LIBRARY OF CONGRESS

TEACHING with PRIMARY SOURCES

National History Day 2013 Theme - Turning Points in History: People, Ideas, Events

Analyzing Library of Congress Primary Sources using the SCIM-C Historical Inquiry Process

A TPS Level II Professional Development Course at Waynesburg University

Round the World in 72 Days With Nellie Bly 1889-1890

National History Day Resources at the Library of Congress
2013 Theme - Turning Points in History: People, Ideas, Events

TPS Eastern Region, coordinated by Barbara Kirby at Waynesburg University
Professional Development Workshop Level II Fall 2012

Overview Session I Session II Session III Session IV Session V Session VI

Overview

September 20 - October 25, 2012 from 5-7 pm

The National History Day Theme for 2013, **"Turning Points In History"** will be the focus of this workshop as participants investigate Library of Congress digitized collections of primary sources.

Participants will gain skills and experience searching the Library's web site for primary sources and utilizing them to support inquiry learning. The inquiry process, SCIM-C (Summarizing, Contextualizing, Inferring, Monitoring, and Corroborating), developed by David Hicks at Virginia Tech University, will be applied to theme based primary sources available online at http://loc.gov. The SCIM-C model provides scaffolding support for students as they engage in the thinking process that historians use when they attempt to answer historical questions. Participating teachers will be prepared to coach students in finding and interpreting Library of Congress primary sources for use in National History Day projects and other applications.

The class will be taught online for six weeks. Each week will require two hours of individual reading and project development plus two hours of live real-time audio chat with colleagues and a facilitator. This workshop is designed for teachers and librarians, grades 6-12. Pennsylvania participants will earn up to 24 PA Act 48 activity hours. Participants from other states will be given documentation of completion. There is no cost for participation, but space is limited.

Last updated by Ann B. Canning, Ed.D © September 2012
TPS Southwestern Partner coordinated by Barbara Kirby at Waynesburg University

Home Again Illus. in The New York World Evening Edition. Nellie Bly Extra. New York World, 1890 Jan. 25, p. 1

Session I: Orientation
Sept 20, 2012

Technology

1. Blackboard
   - Login instructions were sent to you via email.
   - Course Documents
   - Email
   - Links
   - Discussion Board
2. Blackboard Collaborate (Link in Blackboard Main Menu)
   - Run Audio Wizard Setup
   - Talk Button
   - Text
   - Status
   - Archive
3. StixyBoard
   - Works best with Firefox
   - Password: nelliebly
   - Notes
   - Index

Homework

1. Weekly readings will be listed with each workshop and should be completed prior to that workshop meeting.
2. Participants will complete one Blackboard Discussion Board Post each week.
3. Participants will submit a project draft prior to Week VI. The purpose of the project is to introduce 6-12th grade students to the 2012 National History Day Theme using Library of Congress Primary Sources. A Sample Project may be viewed in Appendix 1.

Blackboard Collaborate Online Class Session

1. Thursdays 5-7 September 20- October 25, 2012 online. There will be no class meeting on Week V October 18 so participants can work on their individual projects. Instructors will be available for assistance.
2. Instructors: Dr. Ann Canning, Dr. David Hicks, Dr. John Lee

and Gay Thistle
3. Our class will take place in an audio chat room. (Blackboard Collaborate)
4. Participants can also ask questions and make comments via a text chat window.
5. Primary Sources will be posted on StixyBoard which is a Web 2.0 collaboration tool. Think of it as our online classroom bulletin board.
6. Participants will use the 5 phases of the SCIM-C Historical Inquiry process to analyze primary sources selected from the Library of Congress and related to Jane Addams. The analysis will be recorded with note cards participants will place on the class StixyBoard.
7. **Guiding Historical Question**: We will examine and analyze the selected primary sources in order to explore the guiding historic question: **Who was Nellie Bly and what made her famous? How can she serve as our window to the changing world of the 1890s?**

StixyBoard Demonstration

Leaving Evidence of Our Lives

Goal: Understanding Primary Sources

Objectives

1. Define primary and secondary sources
2. Recognize that primary sources are created daily and provide insight into personal lives
3. Practice using a StixyBoard to collaborate online.

