



TPS-UCF Newsletter

October 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,

Happy October!

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: October 25th

On **October 25**, 1764, Abigail Smith married a young lawyer from Braintree (now Quincy), Massachusetts, by the name of [John Adams](#), who would become, some thirty years later, the second president of the United States. Their union launched a vital and long-lived partnership of fifty-four years, which carried the couple from colonial [Boston](#) to [Philadelphia](#) and the politics of revolution; to [Paris](#) and [London](#) and the world of international diplomacy; and finally to [New York](#), [Philadelphia](#), and [Washington, D.C.](#), where in November, 1800 they became the first presidential couple to occupy the newly built [White House](#) in the nation's new capital. Among their five children, [John Quincy Adams](#) would also become a U.S. president. For almost two centuries, Abigail Smith Adams remained the only American who was both the wife and the mother of a president, a distinction she now shares with [Barbara Bush](#).



Abigail Adams is perhaps best remembered for her [letters](#), written especially [to her husband](#) during long periods of separation, but also to her larger network of family members and friends, such as Mercy Otis Warren and [Thomas Jefferson](#). The daughter of a Congregational minister born in 1744 [in Weymouth, Massachusetts](#), the young Abigail received a sophisticated though largely informal education, fueled by the presence of many books and frequent visitors in her home. John Adams was one such visitor, and their earliest letters document a witty and affectionate courtship spanning several years. In married life, Abigail Adams proved a talented chronicler of significant events, combining a broad knowledge of history and politics with perceptive commentary and a keen eye for detail. Her letters comprise an important account of key events in the United States' early history as a nation.

New from Library of Congress:

Free Online Conference for Teachers: October 27-28

by [Cheryl Lederle](#)

Bring your questions! Bring your experiences! Bring your friends! The Library of Congress is hosting its first online conference for teachers, and you're invited.

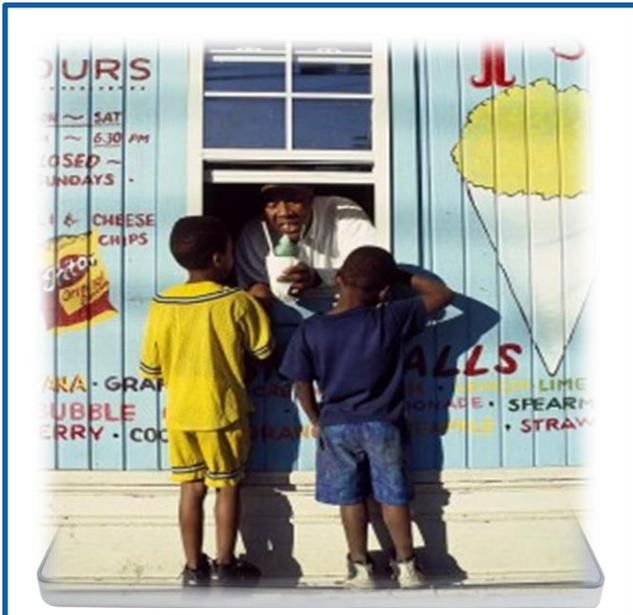
Renowned photographer Carol Highsmith will offer the keynote presentation, *Preserving Our Communities with Photographs*. She'll discuss her work documenting the United States and her motivation for dedicating the rights to the American people for copyright-free access.

The conference will run from 4-8pm ET on October 27-28. Over the course of two days, there will be 15 one-hour sessions facilitated by Library specialists, instructional experts from the Library's Teaching with Primary Sources Consortium, and other recognized K-12 leaders.

- Two strands, "Awareness" and "Instructional Strategies;"
- Wide range of topics from literacy and historical thinking to historic newspapers and the Civil Rights Act of 1964;
- Focus on finding and using primary sources;
- Earn certificates for participating in sessions.

Each session will be recorded and certificates will also be available for a limited time to those who view the recordings.

The events are free, but registration is required. For more information and to register, go to:
<http://www.loc.gov/teachers/professionaldevelopment/webinar/online-conference-2015.html>.



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...

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What's In A Picture?

The Américas Award: Bringing Literature to Life with Primary Sources

This post was written by Tom Bober, the Library of Congress 2015-16 Audio-Visual Teacher in Residence.

On Friday, September 18th, 2015, the Library of Congress hosted the Américas Award for Children's and Young Adult Literature. The award, co-sponsored with the Consortium of Latin American Studies Programs, recognizes work that "authentically and engagingly portrays Latin Americans, Caribbeans, or Latinos in the United States." These diverse stories can be highlighted and brought to life through the use of primary sources.

