



Searching for and Analyzing Primary Sources that Encourage Student Activism (Taking Informed Action)

NCSS 2019 Austin, Texas

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Just Do It - Quick Inventory, a question, and a puzzle

Inventory: Who has participated in:

- ☐ Library of Congress Teaching with Primary Sources Program? If yes, how?
- ☐ An exploration to the C3 hub? If yes, how?
- ☐ The design or use of an Inquiry Design Model lesson based on the C3 Framework? If yes, how?

Question: What do you consider to be some of the challenges when teaching and learning with historical sources?

Puzzle: How can I make a secondary source into a primary source?



How Can I Make a Secondary Source into Primary Source???

It is the **questions** we decide to ask that **determine** whether something is a primary or a secondary source. Thus Gibbon's book *The History of the Decline and Fall of the Roman Empire* may be either a primary or a secondary source, depending on whether we are asking questions about Rome or about eighteenth-century ideas.



WORKSHOP AGENDA

- 1. Rationale Understanding the relationship between primary sources and disciplinary literacy in history and social studies
- 2. Searching for compelling sources from the Library of Congress to draws students into inquiry
- 3. Nurturing and scaffolding inquiry with source analysis
- 4. Exploring student activism in IDM's from the Library of Congress C3 Hub



1. Rationale - Understanding the relationship between primary sources and disciplinary literacy

Disciplinary Literacy

Student Activism??? Really?

History as an inquiry based inferential discipline

Ambitious, Noble, and Bloody Hard Work for All!

A characterization of history domain knowledge

Substantive Knowledge Types

(1) First-Order Conceptual and Narrative Ideas and Knowledge

- Knowledge of the substance of the past that come from who, what, where, when and how questions
- Examples: Stories of nation building, change over time capitalism, socialism, economic production, military exploits, democracy, chronology, political parties, names and dates, etc.

(2) Second-Order Conceptual Ideas and Knowledge

- Knowledge of concepts and ideas that investigators impose on the past in the practice of interpreting and making sense of the it.
- Examples: Causation, progress, decline, evidence, perspective, author perspective, significance, account status, significance. Etc.

Procedural Knowledge Type

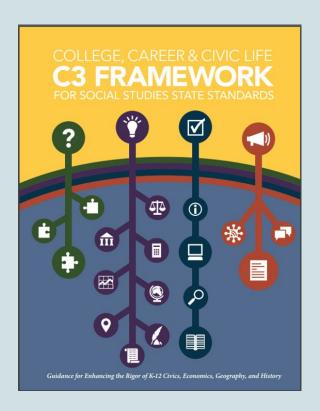
Strategic Knowledge

- Knowledge of how to research and interpret the past
- This knowledge is rule bound and criteria laden. It is subject to decisions about its proper practice from within the community of historical inquirers, but also remain open to debate.
- Examples of procedures:
 - Assessing status of sources:
 - Identifying and attributing sources, assessing perspective and judging reliability.
 - Building cognitive maps or models.
 - Interpreting within historical context.
 - Constructing evidence-based arguments
 - Writing accounts

VanSledright, B., & Limón, M. (2006). Learning and teaching social studies: A review of cognitive research in history and geography. In P. Alexander & P. Winne (Eds.). Handbook of educational psychology (pp. 545-570). Mahwah, NJ: Erlbaum.



Teaching history / social studies as an inquiry- based discipline to support the development of informed, concerned, and participative citizens in a multicultural society is a noble and idealistic endeavor



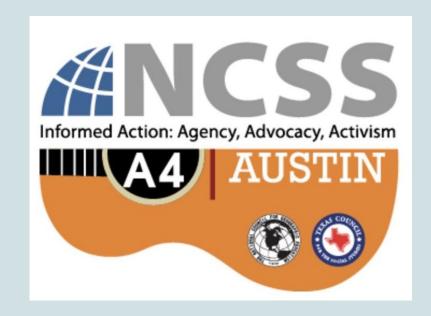
Inquiry Arc

- Dimension 1: Developing Questions and Planning Inquiries
- Dimension 2: Applying Disciplinary Tools and Concepts (Civics, Economics, Geography, and History)
- Dimension 3: Evaluating Sources and Using Evidence
- Dimension 4: Communicating Conclusions and Taking Informed Action



Informed Action:How can teachers encourage?