Resources

1. Library of Congress Professional Development Workshop Kit for Leaving Evidence of Our Lives
2. How To Use Primary Sources in the Classroom
3. StixyBoard: Leaving Evidence of Our Lives

SCIM-C

Goal: Understanding the SCIM-C Process of Historical Inquiry

Objectives

1. Define the five phases of SCIM-C
2. Identify classroom applications for SCIM-C

Homework (To be completed before the September 22 Orientation class.)

1. Login to Blackboard, open Blackboard Collaborate and run the Audio Wizard.
2. Watch "Introduction to SCIM" Video by David Hicks. (5 min)
3. Read one of the articles listed below under SCIM-C for Teachers.

Resources

1. Explanation of SCIM-C - A text version with links to animated Flash versions.
2. SCIM-C For Teachers

   http://www.historicalinquiry.com/publications/scimStrategy.pdf

3. Power Point Presentation by David Hicks (You will find this resource in Blackboard under Course Documents.)

Round The World With Nellie Bly Board Game

Artifact: Board Game by J. A. Crozier, McLoughlin Brothers 1890.
A color boxed version of the New York World game.

Session II: Introduction to SCIM

September 27, 2012

Homework

1. Open the Round the World With Nellie Bly Board Game, and read the text information given on the Library of Congress Bibliographic Information page.
2. Save a large jpg view of the board game to your desktop to reference during class or have the printed copy that was mailed to you handy.
3. Watch the PBS DVD:The Audacious Adventures of Nellie Bly (56 min)

Goal

Understand the Guiding Historic Question: **Who was Nellie Bly and what made her famous? How can she serve as our window to the changing world of the 1890s?**

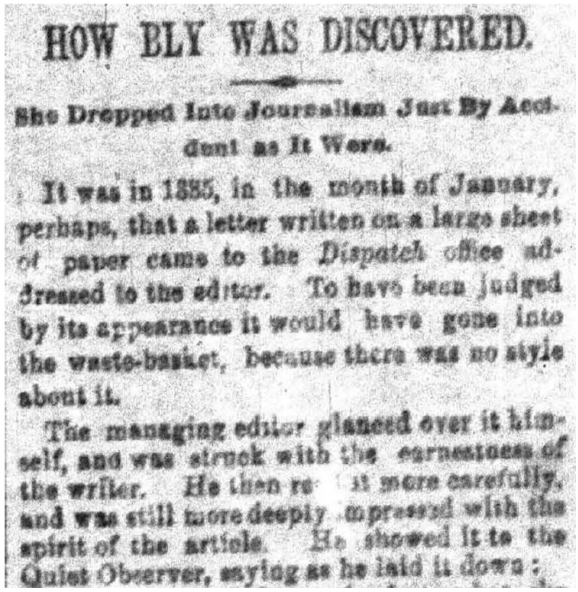
Objectives

1. Summarizing: Participants will examine the Round the World With Nellie Bly Board Game, in order to find any information or evidence that is explicitly available from the source. The four analyzing questions associated with the inferring phase include:
    - What type of historical document is the source?
    - What specific information, details and/or perspectives does the source provide?
    - What is the subject and/or purpose of the source?
    - Who was the author and/or audience of the source?
2. Contextualizing: Participants will locate the source within time and space. The four analyzing questions associated with the inferring phase include:
    - When and where was the source produced?
    - Why was the source produced?
    - What was happening within the immediate and broader context at the time the source was produced?
    - What summarizing information can place the source in time and place?
3. Inferring: Participants will explore the source and examine the source's perspective in the light of the historical questions being asked. The four analyzing questions associated with the inferring

phase include:
    - What is suggested by the source?
    - What interpretations may be drawn from the source?
    - What perspectives or points of view are indicated in the source?
    - What inferences may be drawn from absences or omissions in the source?
4. Monitoring: Participants will examine the credibility and usefulness or significance of the source in answering the historical questions at hand. The four analyzing questions associated with the inferring phase include:
    - What additional evidence beyond the source is necessary to answer the historical question?
    - What ideas, images, or terms need further defining from the source?
    - How useful or significant is the source for its intended purpose in answering the historical question?
    - What questions from the previous stages need to be revisited in order to analyze the source satisfactorily?

