>



## TWEET! TWEET!

Teaching with the LC Twitter Account [@TeachingLC](https://twitter.com/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

*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*

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UNIVERSITY OF CENTRAL FLORIDA

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