



## TPS-UCF Newsletter

### September 2015

## IN THIS ISSUE

TPS-UCF News	1
Today in History	1
News from LOC	2
SOURCES Info	3
What's in a Pic	4
This Month in History	5
New from Library	6
Webinars	6
Updates & Reminders	7

*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*

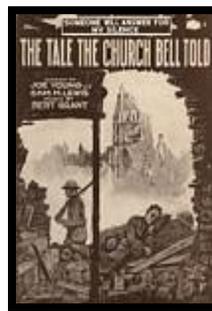
Hello TPS-UCF Family,

By now, school has probably begun for all. We hope everyone is off to a great start.

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: September 14<sup>th</sup>

### Harvard

On September 14, 1638, John Harvard, a 31-year-old clergyman from Charlestown, Massachusetts died, leaving his library and half of his estate to a local college. The young minister's bequest allowed the college to firmly establish itself. In honor of its first benefactor, the school adopted the name Harvard College.

Founded by the General Court of Massachusetts in 1636, [Harvard](#) is America's oldest institution of higher learning. From a college of nine students and one instructor, it has grown into a world-renowned university with over 18,000 degree candidates and 2,000 faculty members, including numerous Nobel laureates. Situated a few miles west of Boston on the [Charles River](#) in Cambridge, Harvard's main campus is one of the country's most scenic. With an endowment of \$11 billion, the university is the country's wealthiest.



Seven U.S. presidents — John Adams, John Quincy Adams, Rutherford B. Hayes, Theodore Roosevelt, Franklin Delano Roosevelt, John F. Kennedy and George W. Bush — were educated at Harvard, as were leaders in many fields. The school's notable alumni include [Ralph Waldo Emerson](#), [Henry David Thoreau](#), [W.E.B. Du Bois](#), Frederick Law Olmsted, Jr., T.S. Eliot, [Ralph Bunche](#), David Rockefeller, I.M. Pei, Robert Coles, Patricia Schroeder, Al Gore, Jr., and Yo-Yo Ma.

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# Teacher Webinar September 10

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## Constitution Day

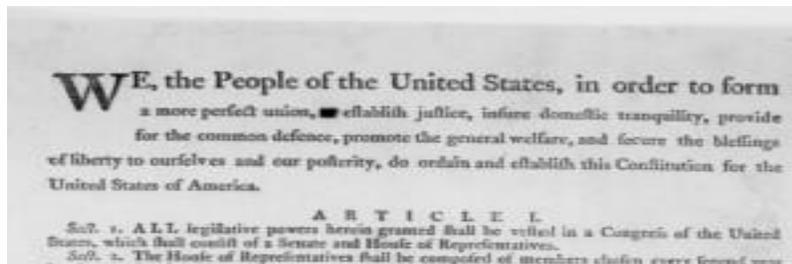
September 4, 2015 by [Cheryl Lederle](#)

The K-12 education team at the Library of Congress invites educators to join us at **4 PM ET on September 10** for a free webinar to explore and celebrate resources related to the creation and adoption of the Constitution of the United States.

The webinar will engage participants in a brief primary source analysis of select text. The focus will be on careful and close reading of text and putting it into historical context to better understand the process of drafting and adopting the Constitution. Participants will be invited to share their own approaches and best practices to teaching with primary documents. The webinar will conclude with an overview of primary sources and teaching resources related to the Constitution from the Library of Congress.

Constitution Day has its origin in a 1940 joint resolution of Congress to recognize American citizenship on the third Sunday in May. Then, [according to the Law Library of Congress](#), ‘In 1952 Congress repealed this joint resolution and passed a new law moving the date to September 17 to commemorate “the formation and signing, on September 17, 1787, of the Constitution of the United States.”’ The designation of the day changed again in 2004, when ‘Congress changed the designation of this day to “Constitution Day and Citizenship Day” and added two new requirements in the commemoration of this Day [including] ... that each educational institution which receives Federal funds should hold a program for students every September 17th.’