Resources

1. Primary Source to be analyzed: Round the World With Nellie Bly Board Game.
2. StixyBoard for Wimba Class Collaboration. Participants will post their answers to the SCIM questions on note cards for classmates to read.



HOW BLY WAS DISCOVERED.

She Dropped Into Journalism Just By Accident as It Were.

It was in 1885, in the month of January, perhaps, that a letter written on a large sheet of paper came to the *Dispatch* office addressed to the editor. To have been judged by its appearance it would have gone into the waste-basket, because there was no style about it.

The managing editor glanced over it himself, and was struck with the earnestness of the writer. He then re[illegible] it more carefully, and was still more deeply impressed with the spirit of the article. He showed it to the Quiet Observer, saying as he laid it down:

How Nellie Bly Was Discovered Pittsburgh Commercial Gazette. Jan 25, 1890. p. 6

Session III: SCIM REVISITED
October 4, 2012

Homework

1. Open the source you have been assigned from the list under Resources below. If the source is from the Library of Congress, read the text information given on the Library of Congress Bibliographic Information page for that primary source.
2. Open the StixyBoard Link for your assigned Primary Source. Answer the questions for the four SCIM phases about your primary source before class. During class we will add to the comments and interpretations that have been posted.
3. Save a large jpg view of the source to your desktop to reference during your analysis or have the printed copy you received handy.

Goal

Understand the Guiding Historical Question: **Who was Nellie Bly and what made her famous? How can she serve as our window to the changing world of the 1890s?**

Objectives

1. Summarizing: Participants will quickly examine the documentary aspects of the text, in order to find any information or evidence that is explicitly available from the source. Within this phase participants should attempt to identify the source's subject, author, purpose, and audience, as well as the type of historical source (e.g., letter, photograph, cartoon). In addition, look for key facts, dates, ideas, opinions, and perspectives that appear to be immediately apparent within the source. The four analyzing questions associated with the summarizing phase include:
    - What type of historical document is the source?
    - What specific information, details and/or perspectives does the source provide?
    - What is the subject and/or purpose of the source?
    - Who was the author and/or audience of the source?
2. Contextualizing: Participants will locate the sources within time and space. The four analyzing questions associated with the contextualizing phase include:
    - When and where was the source produced?
    - Why was the source produced?
    - What was happening within the immediate and broader context at the time the source was produced?
    - What summarizing information can place the source in time and place?

3. Inferring: Participants will explore the sources and examine the sources' perspective in the light of the historical questions being asked. The four analyzing questions associated with the inferring phase include:
    - What is suggested by the source?
    - What interpretations may be drawn from the source?
    - What perspectives or points of view are indicated in the source?
    - What inferences may be drawn from absences or omissions in the source?
4. Monitoring: Participants will examine the credibility and usefulness or significance of the sources in answering the historical questions at hand. The four analyzing questions associated with the monitoring phase include:
    - What additional evidence beyond the source is necessary to answer the historical question?
    - What ideas, images, or terms need further defining from the source?
    - How useful or significant is the source for its intended purpose in answering the historical question?
    - What questions from the previous stages need to be revisited in order to analyze the source satisfactorily?

Resources

StixyBoards
Password: nelliebly
You will be assigned one of these StixyBoards for individual and team analysis.

