



LIBRARY OF CONGRESS

TEACHING with PRIMARY SOURCES



# TPS-UCF Newsletter

## March 2015

### IN THIS ISSUE

TPS-UCF News	1
Today in History	1
Direct From Library	2
Teacher Spotlight	3
This Month in History	4
New from Library	5
Webinars	5
Updates & Reminders	6

*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,

Top of the morning to you! Can you believe it is March? As the months pass by, we hope you enjoy the newsletter and information presented. We have great ideas from the Library of Congress in this issue.

- TPS-UCF Staff



*Why should you never iron a 4-leaf clover? You don't want to press your luck. Daryl Stout*

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

## Today in History: March 5<sup>th</sup>

### The Boston Massacre

Late in the afternoon of **March 5**, 1770, British sentries guarding the [Boston Customs House](#) shot into a crowd of civilians killing three and injuring eight others, two of them mortally. Surrounded by jeering Bostonians slinging hard-packed snowballs, the small group of soldiers lost control when one of their number was struck. They fired despite explicit orders to the contrary.

African-American sailor Crispus Attucks was the first to fall. Attucks' past remains mysterious, but he likely escaped slavery around 1750 and spent the next twenty years working whaling ships. The only victim of the Boston Massacre whose name became widely known, Crispus Attucks was memorialized as the first hero of the American Revolution.



---

# Direct From the Library of Congress

---

## Civil Rights Webinar Recordings are Available

The Library of Congress and Teaching Tolerance are collaborating on a series of one hour webinars around the Civil Rights Act of 1964. The recording of the first of the series, "Civil Rights and Analyzing Images," conducted on January 22nd, is available to view (registration required).

Each webinar, listed below, will take place at 4 pm ET. Go to [bit.do/civilrights](http://bit.do/civilrights) for registration information.

**March 19:** Identifying Bias and Perspective when Teaching about the Civil Rights Act of 1964. This session will examine the five essential practices for teaching about the civil rights movement identified by Teaching Tolerance – educate for empowerment, know how to talk about race, capture the unseen, tell a complicated story and connect to the present. Education experts will model how the "Circle of Viewpoints" teaching strategy can be used to identify different perspectives using a series of primary sources from the Civil Rights Act of 1964.

**April 16:** Selecting Primary Sources to Examine the Civil Rights Act of 1964. Primary sources can engage students in developing a deeper understanding of the act. Selecting primary sources to use in the classroom requires careful consideration, including examining the audience, context, point of view and logistics. Education experts will lead participants in selecting primary sources while discussing the goals of teaching about the civil rights movement to include events, leaders, groups, history, obstacles, tactics and connections to other movements, current events and civic participation.

### The Library of Congress Summer Teacher Institutes

Immerse yourself in the practice of teaching with primary sources from the unparalleled collections of Library of Congress this summer. Apply to attend a week-long professional development program for K-12 educators in the nation's capital.

In 2015, the Library will offer five Institute weeks:

- **Open sessions (any subject area):** June 22-26, July 6-10 or July 27-31
- **Science focus:** July 20-24
- **Civil rights focus:** August 3-7

**Application Deadline: March 24th, 2015**

[http://www.loc.gov/teachers/  
professionaldevelopment/teacherinstitute](http://www.loc.gov/teachers/professionaldevelopment/teacherinstitute)

### 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

---

# What's In A Picture?

## First March from Selma

*When You Pray,  
Move Your Feet.*  
-- African Proverb.

