



## TPS-UCF Newsletter

### May 2015

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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*

Hello TPS-UCF Family,

The final weeks of school are upon us! Hang in there! Please check out the grant information from Library of Congress on pg. 2 and three new ebooks on pg. 5.

Enjoy the newsletter.  
Happy Mother's Day and have a great Memorial weekend.

- TPS-UCF Staff



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

## Today in History: May 28<sup>th</sup>



On **May 28** and 29, 1851, the Ohio Woman's Rights Convention met in [Akron](#). Mrs. [Frances D. Gage](#), convention president, began the proceedings with a stirring call to arms:

*Are not the natural wants and emotions of humanity common too, and shared equally by both sexes? Does man hunger and thirst, suffer cold and heat more than woman? Does he love and hate, hope and fear, joy and sorrow more than woman? Does his heart thrill with a deeper pleasure in doing good? Can his soul writhe in more bitter agony under the consciousness of evil or wrong? Is the sunshine more glorious, the air more quiet, the sounds of harmony more soothing, the perfume of flowers more exquisite, or forms of beauty more soul-satisfying to his senses than to hers. To all these interrogatories every one will answer, No!*



The convention's [Report on Labor](#) noted the following statistics: the average seamstress earned between \$.75 and \$1.50 per week for 15-18 hours of daily labor; domestics earned an average of about \$6 per month; and a female teacher in Ohio was paid on the average of \$21.49 per year, about half that of her male counterpart.

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# Direct From the Library of Congress

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## New Grant Funding Available!

by [Cheryl Lederle](#)

*Posted on behalf of the Teaching with Primary Sources Program.*

Today, the Library of Congress announced the availability of \$950,000 to support the development of engaging web- and mobile-based applications, for classroom use, on Congress and civic participation.

The Library seeks to identify one or more educational partners who can help the Teaching with Primary Sources (TPS) program develop online interactives and mobile apps on Congress and civic participation, designed for use in K-12 education. The selected partners will be expected to use and incorporate not only the Library's online primary sources, but also the many other resources available online from the Library of Congress.

Public or private organizations, both not-for profit and for-profit organizations, including institutions of higher education, colleges, universities, cultural institutions, other educational organizations, and collaborative partnerships (such as an organization with content expertise paired with an organization possessing technological expertise); States; public or private agencies, including for-profit agencies; and Indian tribes and tribal organizations are eligible to apply.

Applicants should demonstrate a record of success in:

- the development and implementation of curricular programs on Congress and civic participation, and/or
- the development and long-term maintenance of successful online interactives or mobile apps for classroom use.

The total amount of funding available is \$950,000. There is no minimum award amount. Individual funding levels will depend on the content and quality of applications and the number of applications received. The grants will support program activities for 24 months, from October 2015 through September 2017.

The deadline for submitting an application for funding is **May 31, 2015**. For more information, application requirements, and selection criteria, see the Notice of Funds Availability online at [www.loc.gov/teachers/newsevents](http://www.loc.gov/teachers/newsevents).

### [Three New Ebooks from the Library of Congress: The Industrial Revolution, Jim Crow, and Children's Lives](#)

Walk with civil rights activists as they march against racial segregation. Pick out the details of a nineteenth-century factory. Zoom in on the faces of children at play one hundred years ago.

As teachers begin planning for the next school year, the Library of Congress invites students everywhere to touch, draw on, and explore some of its most valuable treasures—all via its [three newest free interactive ebooks for tablets](#).

by [Stephen Wesson](#), see page 5 for more details

### 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

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# What's In A Picture?

## Eadweard Muybridge: Technology Settles a Debate



by [Anne Savage](#)

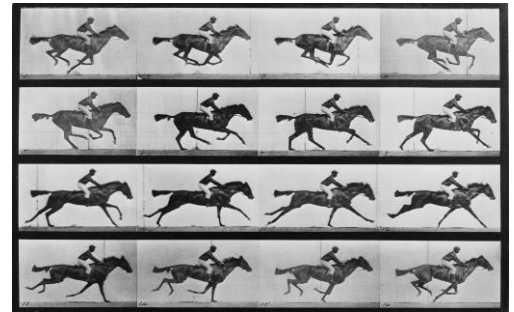
Every year on the first Saturday in May, some of the fastest land animals on earth thunder down a racetrack in Louisville, Kentucky. They cover a mile and a quarter in a race lasting only about two minutes: the Kentucky Derby. Thoroughbred horses run so fast — approaching 50 miles per hour — that their legs look like a dusty blur.

