



TPS-UCF Newsletter

June 2015

IN THIS ISSUE

TPS-UCF News	1
Today in History	1
Call for Manuscripts	2
SOURCES Info	3
What's in a Pic	4
This Month in History	5
New from Library	6
Webinars	6
Updates & Reminders	7

*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,

Ahhhh, summertime is upon us!
We hope everyone has a wonderful
and safe summer. We have
updated our SOURCES conference
material on page 3. Also, check
out page 2 for information about a
Call for Manuscripts.

Enjoy the newsletter.
Happy Father's Day!!!

- TPS-UCF Staff



Today in History: June 5th

Uncle Tom's Cabin

*In matters of art there is but one rule, to paint and to move. And where shall we find conditions
more complete, types more vivid, situations more touching, more original, than in Uncle Tom?*

--George Sand

On **June 5**, 1851, *Uncle Tom's Cabin; or, Life Among the Lowly* began to appear in serial form in the *Washington National Era*, an abolitionist weekly. Harriet Beecher Stowe's anti-slavery story was published in forty installments over the next ten months. For her story [Mrs. Stowe](#) was paid \$300.



Social Studies and the Young Learner

Call for Manuscripts *Social Studies and the Young Learner*

Teaching with Primary Sources

Guest Editor: Scott M. Waring

Submission Deadline: July 15, 2015

Articles in *Social Studies and the Young Learner* provide procedures for how social studies educators (history, geography, civics, economics, anthropology, etc.) can employ methods that are dynamic and effective. Primary sources are at the heart of what we do in social studies and are continually utilized in amazing ways, especially in the pre-K-6 classroom. Additionally, teaching with primary sources supports Common Core literacies and the C3 Framework for effective disciplinary practices. The guest editor for this issue is seeking manuscripts documenting how social studies educators are using primary sources to engage young learners in authentic and meaningful approaches to convey social studies content.

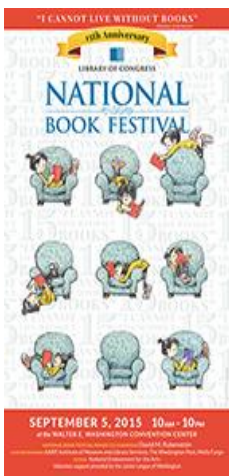
Manuscripts submitted for this special issue should:

- *Be of interest to classroom teachers and others in the elementary social studies community;
- *Accurately reflect the theme (Teaching with Primary Sources);
- *Include descriptions from the pre-K-6 classroom;
- *Be authored by classroom teachers and/or professors. The editors especially look for manuscripts co-authored by classroom teachers and professors or authored by pre-K-6 classroom teachers alone; and be about 3,000 words in length or less.

For more information about *Social Studies and the Young Learner*, as well as author guidelines and tips, visit

<http://www.socialstudies.org/publications/ssyl>

Send submissions to the Guest Editor, Scott M. Waring, swaring@ucf.edu.



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](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

SOURCES 2nd 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 2nd Annual Conference at the University of Central Florida to be held on January 16, 2016. The SOURCES 2nd 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;
- 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 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 2nd 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. 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).

What's In A Picture?

Of Mice and Men: Exploring the Context with Primary Sources

by [Danna Bell](#), *This post is by Rebecca Newland, the current Library of Congress Teacher in Residence.*

While some of George and Lennie's experiences in John Steinbeck's classic novella *Of Mice and Men* are universal, such as the dream of a place to call home and the need for friendships, others are directly related to the book's setting. One significant element of the novella's context is George and Lennie's nomadic life as migrant farm laborers. At the beginning of the book, they have traveled from Weed, California in Siskiyou County to Soledad in Monterey County. Offer students this [map](#) of California created in 1888.