- Recognize the complexity
- Provide inquiries that foster care and concern
- Recognize value of evidence
- Demonstrate source analysis
- Provide opportunities for listening, questioning and respectful dialogue



As history/social studies teachers our goal is to create powerful, engaging and meaningful learning opportunities in our social studies (history) classrooms.

ίστορ-ία



As social studies teachers our goal is to create powerful, engaging and meaningful learning opportunities in our social studies classrooms.

$$iστορ-ία = e(i)nquiry$$

What should our students' response be to the systematic and sophisticated literacy embedded in the doing of history?

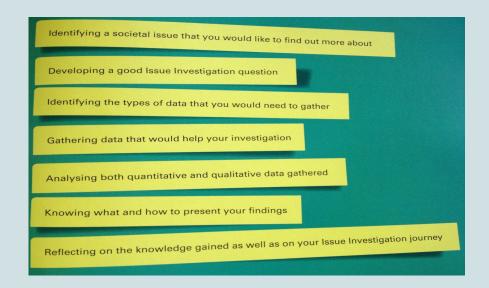
- Curiosity Engage students preconceptions and confusion
- Questions Let them ask the questions
- Enquiry How can we find out? Develop a research plan
- **Investigation** The hard graft of research
- **Evaluation** How will this "stuff" help answer my question?
- Interpretation What do I think this "stuff" means?
- Judgement The final <u>evidence based claim /response</u> to the question

A simple mnemonic!

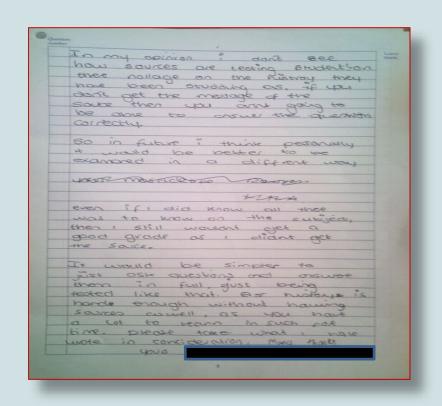
C.Q.E.I.E.I.J



Active inquiry based-source based authentic history and social studies is often represented as an ideal or ambitious approach, however the shift from theory to practice is challenging...







In my opinion I don't see how sources are testing students on their knowledge on the history they have been studying as, if you don't get the message of the source then you aren't going to be able to answer the question correctly.

So in future i think personally it would be better to be examined in a different way

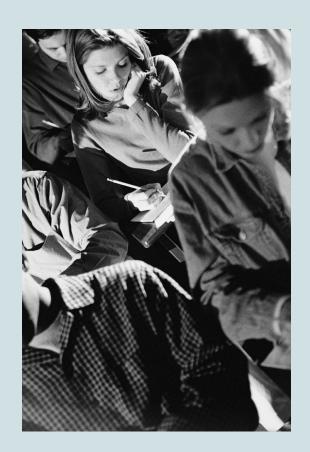
Even if I did know all there was to know on the subject then I still wouldn't get a good grade as I didn't get the source.

It would be simpler to just ask questions and answer them in full, just being tested like that. As history is hard enough without having sources as well, as you have a lot to learn in such short time. Please take what I have wrote in consideration. Many thanks

Yours ...

