



TPS-UCF Newsletter

June 2016

IN THIS ISSUE

TPS-UCF News	1
Today in History	1
News at the Library	2
Miranda v. Arizona	3
This Month in History	4
Feature Article	5
Call for Articles	6
Updates & Reminders	7

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

Summer has arrived!

For many educators, summer is a time of reflection and preparation of exciting new lessons for the year to come! What a great time to dig through new and old newsletters and jump into a refreshing pool of innovative resources via the Library of Congress! Please share with your colleagues. Should you ever be seeking specific resources, please do not hesitate to contact us at tps@ucf.edu.



Beach with Sunbathers

Enjoy the newsletter!

- TPS-UCF Staff

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

Today in History: June 23rd

On This Day in 930: World's Oldest Parliament Established



World's oldest parliament, the Icelandic Parliament, the Alþingi (anglicised as Althing or Althingi), established

The Althingi, of Iceland, is one of the oldest extant parliamentary institutions in the world. Its establishment, as an outdoor assembly or thing held on the plains of Þingvellir ("Thing Fields") from about the year 930 AD, laid the foundation for an independent national existence in Iceland. To begin with, the Althing was a general assembly of the Icelandic Commonwealth, where the country's most powerful Leaders (goðar) met to decide on legislation and dispense justice. Then, all free men could attend the assemblies, which were usually the main social event of the year and drew large crowds of farmers and their families, parties involved in legal disputes, traders, craftsmen, storytellers and travellers. Those attending the assembly dwelt in temporary camps (búðir) during the session. The centre of the gathering was the Lögberg, or Law Rock, a rocky outcrop on which the Lawspeaker (lögsögumaður) took his seat as the presiding official of the assembly. His responsibilities included reciting aloud the laws in effect at the time. It was his duty to proclaim the procedural law of Althing to those attending the assembly each year.

New from Library of Congress:

Library of Congress Upcoming Opportunities

The Digital Reference Section offers interactive online programs using webinar technology. Topics reflect the depth and breadth of the resources available in the Library's collections, while the webinar format allows participants from around the country and the world to learn from and interact with Library of Congress staff. Specialists from across the Library of Congress regularly join the Digital Reference Section in offering a varied slate of presentations.

Past Web Discussion Programs

Topics of past Web discussions have included:

- How [Thomas Jefferson's library](#) became the Library of Congress;
- Exploring the [Finding our Place in the Cosmos](#) collection, featuring selections from the [Carl Sagan](#) papers;
- The role of [Clara Barton](#) in the Civil War, with the Manuscript Division;
- Celebrating poetry, with the [Poetry & Literature Center](#);
- Overview of the Library's [map collections](#), with the Geography & Map Division;
- Researching ancestors, with specialists from the the [Local History & Genealogy Research Center](#); and
- Locating [free e-resources](#), with the Library's electronic resources coordinator.

Keep posted for future web discussion programs that are presented in each issue of the newsletter.

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

Miranda v. Arizona: Exploring Primary Sources Behind the Supreme Court Case

By Stephen Wesson

“You have the right to remain silent....” These words, and the rest of the legal warning that follows, are so well-known that they’ve almost become a synonym for “You’re under arrest.” They occupy such a familiar place in popular culture that it might seem as though they’d been part of U.S. law for centuries. However, the now-ubiquitous Miranda warning only came into being fifty years ago, when the Supreme Court ruled that the rights of a criminal suspect, Ernesto Miranda, had been violated because he had not been informed of his Constitutional protections against self-incrimination.

The Library of Congress is marking this landmark anniversary with the launch of [Miranda v. Arizona: The Rights to Justice](#), an online presentation of historical documents that shed light on the arguments around, and the reaction to, the Miranda ruling of 1966. These documents, which include papers written by and for several Supreme Court justices, allow students to explore the issues discussed by the justices as they considered the ramifications of the case. In addition, letters from law enforcement officers and members of the public illuminate the contentious public debate that erupted after the ruling.

One particularly powerful document for students to analyze is a page from a memorandum that associate justice William Brennan sent to chief justice Earl Warren about the case. Acknowledging that his 21-page response is lengthy, Brennan explains, “this will be one of the most important opinions of our time...”

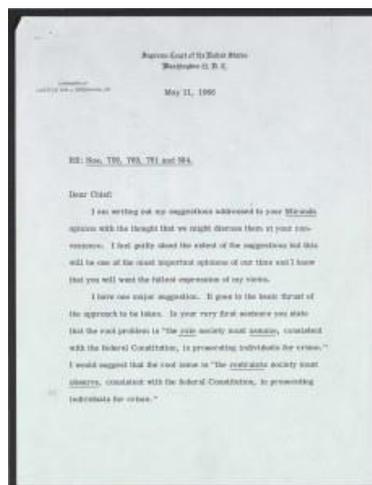
He then focuses on two words from Warren’s opinion that he says go “to the basic thrust of the approach to be taken.” He expounds,

In your very first sentence you state that the root problem is “the role society must assume, consistent with the federal Constitution, in prosecuting individuals for crime.” I would suggest that the root issue is “the restraints society must observe...”

Before introducing the memorandum, lead students in considering and naming the differences between “assuming a role” and “observing restraints.” They might respond in a free-write, create a chart, or discuss in small groups and then report to the class. Distribute or point to the online facsimile of the document and allow students time to read it, attending to how Brennan uses “role” vs. “restraints” and “assume” vs. “observe.” In the context of Warren’s opinion, how does changing the word change the meaning? Finally, invite students to consider whether Brennan was correct about the importance of the Miranda v. Arizona decision. They might explore the online presentation to gather additional evidence to support their claim.