2. Primary Source #2 SCIM Board.
3. Primary Source #3 SCIM Board.
4. Primary Source #4 SCIM Board.
5. Primary Source #5 SCIM Board.
6. Primary Source #6 SCIM Board.
7. Primary Source #7 SCIM Board.
8. Primary Source #8 SCIM Board.
9. Primary Source #9 SCIM Board.
10. Primary Source #10 SCIM Board
11. Primary Source # 11 SCIM Board
12. Primary Source # 12 SCIM Board
13. Primary Source # 13 SCIM Board
14. Primary Source # 14 SCIM Board
15. Primary Source # 15 SCIM Board
16. Primary Source # 16 SCIM Board
17. Primary Source # 17 SCIM Board
18. Corroboration Board # 18 SCIM-C

Nellie Bly Business Card for The Iron Clad Factory 1901 Pan American Exposition
Erasmus Wilson Correspondence William R. Oliver Special Collections Carnegie Library of Pittsburgh, Pennsylvania

Session IV: Corroboration

October 11, 2012

Homework

1. Review the Stixyboards that have been created by you and your classmates to analyze primary sources related to our historic question.
2. Watch the PBS Documentary, ***The Audacious Adventures of Nellie Bly*** that was mailed to you from the Waynesburg TPS office.

Goal

Understand the Guiding Historical Question: **Who was Nellie Bly and what made her famous? How can she serve as our window to the changing world of the 1890s?**

Objectives

Corroborating: Participants will extend and deepen their analysis through comparing the evidence gleaned from each source in light of the guiding historical questions. The four analyzing questions associated with the corroborating phase include:

1. What similarities and differences between the sources exist?
2. What factors could account for these similarities and differences?
3. What conclusions can be drawn from the accumulated interpretations?
4. What additional information or sources are necessary to answer more fully the guiding historical question?

Resources

Secondary Source

PBS Documentary: ***The Audacious Adventures of Nellie Bly.*** Written, produced and directed by Christine Lesiak. 2006 WGBH Educational Foundation and Nebraskans for Public Television, Inc.

StixyBoard #18 for Corroboration SCIM-C

National History Day Theme 2013

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Session V: Investigate and Construct

October 18, 2012

Homework

1. Read the NHD Theme Book.
2. Review the Library of Congress list of Collections and Primary Source Sets related to Turning Points in found in Appendix 3.

Goal

Understand the breadth and depth of primary sources found in the Library of Congress.

Objectives

1. Identify a historic **Topic** related to the NHD 2013 theme.
2. Develop a **Guiding Historical Question** related to your topic.
3. Search the Library of Congress for primary sources that will help you answer the guiding historic Question.
    - Library of Congress Global Search Engine
    - Advanced Google Search Engine (Be sure to type http://loc.gov in the last text box which is asking for "Search within a site or domain".
4. Construct a resource sheet that will introduce both the Library of Congress and the 2012 NHD theme to your students. (Appendix 2)

Resources

1. NHD Theme Book
2. Library of Congress Links to Turning Points in History primary sources (See Appendix 3 in Blackboard under Course Documents.
3. Sample Resource Sheet: Nellie Bly (See Appendix 1 in Blackboard under Course Documents.)
4. Blank Resource Sheet. (See appendix 2 in Blackboard under Course Documents)

Letter from Nellie Bly
(Elizabeth Jane Cochrane), to Q.O. (Quiet Observer, Erasmus Wilson) March 12, 1891

Session VI: Reflect and Express

October 25, 2012

Homework

1. Finalize your NHD Resource Project (See Appendix 1 and 2 in Blackboard under Course Documents)and post to the Blackboard Discussion Board Forum by midnight on October 24. You will find a Word version of the blank Resource Project in Blackboard under Course Documents.
2. Review your classmates projects.

Goal

Understand how the Library of Congress digital primary sources and the process of historical inquiry can motivate students to develop a National History Day project for 2012.

Objectives

1. Peer reviews final projects.
2. Instructor critiques of final projects.
3. Application of SCIM and Library of Congress resources to classroom and local curriculum.

Resources

1. SCIM Graphic Organizer 1 (See Appendix 4 in Blackboard under Course Documents.)
2. SCIM Graphic Organizer 2 (See Appendix 5 in Blackboard under Course Documents.)
3. Corroboration Organizer (See Appendix 6 in Blackboard under Course Documents.)