



LIBRARY OF CONGRESS

TEACHING with PRIMARY SOURCES



TPS-UCF Newsletter March 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

Happy March!

Spring is nearly here and as always, sources are in bloom! We have put together a great variety of information and articles this month. Should you ever be seeking specific resources, please do not hesitate to contact us at tps@ucf.edu.

Enjoy the newsletter!

- TPS-UCF Staff



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

Today in History: March 15th

On This Day in 1965: Johnson Calls for Equal Voting Rights



Roy Wilkins and President Lyndon B. Johnson in the White House reviewing some of the strategies employed

On this day in 1965, President Lyndon B. Johnson addressed a joint session of Congress to urge the passage of legislation guaranteeing voting rights for all.

Using the phrase “we shall overcome,” borrowed from African-American leaders struggling for equal rights, Johnson declared that “every American citizen must have an equal right to vote.” Johnson reminded the nation that the Fifteenth Amendment, which was passed after the Civil War, gave all citizens the right to vote regardless of race or color.

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

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.

Upcoming Web Discussion Programs

- **Women Who Served: Stories from the Veterans History Project**

Wednesday, March 23, 2:00 - 3:00 pm EDT

- In honor of Women's History Month, join Megan Harris and Rachel Mears of the Veterans History Project at the Library of Congress as they share the stories of female veterans documented in their own words and voices. You'll also learn more about how to do research with—and how to participate in—this oral history project that collects and preserves the personal accounts of American war veterans.

[read more](#)

- **Laurels and Lyrics: Poetry Resources at the Library of Congress**

Wednesday, April 6, 11:00 am - 12:00 noon EDT

- April is National Poetry Month! To celebrate, join research specialist Peter Armenti and the Library of Congress for a tour of the rich and varied poetry resources available on our website. This program will introduce participants to specific poetry resources—including online initiatives launched by U.S. Poets Laureate, exhibits on famous poets, poetry webcasts and recordings, and, of course, poems themselves—while also offering search tips and strategies you can use to delve more deeply into the Library's online poetry content.

[read more](#)

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



Happy 265th James Madison!



By Erin Allen

James Madison is known as the Father of the Constitution because of his pivotal role in the document's drafting as well as its ratification. Madison also drafted the first 10 amendments — the Bill of Rights.

When the federal Constitution was approved by the states and went into effect in 1789, the absence of a Bill of Rights was the loudest and most effective criticism of it. Although he believed that individual rights were fully protected by the Constitution as it was ratified, Madison recognized that drafting a Bill of Rights was politically imperative.

His [“Notes for a Speech on Constitutional Amendments,” June 8, 1789](#), highlights the arguments he used as a leader in the First Federal Congress to push 12 amendments to the Constitution through Congress in its first year. Ten of these amendments were ratified by the states and have been enshrined as the Bill of Rights.

The [James Madison Papers](#) are available online and consist of approximately 12,000 items that document the fourth president's life through correspondence, personal notes, drafts of letters and legislation, an autobiography, legal and financial documents, and miscellaneous manuscripts.

For those interested in secret symbols, there is an essay on [“James Madison's Ciphers.”](#) Madison, as a Virginia delegate to the Continental Congress, while he was secretary of state and in his personal correspondence with Jefferson, continually feared that unauthorized people would seek to read his private and public correspondence. To deter such intrusions, he resorted to a variety of codes and ciphers.

“The James Madison Papers” online presentation complements other online presidential papers from the Library of Congress, including [George Washington](#), [Thomas Jefferson](#), [Abraham Lincoln](#), [Andrew Jackson](#) and [James Monroe](#).

Madison was also the first to propose the idea of a congressional library in 1783. He later approved an act of Congress appropriating money to buy Jefferson's book collection after the British burned the Capitol in 1814. You can read more about it in this [Library of Congress blog post](#).



James Madison. Between 1809 and 1817. 1

March 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](#)) 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.



Mt. Ranier, 1925.

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

Military History

- March 11, 1865: General William T. Sherman captured the town of Fayetteville, North Carolina ([advanced](#)),
- March 24, 1776: General George Washington wrote a letter to the Continental Congress a week after General William Howe evacuated Boston ([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](#)).



The Irish American.
George M. Cohan, 1901

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](#).

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

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!

WOMEN'S ★ HISTORY MONTH ★



(The following article <http://www.womenshistorymonth.gov/teachers.html>)

March is Women's History Month

The Library of Congress, National Archives and Records Administration, National Endowment for the Humanities, National Gallery of Art, National Park Service, Smithsonian Institution and United States Holocaust Memorial Museum join in paying tribute to the generations of women whose commitment to nature and the planet have proved invaluable to society.

About Women's History Month

Women's History Month had its origins as a national celebration in 1981 when Congress passed Pub. L. 97-28 which authorized and requested the President to proclaim the week beginning March 7, 1982 as "Women's History Week." Throughout the next five years, Congress continued to pass joint resolutions designating a week in March as "Women's History Week." In 1987 after being petitioned by the National Women's History Project, Congress passed Pub. L. 100-9 which designated the month of March 1987 as "Women's History Month." Between 1988 and 1994, Congress passed additional resolutions requesting and authorizing the President to proclaim March of each year as Women's History Month. Since 1995, Presidents Clinton, Bush and Obama have issued a series of annual proclamations designating the month of March as "Women's History Month."

From the Law Library of Congress' guide to the legislative history of Women's History Month.

Executive and Legislative Documents

The Law Library of Congress has compiled guides to commemorative observations, including a comprehensive inventory of the [Public Laws, Presidential Proclamations and congressional resolutions](#) related to Women's History Month.

How to Celebrate Women's History Month in the Classroom:

Put the power of primary sources to work in the classroom. Browse ready-to-use lesson plans, student activities, collection guides and research aids.

The Library of Congress

- [Women's History](#)
Exhibitions, special presentations, lesson plans and other materials gathered from throughout the Library of Congress on the topic of Women's History.
- [Women Pioneers in American Memory](#)
- [Women's Suffrage](#)
This primary source set includes images, sound files, song sheets, political cartoons and maps and charts to help teach about women's suffrage in America. Also available as an interactive ebook: <https://itunes.apple.com/us/book/womens-suffrage/id1003494502>
- [Women's Words of Wisdom](#)

For Further information and other sources to celebrate Women's History Month in your classroom visit: <http://www.womenshistorymonth.gov/teachers.html> !

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 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

~ SOURCES 2nd Annual Conference.

- Digital Materials from our 2nd Annual SOURCES Conference can be obtained via the following Dropbox Link: [HERE](#)

~ Library of Congress Upcoming Webinar

- **Women Who Served: Stories from the Veterans History Project**
Wednesday, March 23, 2:00 - 3:00 pm EDT- Details [HERE](#)

~ 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

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