Melanie's mindset

- History / Social Studies = stuff
- Sources just unhelpful versions of the textbook
- Contains information i.e. the message of the source is exactly what it says
 OR
 - Contains lies OR The 'wrong' information



What Melanie doesn't want to hear

• • • •

- Sources are NOT just unhelpful versions of the textbook
- If you see them as just 'information' to be retrieved, accepted, or rejected you are not doing social studies
- We use sources to look for the things which are not found in textbooks
 - Attitudes, values, concerns, anger
 - Purpose and what this reveals about the author / society
 - Methods used by groups / individuals to influence others
- We can sometimes learn from the creation / existence of the source (cultural artifact)
- They transport us back to before people knew the outcome of an event - They challenge the concept of inevitability





Why do students find it hard to do inquiry and engage with sources?

- Because it's difficult on so many levels!
 - Text complexity of the sources to start with
- Also threatening requires the student to open up and say what he/she thinks
- Against the grain of the signature pedagogy of the classroom?
- Binary thinking and/or confirmation bias
- Limited prior knowledge
- Diverse student body in terms of needs, abilities, language development





Inquiry Based Social Studies is Systematic and Sophisticated Disciplinary Literacy Work

- Questioning
- Planning
- Making claims
- Using evidence
- Inferring
- Contextualizing
- Summarizing
- Monitoring

- Constructing, Adapting, Presenting,
 Critiquing arguments and explanations
- Analyzing social problems
- Assessing options for action
- Taking Action
- Making meaning
- Critical thinking
- Knowledge construction



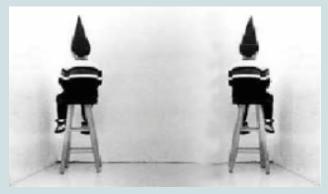
Content v Skills- A distracting dichotomy

the acquisition of ... knowledge is "both the servant and the result of enquiry

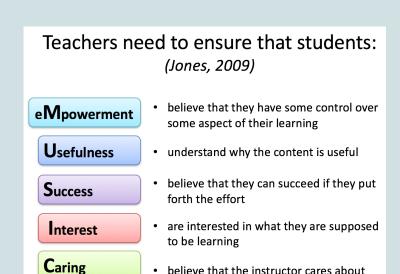
(Counsell, 2000, p.70)



Teaching the content and skill of social studies (how to work with sources and engage in inquiry) to children is something educators can / must nurture, not something we wait for or whose absence we must lament.







whether they meet the course objectives



Learning to linger and move through the layers of inference

Explain, Demonstrate, Participate

Building Resonance

What gets processed gets learned



We need to be explicit about what sources do... and then how to work with them with our students

Sources yield evidence but only when they are used as such, to support a claim, back up a theory, establish a fact or to generate a hypothesis (Ashby, 2011, p. 140)

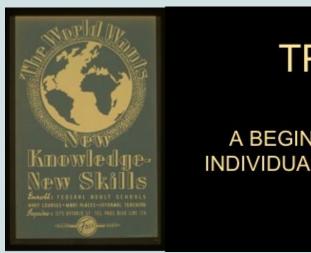
It is only when students understand that historians can **ask** questions about historical sources that those sources were not designed to answer, and that much of the evidence used by historians was not intended to report anything, that they are freed from dependence on truthful testimony. Much of what holds interest for historians... could not have been "eyewitnessed" by anyone, not even by us if we could return by time machine. Once students begin to operate with a concept of evidence as something inferential and see eyewitnesses not as handing down history but as providing evidence, history can resume once again; it becomes intelligible, even a powerful, way of thinking about the past (Lee, 2005 p. 36-37).



2. Searching for Compelling Sources at the Library of Congress to draw students into inquiry and lead to taking informed action.

Introducing pre-service teachers to the power of Library of Congress primary sources (TPS BASICS)

Locating and identifying compelling sources at the Library of Congress



TPS BASICS

A BEGINNING ASYNCHRONOUS INDIVIDUALIZED COURSE OF STUDY

To Register: http://bit.ly/TPSBasics_Register



#1 Teachers Page







#3 Copyright and Citations

#4 Exhibitions







#5 Collections

#6-12 Teaching Strategies Using Primary Sources





EDCI_5784_83743_201909 Assignments TPS BASICS



2019 Fall

Home

TPS BASICS



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Courses

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Groups

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Calendar

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Collaborations

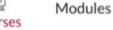
Common Help

Media Gallery





TWPS2: TPS BASICS--Va Tech (Hicks)



Pages



Grades

VT Library



Dashboa

















Discussions



Modules

TPS BASICS--Va Tech (Hic...