Duncan Tonatiuh was honored for *Separate is Never Equal*, the story of Sylvia Mendez and her family's fight to end the segregated schools in California where Mexican Americans were sent to separate schools. Tonatiuh spoke about the little-known court case preceding *Brown v. Board of Education*. [Before Brown v. Board of Education](#) [There Was Méndez v. Westminster](#) goes into detail on the court case.

Primary sources can allow students to explore and better understand the events and attitudes of the time. For example, supported by the [Primary Source Analysis Tool](#), students can analyze a [Jim Crow sign](#) similar to one found in the story to broaden their understanding of where segregation took place regionally as well as what types of establishments were segregated.



Students can also listen to [Interview about the Mexican family, discrimination against Mexicans, and life in the FSA camp](#), a 1941 recording of Jose Flores from El Rio, California. Flores speaks about the discrimination against Mexican Americans in movie theaters and schools, and children's attitudes towards the discrimination (1:10-3:20). Students may use Flores' account as well as the Jim Crow sign and Tonatiuh's story to construct a more complete picture of where Mexican Americans may have encountered discrimination during that time period.

Margarita Engle was honored for *Silver People*, a story of the building of the Panama Canal told through three fictional characters, Mateo, a Cuban, Henry, a Jamaican, and Anita who is native to Panama. In her speech, Margarita said that she wanted her story to focus on the minorities that worked to build the canal and how they were segregated, given harder work, and paid less.

Analyzing photos and film from the building of the canal can highlight the differences between groups. Ask students to compare and contrast the men in two photos: [Men building the Panama Canal](#) and [Spanish laborers at work on the Panama Canal](#). Comparing the titles of the photos provides additional context about what role each group of men played and how they were valued.



The 1927 film, [The story of the Panama Canal](#), while made 14 years after the completion of the canal, has primary source footage that highlights aspects of Engle's book. Two interesting parts of the film show jobs Engle wrote about: track shifters, those men charged with moving train track (20:15-20:50) and sanitation workers (7:05-8:44) who, as part of their attempt to kill mosquitoes, mopped land and sprayed water with crude oil. Select questions from the [Teacher's Guide for Analyzing Motion Pictures](#) to help students focus on both the work and its impact on the environment.

by [Danna Bell](#)



October 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.

October highlights include the lives of John Ross, principal chief of the Cherokee Nation ([introductory](#); [advanced](#)) and First Lady Abigail Smith Adams ([introductory](#); [advanced](#)), as well as milestones related to:

Firsts

- ~ October 6, 1866: The first known train robbery in the United States took place ([introductory](#); [advanced](#));
- ~ October 30, 1815: The first New Mexican delegate to Congress, José Manuel Gallegos was born ([introductory](#); [advanced](#));

Reformers

- ~ October 14, 1644: William Penn, English reformer and founder of Pennsylvania was born ([introductory](#); [advanced](#));

The Raid on Harper’s Ferry

- ~ October 16, 1859: John Brown and twenty-one armed men seized the federal arsenal at Harper’s Ferry ([introductory](#); [advanced](#));

The Arts

- ~ October 26, 1911: Mahalia Jackson, the “Queen of Gospel Song” was born ([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.

Colonial America: William Penn

How did Pennsylvania get its name? Its founder, English reformer William Penn, born on October 14, 1644, in London, England, named it in honor of his father.

Persecuted in England for his Quaker faith, Penn came to America in 1682 and established Pennsylvania as a place where people could enjoy freedom of religion. The colony became a haven for minority religious sects from Germany, Holland, Scandinavia, and Great Britain. Penn obtained the land from King Charles II as payment for a debt owed to his deceased father. Born the privileged son of a land-owning gentleman, young William Penn was greatly affected by the preaching of Quaker minister Thomas Loe. Expelled from Oxford University in England in 1662 for refusing to conform to the Anglican Church, Penn joined the Quakers. He was locked up in the Tower of London four times for stating his beliefs in public and in print. After his father died in 1670, Penn inherited the family estates and began to frequent the court of King Charles II, campaigning for religious freedom.



Seeing no prospects for religious tolerance or political reform in England, Penn looked to America, which he had visited briefly in 1677. In a 1682 document, Penn guaranteed absolute freedom of worship in Pennsylvania. Rich in fertile lands as well as religious freedom, the colony attracted settlers and grew rapidly.

Penn is also remembered for peaceful interaction with the Lenni Lenape Indians and his draft of the Plan of Union, a forerunner of the U.S. Constitution. Thanks to William Penn, Pennsylvania, which guaranteed religious freedom for its citizens, was established in the New World.



ARCHIVES

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to Promote Historical Inquiry: Webinar Series Dates Refresh**

WEBINAR ARCHIVES

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

Updates & Reminders

~ SOURCES 2nd 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



~ 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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