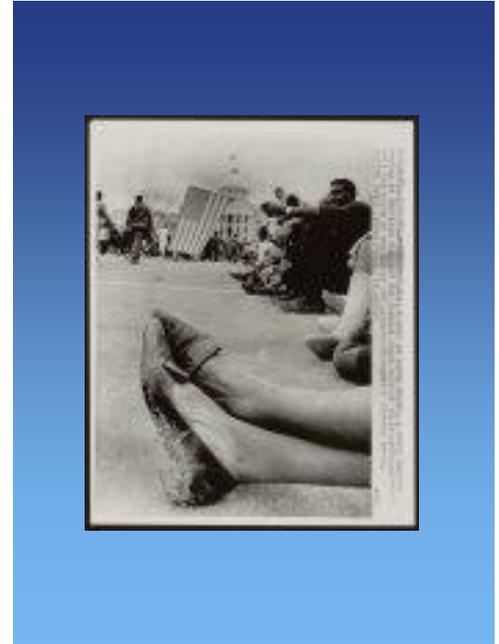


John Lewis (on right in trench coat) and Hosea Williams (on the left) lead marchers across the Edmund Pettus Bridge.

On Sunday **March 7, 1965**, about six hundred people began a fifty-four mile march from [Selma, Alabama](#) to the state capitol in Montgomery. They were demonstrating for African American voting rights and to commemorate the death of

Jimmie Lee Jackson, shot three weeks earlier by a state trooper while trying to protect his mother at a civil rights demonstration.

On the outskirts of Selma, after they crossed the Edmund Pettus Bridge, the marchers, in plain sight of photographers and journalists, were brutally assaulted by heavily armed state troopers and deputies.



## Susan B. Anthony Supports Women's Suffrage Amendment March 8, 1884

You have probably heard about the new \$1 coin with Sacajawea on it, but did you know that in 1979 the United States had another dollar coin? That year, the U.S. issued a silver coin worth \$1 that had an image of Susan B. Anthony on one side. Who was Susan B. Anthony? Here's a hint: she helped pave the way to give American women the right to vote.

Chances are that when your great-grandmother was young, she couldn't vote even though your great grandfather could. It was because of the hard work of a lot of women and men that your mom and grandmother can vote today. Susan B. Anthony helped lead that hard work. On March 8, 1884, Anthony testified before Congress supporting women's suffrage (right to vote). She urged senators to support an amendment to the U.S. Constitution that, she said, "shall prohibit the disenfranchisement of citizens of the United States on account of sex..."

In some newspapers, Anthony was called a fanatic and ridiculed for her views.



It wasn't until 1919 that Congress voted to direct the states to consider ratifying a constitutional amendment to allow women to vote. Nicknamed the "Anthony Amendment" in honor of the leader who had died in 1906, the Nineteenth Amendment was ratified on August 18, 1920. For more than 70 years, women like Susan B. Anthony fought for women's right to vote alongside men on Election Day. Can you imagine an election in which your dad could vote but your mom couldn't?





## March 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. April highlights include the celebration of the first Earth Day ([introductory](#); [advanced](#)) and the assassination of Abraham Lincoln ([introductory](#); [advanced](#)), as well as milestones related to:

March highlights include the first march from Selma, Alabama known as “Bloody Sunday” ([introductory](#); [advanced](#)) and the origins of Mount Rainier National Park in Washington ([introductory](#); [advanced](#)), as well as milestones related to:

### Holidays

~March 17: St. Patrick’s Day is celebrated by Irish and Irish-Americans in commemoration of the death of Patrick, the patron saint of Ireland ([introductory](#); [advanced](#)),

~March 25, 1634: Maryland Day is celebrated to commemorate the arrival of the first colonists to the land King Charles I chartered to Cecil Calvert, the second Lord Baltimore ([introductory](#); [advanced](#));

### Military History

~March 11, 1865: General William T. Sherman captured the town of Fayetteville, North Carolina ([introductory](#); [advanced](#)),

~March 24, 1776: General George Washington wrote a letter to the Continental Congress a week after General William Howe evacuated Boston ([introductory](#); [advanced](#));

### Women’s History

~March 8, 1884: Susan B. Anthony appeared before the House of Representatives to support the women’s suffrage amendment ([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.*

