



## TPS-UCF Newsletter

### November 2015

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*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*

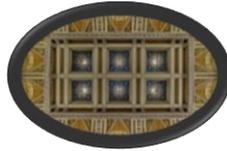
Hello TPS-UCF Family,

Mid November already! WOW!

We have lots to share from Library of Congress, so please read the newsletter for further information.

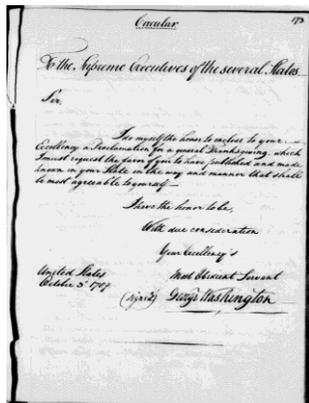
Enjoy the newsletter.

- TPS-UCF Staff

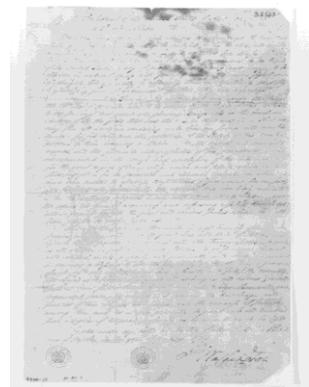


## Today in History: November 26<sup>th</sup>

*Whereas it is the duty of all Nations to acknowledge the providence of Almighty God, to obey his will, to be grateful for his benefits, and humbly to implore his protection and favor, and Whereas both Houses of Congress have by their joint Committee requested me "to recommend to the People of the United States a day of public thanks-giving and prayer to be observed by acknowledging with grateful hearts the many signal favors of Almighty God, especially by affording them an opportunity peaceably to establish a form of government for their safety and happiness." Now therefore I do recommend and assign Thursday the 26<sup>th</sup> day of November next to be devoted by the People of these States to the service of that great and glorious Being, who is the beneficent Author of all the good that was, that is, or that will be.*



George Washington, [Proclamation, October 3, 1789](#).  
[The George Washington Papers at the Library of Congress](#)



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# ◆◆◆ SOURCES 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) will be hosting the second annual SOURCES Annual Conference at the University of Central Florida on January 16, 2016. The SOURCES Annual Conference is a free opportunity available to any educators interested in the utilization and integration of primary sources into K-12 teaching. Presenters will focus on providing 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 [www.loc.gov/teachers](http://www.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 [www.loc.gov](http://www.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.

Registration is free and is now open for the SOURCES Annual Conference. Please complete the information on the following linked page to register for the SOURCES Conference: [http://ucf.qualtrics.com/jfe/form/SV\\_02M6I0hSrdTDGPb](http://ucf.qualtrics.com/jfe/form/SV_02M6I0hSrdTDGPb)

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# New from Library of Congress:

## Read All About It: A New Teacher's Guide to Analyzing Newspapers

[Teaching with the Library of Congress](#) is excited to announce an addition to the Library's suite of Teacher's Guides for working with primary sources!

You may already be familiar with these [format-specific sets of analysis prompts](#) for photographs, maps, cartoons, manuscripts, music and more. Now there's one especially for working with newspapers. Pair this guide with the printable or online [primary source analysis tool](#) to guide students into deeper analysis and reflection of primary sources from the online collections of rich historical primary sources from the Library of Congress.

Compiled in collaboration with the Library's newspaper experts, these prompts can help students use typical features of newspapers:

- Headlines for main ideas and language of the time,
- Visual elements, such as photographs, drawings, and cartoons,
- Reports on related events, and
- Dates to help establish context.



In addition to the questions, the teacher's guide suggests follow-up activity ideas at three levels of complexity to help students think more deeply about headlines, layout choices, and varying perspectives across time or location.

This guide is especially well suited for analyzing newspaper articles and pages from [Chronicling America](#). Chronicling America provides free and open access to more than 10 million pages of historic American newspapers selected by memory institutions in 38 states and territories so far. These states participate in the National Digital Newspaper Program, a joint program of the National Endowment for the Humanities and the Library of Congress, selecting and digitizing historic newspapers published between 1836 and 1922 in their own state for aggregation at the Library of Congress. Read more about it at <http://www.loc.gov/ndnp/> and follow us on Twitter [@librarycongress](#)

by [Cheryl Lederle](#)



**TWEET! TWEET!**

Teaching with the LC Twitter Account

[@TeachingLC](#)

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# What's In A Picture?

## Multimedia Moment: Analyzing Film in the Classroom

by [Danna Bell](#) ; post written by Tom Bober

Viewing a film in class is a commitment of time and technology. Teachers want students to be active viewers, but most are more familiar with passively viewing film and video. How can teachers present film in a way that makes students more likely to analyze its content?