Please mark your calendar and [register today to join us for this event](#). This event will be recorded, and a link [will be available](#) as soon as possible after the event.



### Special Event...

**"The Library of Congress & Teachers: Unlocking the Power of Primary Sources"** is the theme of our first ever online conference. Over the course of two days, there will be 14 sessions from which to choose. Our goals are to build awareness of the resources of the institution and to highlight instructional strategies for using primary sources from the Library of Congress. Registration information coming early October.

on October 27<sup>th</sup> and 28<sup>th</sup>,  
from 4 to 8 PM.

Watch 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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## SOURCES 2<sup>nd</sup> 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) is pleased to announce a call for proposals to present at the SOURCES 2<sup>nd</sup> Annual Conference at the University of Central Florida to be held on January 16, 2016. The SOURCES 2<sup>nd</sup> Annual Conference Program Committee welcomes proposals that focus on presenting 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 [loc.gov/teachers](http://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 [loc.gov](http://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.

Inclusion in the SOURCES 2<sup>nd</sup> Annual Conference program is a selective process, so please be specific in your descriptions. It is important that you provide clear and descriptive language to assist the reviewers in their task. Professional attire is required for all presenters, and all sessions will last one hour. Proposals must be submitted by midnight on September 30, 2015, by using the following submission form: [https://ucf.qualtrics.com/SE/?SID=SV\\_b9JMPmT00oI8Zg1](https://ucf.qualtrics.com/SE/?SID=SV_b9JMPmT00oI8Zg1). If you submit a proposal, you will be notified, by the end of November, as to the committee's decision regarding your proposal.

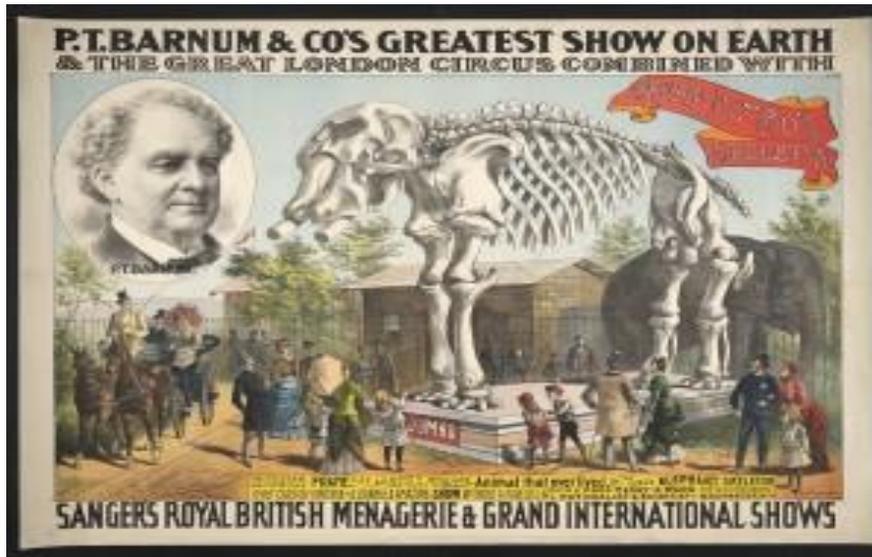
If you have any questions or need any additional information, please contact Dr. Scott Waring ([swaring@ucf.edu](mailto:swaring@ucf.edu)).

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# What's In A Picture?

## Staff Favorites: A Skeletal Pachyderm



P.T. Barnum & Co.'s greatest show on earth & the great London circus combined with Sanger's Royal British menagerie & grand international shows, 1888.