# Learning Activity

## The First Telephone Call March 10, 1876

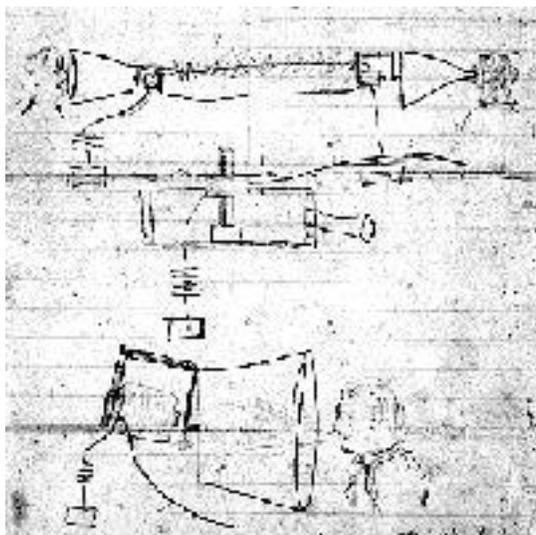
What were the first words ever spoken on the telephone? They were spoken by Alexander Graham Bell, inventor of the telephone, when he made the first call on March 10, 1876, to his assistant, Thomas Watson: "Mr. Watson--come here--I want to see you." What would you have said?

Born in 1847 in Edinburgh, Scotland, Bell became an expert in sound and public speaking. His understanding of sound helped him to teach the deaf and then invent the telephone.

Bell was a man of vision. After the telephone's success, he wrote to his father about a future when "friends converse with each other without leaving home." How often do you talk with your friends on the phone? Can you imagine how life would be different without it?

Inspired by his scientific curiosity, Bell went on to create other new inventions, including the photophone in 1880. This first wireless telephone transmitted sound on a beam of light instead of electrical wires. It is the forefather of the cordless phone and 80% of today's telephone systems that use fiber optics.

Bell's first telephone call was so famous, he repeated the phrase in 1915 in the formal opening of the completed transcontinental telephone lines connecting America's East and West coasts. Picking up the phone in New York, Mr. Bell said, "Mr. Watson, come here, I want you." But this time Watson replied that it would take him a week; he was on the other end of the line in San Francisco.



Bell's first design sketch of the telephone

# WEBINARS

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

[All webinars will be the first Thursday of each month, from 7:00-8:00 PM]

*Using Emerging Technology to Enhance Engagement with Primary & Secondary Sources & Considering Multiple Perspectives & Historic Causation, Part 1:* **Thursday, March 5 (7:00-8:00)**, <http://ucf.adobeconnect.com/f14-loc-mult-persp-causation-pt1/>

*Using Emerging Technology to Enhance Engagement with Primary & Secondary Sources & Considering Multiple Perspectives & Historic Causation, Part 2:* **Thursday, April 2 (7:00-8:00)**, <http://ucf.adobeconnect.com/f14-loc-mult-persp-causation-pt2/>

*Using Emerging Technology & Primary Sources in Piecing Together a Plausible Narrative and Completing Authentic Assessment, Part 1:* **Thursday, May 7 (7:00-8:00)**, <http://ucf.adobeconnect.com/f14-loc-narrative-asses-pt1/>

*Using Emerging Technology & Primary Sources in Piecing Together a Plausible Narrative and Completing Authentic Assessment, Part 2:* **Thursday, June 4 (7:00-8:00)**, <http://ucf.adobeconnect.com/f14-loc-narrative-asses-pt2/>

*Using Emerging Technology & Primary Sources to Reflect on the Historical Inquiry Experience:* **Thursday, July 2 (7:00-8:00)**, <http://ucf.adobeconnect.com/f14-loc-reflection/>

## WEBINAR ARCHIVES

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

---

## Updates & Reminders

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

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)

UCF had changed their policy on building/room reservations this year. We plan on having the conference take place either January 23<sup>rd</sup> or 30<sup>th</sup>. Reserving will take place in March 2015, and we will let you know in the April Newsletter.



### ~ Please revisit the WEBINAR section for some updated times and dates.

Webinars for the months of **January thru July 2015** are posted. This is a great time to add them to your calendars!!!

### ~ 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)

*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](mailto: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