When previewing a film, consider the purpose behind viewing the film within the broader context of a unit or lesson, then determine whether students will view the entire film, or part of the film. Think of the film as consisting of moments — distinct events within the film. What moments do you want your students to look at more closely? In the 1903 film [Princeton and Yale Football Game](#), there are three distinct moments or sequences: the players entering the field (0:15), a pan of the field and stadium (0:30), and highlights of the game (2:13).

If students are viewing the film to understand football equipment of the time and styles of play to connect to a larger unit on sports injuries, the final sequence, starting at 2:13, provides a starting point for student analysis. The sequence on the field is made up of several shots, units of unbroken film. In each shot, students can see the movement of the players within the play of the game. Sharing bibliographic data can give students context to answer where and when so that they can focus on other facets of the film.

Teachers can use or modify questions from the Teacher's Guide for [Analyzing Motion Pictures](#) to guide student observations.



- What details about the movement of the players do you notice?
- Does anything about it seem unusual or unexpected?

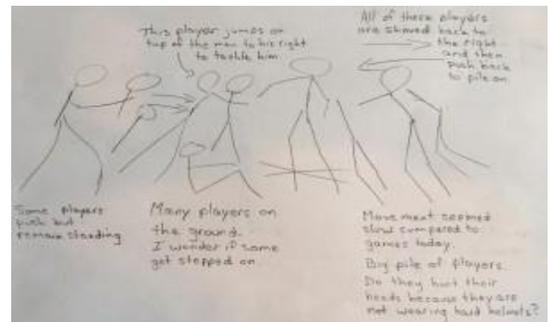
Other questions can help connect their reflections to their own background knowledge: If someone created this film today, what would be different? Being able to view the film after the questions are asked can allow students to interact with the primary source while observing and reflecting.

Also consider technology needs. Watching the film in small groups or individually on computers or tablets allows students to analyze the film at their own pace and watch the film multiple times. Many may also want to rewatch a small part of the film several times, freeze the film on one frame, or “scrub” the film, moving the film back and forth using the control panel at the bottom of the player. If viewing a film as a whole class, show the film multiple times as students fill out the [Primary Source Analysis Tool](#) and rewatch shots of the film as time allows.

Describing movement, transitions, and interactions in film, especially when interpreting those through reflection, can be challenging for students. During analysis, students may want to reference the time marker in minutes and seconds to talk about a specific frame or beginning of a sequence or shot.

Quick sketches or screenshots combined with text may be a more natural way to document what they see at points within the film. When sharing with the class, reenacting movement from the film may help a student show motion and interaction. Much like students may write on a printed primary source, video editing software allows students to add text or voice-over narration over a film to document their observations, reflections, and questions.

What films in the [Library of Congress online collections](#) could provide a rich analysis opportunity for your students?



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# Primary Sources in Science Classrooms: Concussions, a Century of Controversy, and Football

In 1905, nineteen high school and college students died after sustaining football-related injuries. [An article in the \*Salt Lake Tribune\*](#) outlines efforts to address deaths and injuries associated with football. A century later, controversy persists concerning concussions.

Science and health teachers can tackle brain science using current and historical primary sources about football. Teachers can arrange a gallery walk, jigsaw activity, or stations with primary sources to tease out the specifics of the events of 1905.

- The *New York Tribune* reports that [Columbia University disbanded its football team](#) for the season.
- A [political cartoon](#) features President Theodore Roosevelt.
- The *Minneapolis Tribune* [details each death](#) from the season.
- *Chronicle America* offers a [curated set of articles on the 1905 football reform](#).



Select questions from the [Teacher's Guide: Analyzing Newspapers](#) to elicit students' observations, reflections and questions about the reports. Then students will want to investigate further, perhaps exploring how the brain is affected by traumatic injury. Primary sources about football injuries can kick off learning about the brain, its regions, and its circuit, as well as about information processing in complex organisms.

Connecting brain science and football can engage students as they apply classroom learning to real-world concerns:

- How do the quantity and quality of today's injuries, especially those to the head, compare to those of the past?
- What more do we know medically and scientifically? What do scientists still not know?

Inquiry into football and the brain could include a comparison between football of a century prior and the modern game. A [1903 video recording by Thomas Edison of a game between Princeton and Yale](#) offers a look at football before the nationwide uproar.

- What stands out as the style of play?
- How does it compare to today?
- How might the style of play affect human health and the brain specifically?



Check out [a recent blog post](#) by Tom Bober, the Library's audio-visual Teacher in Residence, on analyzing this and other videos.

Advances in neuroscience and improved—but still incomplete—understanding of the brain require greater attention from science teachers. What other aspects of the controversy surrounding football might lead to deeper learning about the brain?

by [Danna Bell](#) *This post was written by Trey Smith, the Library of Congress 2015-16 Science Teacher in Residence.*

## 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/>

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# Updates & Reminders

~ SOURCES 2<sup>nd</sup> 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](http://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](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

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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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