*We are often asked which Library of Congress primary source is our favorite. We could never choose just one, but this week Rebecca Newland, our previous Teacher in Residence, highlights an especially intriguing or engaging primary source from the Library's online collections. Next week you will meet one of our new Teachers in Residence, Tom Bober.*

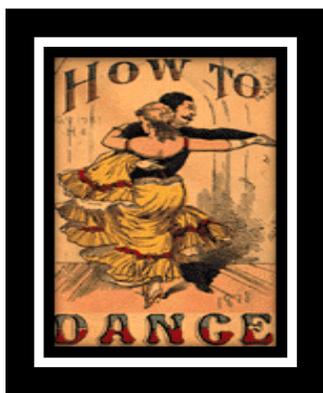
An item in the collections that I love because I think it is both beautiful and intriguing is this [poster](#) for P.T Barnum & Co's Greatest Show on Earth. I love the vivid colors of the poster and the detail in every bit of it. Since there is no obvious date I like the idea of figuring it out based on details such as the clothing and transportation that are prominent in the poster. And then of course I am drawn to the central figure of the elephant skeleton. This element of the poster mostly raises questions for me.

- Has the skeleton been drawn accurately? If not, what are the mistakes?
- Would people at this time have ever seen skeleton displays of other animals?
- Was the skeleton really displayed alongside live elephants?

What do you see in this, and what do you wonder?

by [Danna Bell](#)

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## September 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.

September highlights include the life of Jonathan Chapman, commonly known as Johnny Appleseed ([introductory](#); [advanced](#)) and John Smith’s presidency of the Jamestown settlement ([introductory](#); [advanced](#)), as well as milestones related to:

### The Built Environment

~ September 4, 1846: Architect and city planner Daniel H. Burnham was born in New York ([introductory](#); [advanced](#));

### Rebellions

~ September 9, 1739: Twenty slaves in South Carolina began the Stono Rebellion ([introductory](#); [advanced](#));

### Education

~ September 14, 1638: Clergyman John Harvard died, leaving his library and a portion of his estate to a local college later named Harvard College in his honor ([introductory](#); [advanced](#));

### Women’s History

~ September 23, 1863: Mary Church Terrell, educator and political activist, 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.*

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## [A Year of Opportunities: Introducing Tom Bober, 2015-2016 Library of Congress Audio-Visual Teacher in Residence](#)

*We're delighted to introduce the Library of Congress 2015-16 Teacher in Residence for audio and visual materials. Since 2000, the Library of Congress has selected an exceptional teacher to advise and collaborate with its educational staff. Tom Bober, a librarian at RM Captain Elementary in Clayton, Missouri, has used primary sources on historical and scientific topics from the Library of Congress to help students construct knowledge.*

I attended the institute early in my career as an elementary school librarian after having struggled with using primary sources years earlier as a classroom teacher. I saw this as an opportunity to grow professionally and bring new resources to an entire school of students. The strategies that were modeled and practiced at the Institute opened my eyes to a new way to affect my students' learning. As the school year began, students started by analyzing primary source photographs, but soon they were analyzing drawings, newspaper articles, advertisements, letters, maps, notes, commercials, sheet music, news footage, and more.

Some of the most rich and engaging pieces they worked with were audio and visual primary sources. For example, I'm fond of this [1914 recording of the Tom Thumb fairy tale](#). Listening to the piece can provide younger students an opportunity to identify the elements of a fairy tale. Their enthusiasm and engagement was exhilarating. It drove me to find even more primary sources to discover new ways students could interact with them and create understanding from them.

When the Audio-Visual Teacher in Residence position was posted, I asked myself what I had to offer in the position. I then thought of the audio and visual primary sources my students had analyzed. I thought of the compelling primary sources I had found that transformed a lesson. I thought of the stumbles I had made in the past two years in teaching with primary sources and all that I had learned from those missteps. Mostly, I thought of the amazing understandings my students had come to by analyzing primary sources as part of their learning. All of this convinced me that I had a voice that would be worth sharing with a wider audience and that there was still so much I wanted to learn and experience within the Library.

As I begin my year at the Library of Congress, I recognize what wonderful opportunities I have ahead of me. I look forward to learning from and collaborating with an amazing staff here at the Library, discovering incredible primary sources, working with dedicated educators from across the country, and contributing to the conversation about how the millions of primary sources, especially audio-visual primary sources, available through the Library of Congress can have an impact on student learning.

*Keep an eye out for a post from the Library's new 2015-16 Science Teacher in Residence in September.*



## [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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