Use the [Primary Source Analysis Tool](#) with selected questions from the Teacher's Guide to Analyzing Maps to encourage students to take a close look at the map. Deepen the conversation by asking:

- ~What can be learned about George and Lennie's experiences from the map?
- ~What information about California can be gathered from the map?
- ~How does the map further your understanding of migrant labor in California?

Ask students to define "bindle-stiff." Next offer [this photograph](#): "Napa Valley, California. More than twenty-five years a bindle-stiff. Walks from the mines to the lumber camps to the farms. The type that formed the backbone of the Industrial Workers of the World (IWW) in California before the war. Subject of Carleton Parker's 'Studies on IWW'."



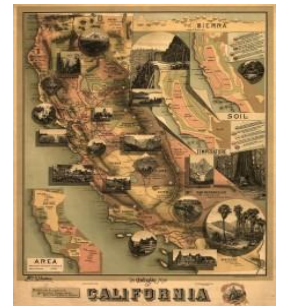
Ask:

- ~In what way does the photograph fit the students' definition of "bindle-stiff?"
- ~In what ways is it different?
- ~What additional insights into George and Lennie's lives does the photograph offer?

Use the Teacher's Guide to Analyzing Sheet Music and Song Sheets to facilitate analysis of the song "[I'd Rather Not be on Relief.](#)"

Deepen the discussion by asking:

- ~In what ways does the song reflect George and Lennie's experiences?
- ~What questions does the song raise about the Depression and the struggles people faced?



1888

Author: **Hunter**
Hunter, 1888

We go around all dressed in rags
We're the poor of the world overcast,
And we hope to be satisfied
We're half enough to eat,
We have to live in loneliness,
Or when we live in a crowd
There's nothing left for rent.

I'd rather not be on the rolls of relief,
Or work on the I. O. O. F.,
We'd rather work for the farmer
If the farmer could make the pay,
Then the farmer could plant more cotton
And he'd get more money for spuds,
Instead of working harder,
We'd drive up in his dirt.

From the east and west and north and south
Like a swarm of bees we come;
The neighboring workers
Are more odd than a hen,
So go to the farmer
And get the most of it;
He says, "The great workers
Are live on a hole-in-the-wall."

I'd rather not be on the rolls of relief,
Or work on the I. O. O. F.,
We'd rather work for the farmer
If the farmer could make the pay,
Then the farmer could plant more cotton
And he'd get more money for spuds,
Instead of working harder,
We'd drive up in his dirt.

We don't ask for jobs
We're a better lot,
But we're bound to raise the cotton
And we'll make our money,
For the better of the world,
And the cotton planters do,
That are so hard to live on,
While we're waiting for spuds to come!"

(cont'd)

Celebrating Summer with Beach-Worthy Posts

Coney Island beach and boardwalk scenes, 1898



The beginning of summer is a time of celebrations: Students are celebrating the start of summer vacation. Many teachers are celebrating finally having enough time to plan for next fall. Those of us at the Library who work in education are celebrating the fourth anniversary of the Teaching with the Library of Congress blog.

We're grateful for all the journeys of discovery that we've taken in the course of creating posts for this blog, and we're grateful for all the co-authors and guest authors who've enriched its pages over the years. With both of those in mind, our summer content schedule, which begins this week, will focus on many of the experts who contribute to our K-12 program, as well as shining a spotlight on many of the most intriguing or engaging objects that our colleagues have discovered in the Library's collections. We'll also be checking in on the Library's Summer Teacher Institutes, which will be in full swing starting in June.

We hope you'll have a productive and—especially—relaxing summer, and we look forward to sharing some exciting new projects with you in late August. *by Stephen Wesson*



June 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.