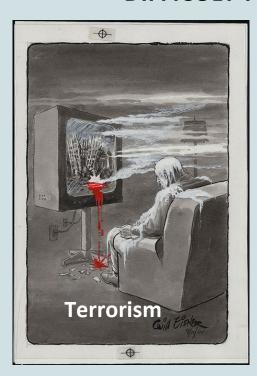
Consortium Member



TPS BASICS

A BEGINNING ASYNCHRONOUS INDIVIDUALIZED COURSE OF STUDY

LIBRARY OF CONGRESS PRIMARY SOURCES TO TEACH DIFFICULT TOPICS DISCOVRED BY PRE-SERVICE TEACHERS



really was intrigued by the comic depicting the aftermath of 9/11. I think this is a great picture to use to help teach students about that event. In most cases, students do not know what happened because they are a part of the first generation of students to not remember the event. It can be very devastating to students to show some pictures of the event, so this cartoon is a great example of how to depict the event without showing grim photographs.

Jackie McGuinness Tutorial #4 Exhibitions

LIBRARY OF CONGRESS PRIMARY SOURCES TO TEACH DIFFICULT TOPICS DISCOVRED BY PRE-SERVICE TEACHERS

PERSONAL AND CONFIDENTIAL.

THE WHITE HOUSE

STON MAN

March 19, 1936

P-120:0. 3-21-36

My doar Mr. White:

Before I received your letter today I had been in to the President, talking to him about your letter enclosing that of the Attorney General. I told him that it seemed rether terrible that one could get nothing done and that I did not blame you in the least for feeling there was no interest in this very serious question. I saked him if there were any possibility of getting even one step taken, and he said the difficulty is that it is unconstitutional apparently for the Fedoral Government to step in in the lynching situation. The Government because of its interphase to the same and the

when the lynching is the localities themselves will wipe it out. However, if it were done by a Northerner, it will have an antagonistic effect. I will talk to him again about the Van Nuys resolution and will try to talk also to Senator Byrnes and get his point of view. I am deeply troubled about the whole situation as it seems to be a terrible thing to stand by and let it continue and feel that one cannot speak out as to his feeling. I think your next step would be to talk to the more prominent members of the Senate.

Very sincerely yours,

Than Portuer

I selected this resource because I was looking for primary sources related to Harper Lee's To Kill a Mockingbird. Eleanor Roosevelt's letter connects to the broader historical context of the novel, as well as to the content/plot of the novel itself in that black people were often accused and lynched for the alleged raping of white women. Another interesting fact that this letter reveals is that federal action in the "lynching situation" was considered unconstitutional.

Brooke Boutwell, Tutorial #1 Teachers Page

LIBRARY OF CONGRESS PRIMARY SOURCES TO TEACH DIFFICULT TOPICS DISCOVRED BY PRE-SERVICE TEACHERS



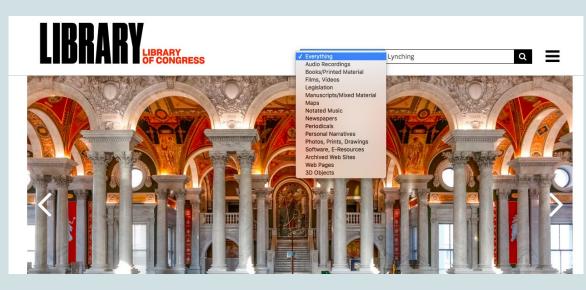
I like this Lewis Hine picture because it has children in it, which would allow my students to connect with it on a personal level. I could imagine using this image as a great opening activity to talk about industrialization and child labor. Imaginatively stepping into this photo allowed me to contemplate the sensory experience of working in a glass factory in a way that I probably wouldn't have without using this primary source to play hide and seek on Mulberry Street.