Each of the documents in this presentation presents similarly powerful opportunities for student exploration. You might ask students to read pairs of the documents in dialogue with one another, comparing each writer’s perspective on the core issues of the case.

What other aspects of everyday life that we take for granted were shaped by court cases like *Miranda v. Arizona*?



Page from a memo from William J. Brennan I

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.



The Birthday of the Stars and Stripes,
June 14th 1917

The Built Environment

June 19, 1885: The Statue of Liberty arrived in New York Harbor from France ([introductory](#); [advanced](#)),

June 26, 1870: The first section of the Atlantic City Boardwalk opened along the New Jersey beach ([introductory](#); [advanced](#));

Exploration

June 7, 1769: The great frontiersman Daniel Boone first saw the forests and woodlands of present-day Kentucky ([introductory](#); [advanced](#)),

June 9, 1534: French navigator Jacques Cartier sailed into the mouth of the St. Lawrence River for the first time ([introductory](#); [advanced](#));

Law

June 2, 1924: Congress passed the Indian Citizenship Act, granting U.S. citizenship to all Native Americans ([introductory](#); [advanced](#)),

June 4, 1919: Congress, by joint resolution, approved the woman’s suffrage amendment ([introductory](#); [advanced](#));

Military History

June 25, 1876: George Armstrong Custer and the 265 men of his militia lost their lives at the Battle of Little Big Horn, also known as ‘Custer’s Last Stand’ ([introductory](#); [advanced](#));

The Arts

June 17, 1871: Poet, diplomat, songwriter and anthologist of black culture James Weldon Johnson was born in Jacksonville, Florida. ([introductory](#); [advanced](#)),

June 27, 1872: The writer Paul Laurence Dunbar was born in Dayton, Ohio. ([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!

Student Article: Gold Star Project Reflection+ Model UN Lesson

By: Jeannie Williams

We are sitting in a classroom, twenty to twenty-five of us, learning a lesson on the Intolerable Acts, checks and balances, or the Bill of Rights, and the teacher makes a passing reference to some current event that can be connected to the lesson. Immediately, several hands go up asking for clarification or a complete overview of the event the teacher just mentioned, sending the class off on a tangent, fill-in session on current events.

As a rising high school senior, I have witnessed this scene many times, even more so after I started high school. What I have learned is how frustrating it can be to take a break from a lesson with good momentum to go over facts that students should have known just by being good, informed citizens and how detrimental it is to a lesson when it is derailed so easily by a small detail.

Simple concepts like where the U.S. currently stands with Russia or which countries ISIS is active in and wants to conquer are often disregarded. It is possibly because students are not tested on these sorts of topics and therefore deem them unnecessary, but from my time slumming it in a student's desk, I realized it was because students did not know enough background information or have the analytical skills to interpret current events, so they didn't try.

I admit I am not the average student. I spend a little more time reading and watching the news than my peers. That said, I am still a student with insight on what helps us learn best, despite what the most recent study or think tank determines. That is why, for my Girl Scout Gold Award Project, I wanted to find a way to help students connect what they are taught in school to what is going on in the real world. To do this, they would need the skills to interpret current events, and I thought the best way to do that was through a game.

Middle school is the perfect place for introducing analytical thinking building blocks. It is at a level where the material taught starts to become more applicable to the outside world. I decided to design a supplemental Model UN-style game where students could learn viewpoints of other countries, use geography to strategize, and gain context surrounding a current event.

Online access to Library of Congress materials was extremely helpful for me during this process. For the final product of the game, students were given a country data sheet I designed with a LOC map showing the country's immediate geography. The students were in groups of five, so each student in the group was assigned one of the permanent members of the UN Security Council: U.S., U.K., France, China, and Russia. Students were able to use the maps and data sheets to determine strategic benefits of intervening in an ISIS-related event that actually occurred in 2014. Points were assigned based on how well students advocated for their country's outlook using a scoring key. The activity aimed to enlighten students on specific country's perspectives as well as all the factors that go into a global response to a crisis.

What I love about this activity is how easily primary sources can be incorporated into it. Teachers who wish to adapt it can use primary sources like newspaper articles, press releases, and speeches to supplement the country data sheet. Exposure to more primary sources in this activity would aid in students learning how to understand current events they see on the news or read about on Twitter.

Activities like this help students gain the tools they need to be critical thinkers with their classroom material when they reach high school. By using interactive activities with a variety of data sources, teachers can supplement the material they cover with applicable skills that help students learn more extensively. As a student, I recognize that the content we learn is useless unless we are able to apply it. If I study the two-party system and cannot connect it to the current presidential campaign, I haven't learned it at all. In order for a student to make that connection, they need to be able to understand the current event that is the presidential campaign. The way for students to become better learners is to give them the tools to make connections.

Materials may be found by [clicking here!](#) ~Contact Jeannie Williams with questions: jeanwilliams@gmail.com

Calling All Writers:



Be featured in the next TPS-UCF Newsletter!

As seen in this month's issue, the TPS-UCF Newsletter is putting the pen in our reader's hands! We are seeking contributions from education based professionals or skilled students 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 or, better yet, a student's perspective?

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 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
- (5) Word files are preferred for submissions

Updates & Reminders

- Enjoy your summer and dive into resources!
- Consider writing a feature piece for our next newsletter OR trying out the wonderful student lesson created by Jeannie Williams and featured in this month's issue!



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 M. Waring

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

Ashley M. Furgione

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



UNIVERSITY OF CENTRAL FLORIDA