June highlights include the life of Henry Clay, “the Great Compromiser” ([introductory](#); [advanced](#)) and the signing of the Yosemite Land Grant ([introductory](#); [advanced](#)), as well as milestones related to:

The Arts

~June 5, 1851: Harriet Beecher Stowe’s *Uncle Tom’s Cabin* appeared in serial form in the Washington *National Era* ([introductory](#); [advanced](#)),

~June 8, 1867: Architect Frank Lloyd Wright was born ([introductory](#); [advanced](#));

Firsts

~June 11, 1927: The first Distinguished Flying Cross award was presented to Charles Lindbergh ([introductory](#); [advanced](#));

~June 12, 1806: John A. Roebling, civil engineer and designer of the Brooklyn Bridge was born ([introductory](#); [advanced](#));

The Space Age

~June 24, 1961: Vice President Lyndon Johnson was tasked with unifying the United States satellite programs ([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.

Online Activity: Rewriting the Rough Draft of the Declaration of Independence

[The Declaration of Independence: Rewriting the Rough Draft](#), an online activity from the Library of Congress, challenges students to explore evidence of the creative process behind one of our nation's founding documents using close reading and analysis skills. Through this ready-to-use, hands-on activity, students can observe details of Thomas Jefferson's "original Rough draught" of the Declaration of Independence—his handwriting, notations, cross-outs, and scribbles. They may be surprised to discover that even our nation's Founding Fathers wrote drafts.

Students may also be interested to learn that Jefferson gave his original rough draft of the Declaration of Independence to others, including Benjamin Franklin and future president John Adams, for editing. [Note: For more details about the story behind the edits, read [Jefferson's Rough Draft of the Declaration of Independence: A Primary Source Starter](#), previously posted to this blog by my colleague, Stephen Wesson.]

[Rewriting the Rough Draft](#) prompts students to examine edits in a section of Jefferson's draft. For each edit, they must choose between Jefferson's original text and the edited text. Through this process, students create a new draft and, after finding all of the edits, can compare their draft of the Declaration side-by-side with the first printed version.

Consider these teaching ideas for your classroom or tech lab:

- Invite pairs of students to try their hand at rewriting the Declaration through the online activity. Afterwards, review all of the edits together as a class, asking students to compare and defend each of their editing choices. Which version—Jefferson's original text or the edited text—did they select and why?
- After completing the online activity, have students use the [Primary Source Analysis Tool](#) from the Library of Congress to analyze the first printed version of the Declaration of Independence. Refer to the online activity's [Resources for Teachers](#) for a printable PDF of this first printed version, along with other resources available from the Library's website.
- Have students investigate the Declaration of Independence's influence on the tone and wording of later historical documents. For example, how did revolutionaries in France, or members of the anti-slavery and women's rights movements in the United States, draw inspiration and adapt language from the Declaration when issuing their own proclamations?

Before starting, check to see if you need a Silverlight plug-in on your computers.

For additional information on Jefferson's writing of this founding document, written at a reading level for younger students, visit [America's Library: The Declaration of Independence](#).

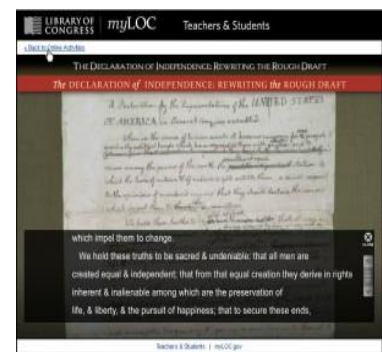
by Stacie Moats

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/>



Updates & Reminders

~ SOURCES 2nd 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



~ 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

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

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

4000 Central Florida Boulevard
Education Complex 206 J
Orlando, Florida 32816

Email: TPS@UCF.edu
Phone: 407.823.1766

Find us on the web at:
<http://www.tps.ucf.edu>

Program Staff

Dr. Scott Waring

Director of the Teaching with Primary Sources Program at the University of Central Florida

Dr. Richard Hartshorne

Assistant Director of the Teaching with Primary Sources Program at the University of Central Florida

Michelle Fiala

Program Coordinator of the Teaching with Primary Sources Program at the University of Central Florida



UNIVERSITY OF CENTRAL FLORIDA