Jenni Gallagher, Tutorial 8: Hide and Seek on Mulberry Street



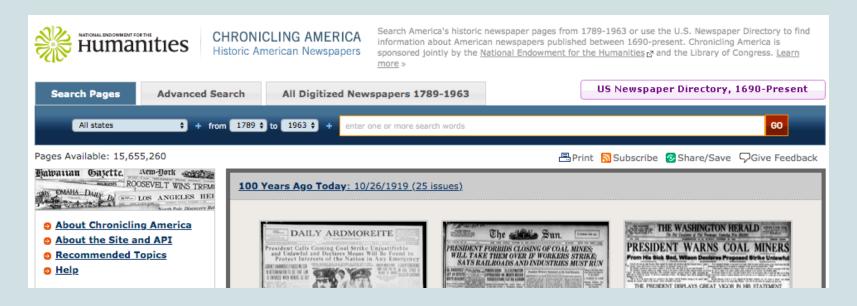
Searching for primary sources at loc.gov

- 1. Open http://loc.gov
- 2. Type keyword or phrase
- 3. Narrow search by
 - Format
 - Access Condition
 - o Date
 - Location
 - O Part of....
 - Subject
 - Cite this item





Searching for primary sources at loc.gov Inside Collections

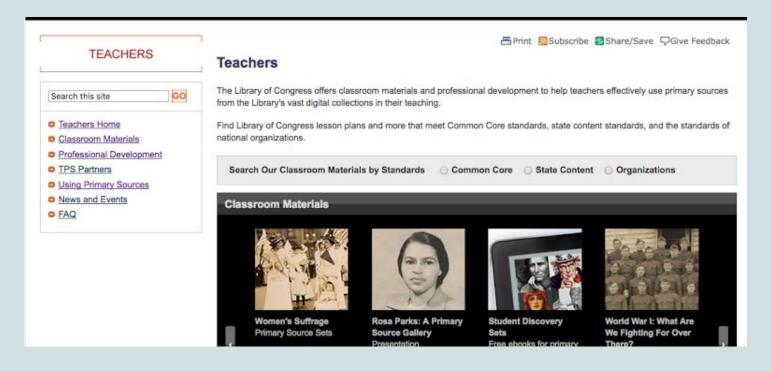


Keywords - Topics - Dates - States - Newspaper

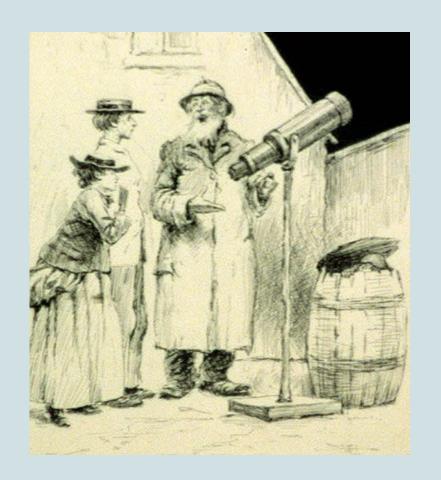


Searching for primary sources at

http://loc.gov/teachers







Now's the time to search for yourself to find primary sources that could be used to teach a difficult and controversial topics in your classroom.

Group Google Worksheet



3. Nurturing and scaffolding inquiry with primary source analysis

- Tools for Analysis
 - Library of Congress Analysis Tool
 - SCIM-C
- Explaining, Demonstrating and Practicing

PRIMARY SOURCES

Library of Congress Analysis Tool

TEACHER'S GUIDE ANALYZING PRIMARY SOURCES



Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

OBSERVE

Have students identify and note details.

Sample Questions:

What do you notice first? · Find something small but interesting. · What do you notice that you didn't expect? · What do you notice that you can't explain? · What do you notice now that you didn't earlier?

REFLECT

Encourage students to generate and test hypotheses about the source.