In the late 19<sup>th</sup> century — the early heyday of horse racing in the United States — many people wondered about how horses' legs moved when they ran. The biggest question was whether a horse ever completely lost contact with the ground. One man who thought he had the answer, Leland Stanford, hired a photographer to prove he was right. Eadweard Muybridge, the photographer, devised a system with a series of cameras that recorded every step taken by a galloping horse. In other words, the multiple cameras captured what the human eye could not. Muybridge's work showed that Stanford was correct about whether a horse's legs ever leave the ground simultaneously. Can you tell what Stanford thought by looking at the images of racehorse "Annie G." below?

Animal locomotion – 16 frames of racehorse "Annie G." galloping, c. 1887;  
Eadweard Muybridge

Invite students to compare the series of photographs to drawings of horses from [1870](#), [1881](#) and [1884](#). Why did the artists depict the horses' legs this way?

For additional Library of Congress resources and teaching ideas, visit [Celebrating Eadweard Muybridge: Documenting Movement and Creating Art](#). To learn more about the Kentucky Derby, visit The [The First Derby Day](#). Introduce younger students to [The First Kentucky Derby](#).



Animal locomotion – 16 frames of racehorse "Annie G." galloping, c. 1887; Eadweard Muybridge

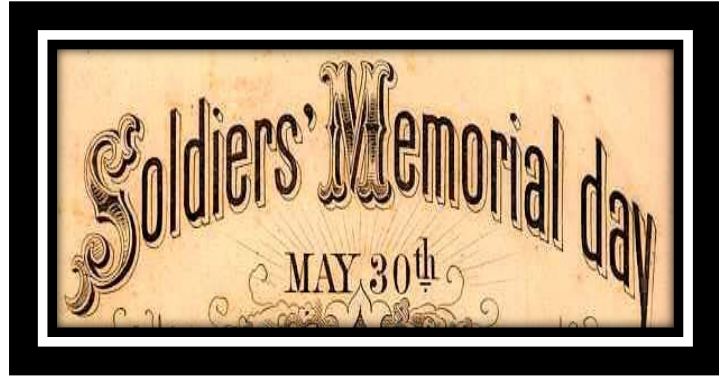
What connections might you make between stop-motion photography, the Kentucky Derby, and your curriculum?

**\*\*Save the Date\*\***

January 15, 2016

SOURCES 2<sup>nd</sup> Annual Conference

@ University of Central Florida



## May 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.

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:

May highlights include the Homestead Act ([introductory](#); [advanced](#)) and the debut of *Good Housekeeping* magazine ([introductory](#); [advanced](#)), as well as milestones related to:

### FLOTUS

~ May 22, 1802: Martha Washington, wife of President George Washington, died ([introductory](#); [advanced](#));

### Military History

~ May 23, 1865: The Army of the Potomac paraded down Pennsylvania Avenue in Washington, D.C. ([introductory](#); [advanced](#))

### Firsts

~ May 8, 1886: The first Coca-Cola was served in Atlanta, Georgia ([introductory](#); [advanced](#)),

~ May 17, 1875: Jockey Oliver Lewis was victorious at the first Kentucky Derby in Louisville, Kentucky ([introductory](#); [advanced](#))

### Sports

~ May 28, 1888: World-class athlete Jim Thorpe was born ([introductory](#); [advanced](#));

- 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.*

## Three New Ebooks from the Library of Congress: The Industrial Revolution, Jim Crow, and Children's Lives

The Library of Congress Student Discovery Sets bring together historical artifacts and one-of-a-kind documents on a wide range of topics, from history to science to literature. Interactive tools let students zoom in for close examination, draw to highlight interesting details, and make notes about what they discover.

The Library's latest Student Discovery Sets are available now for the iPad, and can be downloaded for free on iBooks. These sets cover the Industrial Revolution, Jim Crow and Segregation, and, especially for early grades, Children's Lives at the Turn of the Twentieth Century. They join six previously published sets on the U.S. Constitution, Symbols of the United States, Immigration, the Dust Bowl, the Harlem Renaissance, and Understanding the Cosmos.

The objects in the Student Discovery Sets are primary sources—items created by eyewitnesses to history. From Lewis Hine's compelling photos of child laborers to historic films of turn-of-the-century factories to firsthand accounts of civil rights struggles, these maps, booklets, posters, cartoons, sheet music and iconic images immerse students in history, culture and science and give them the power to explore.

The sets are designed for students, providing easy access to open-ended exploration. A Teacher's Guide for each set, with background information, teaching ideas and additional resources, is one click away on the Library's website for teachers, [loc.gov/teachers](http://loc.gov/teachers).



Try these new interactive tools and let us know how you might use them!



## 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 & 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/fl4-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/fl4-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/fl4-loc-reflection/>*

## WEBINAR ARCHIVES

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

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# Updates & Reminders

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

**DATE: January 15, 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](http://www.SOURCESConference.com)



~ 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

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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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