Where do you think this came from? · Why do you think somebody made this? · What do you think was happening when this was made? · Who do you think was the audience for this item? · What tool was used to create this? · Why do you think this item is important? · If someone made this today, what would be different? · What can you learn from examining this?

QUESTION

Have students ask questions to lead to more observations and reflections.

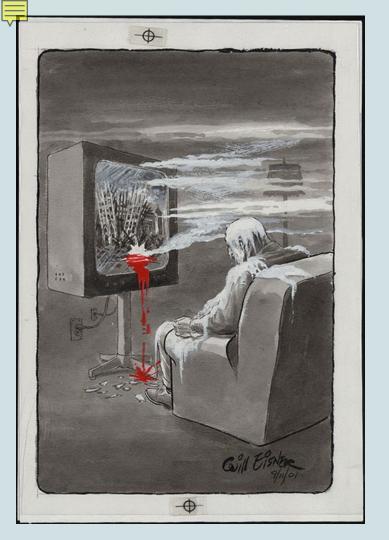
What do you wonder about...

who? · what? · when? · where? · why? · how?

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

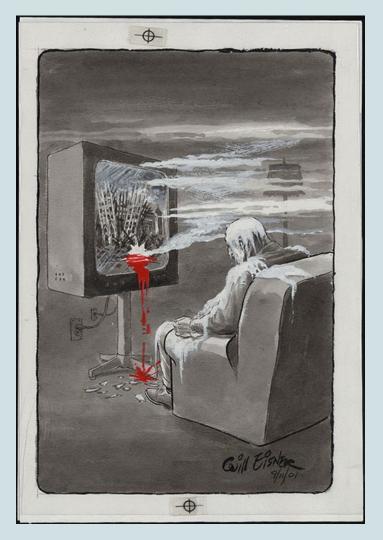
Sample Question: What more do you want to know, and how can you find out?



OBSERVE: What do you see? (Dates, objects, text, people, animals)

REFLECT: What do your observations mean?

QUESTION: What questions do you have? Who? What? When? Where?Why?



LET'S DO IT! POLL EVERYWHERE

Laptop or Tablet

http://PollEv.com/tpseastern

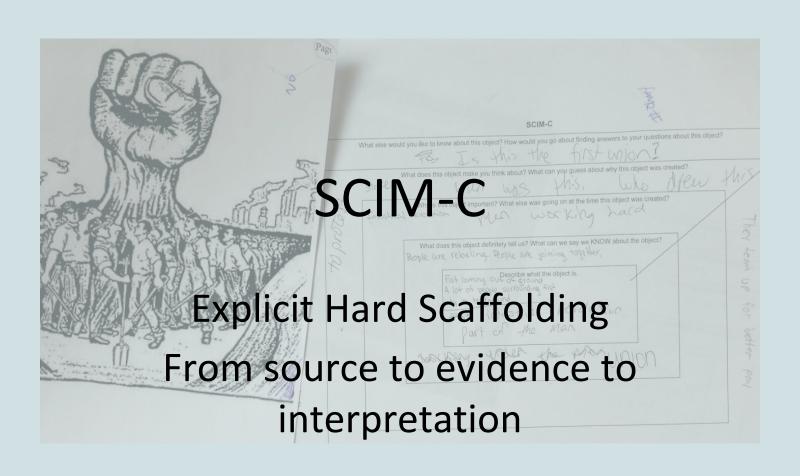
Cell Phone

- Text TPSEASTERN to 22333 to Join
- Then text your observations reflections and questions



Question:





Strategy Development

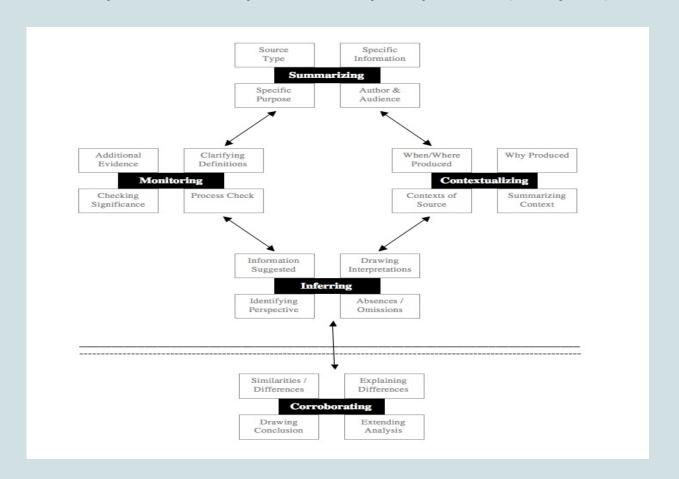
1. The Teacher Should:

- a) teach the strategy explicitly;
- b) model and explain the use of the strategy;
- c) teach when, where, and why to use the strategy;
- d) provide examples of the strategy in use;
- e) provide students with feedback on strategy use; and
- f) provide opportunities to use the strategy beyond the classroom.

2. The Student Should:

- a) practice the strategy in realistic situations;
- b) monitor the effectiveness of the strategy in use;
- c) self-regulate the use of the strategy;
- d) practice using the strategy in a realistic context;
- e) practice using the strategy over a long period of time; and
- f) adapt the use of the strategy to varing situations.

5 phases- 4 questions per phase (maybe)



Examining single source. Squeezing it / wringing it out.

Phase 1: Summarizing Facts/ Details/ Observation. Go obvious- What do you see, read and hear?

- 1. What type of document is the source? (goes to primary/secondary/ record or relic)
- 2. What specific information, details, and/or perspectives does the source provide?
- 3. What are the subject and purpose of the source? (goes to intention)
- 4. What are the author and audience of the source?

Examining single source. Squeezing it / ringing it out.

Phase 2: Contextualizing

Placing the source in time and space

- 1. When and where was the source produced?
- 2. Why was the source produced? (goes to intention)
- 3. What was happening within the immediate and broader context at the time the source was produced? (goes to context)
- 4. What summarizing information can place the source in time and space?

Examining single source. Squeezing it / ringing it out.

Phase 3: Inferring

What is suggested? Making educated guesses and ideas.

- 1. What is suggested by the source?
- 2. What interpretations may be drawn from the source?
- 3. What perspectives are indicated in the source?
- 4. What inferences may be drawn from absences or omissions in the source?

Examining single source. Squeezing it / ringing it out.

Phase 4: Monitoring

What is the question again? have I lingered with the source-squeezed it?

- 1. What additional evidence beyond the source is necessary?
- 2. What ideas, images, or terms need further defining from the source?
- 3. How useful or significant is the source for its intended purpose in answering the historical question?
- 4. What questions from the previous stages need to be revisited in order to analyze the source satisfactorily?

Across the sources in order to answer the question and create an account

Phase 5: Corroborating

What can I write- what do the charts tell me? What do I know now.

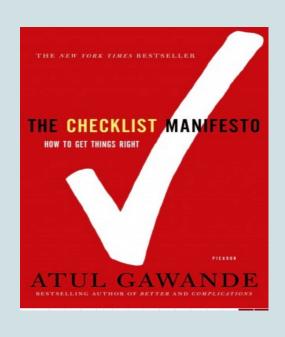
- 1. What similarities and differences exist between the sources?
- 2. What factors could account for the similarities and differences?
- 3. What conclusions can be drawn from the accumulated interpretations?
- 4. What additional information or sources are necessary to

5 phases- 4 questions per phase (maybe)

- To what extent do these questions mirror the implicit questions you ask of a source? Who taught you? "Just got it..." (but not all kids do)
- The power of checklists-- helps with memory recall and creates explicit basic steps for complex routines. (See A. Gawande's *The Checklist Manifesto* or his article <u>"The Checklist"</u> in the New Yorker)
- EXPLAIN, DEMONSTRATE, PARTICIPATE



Challenging tasks and the importance of complexity reduction



- Avoiding mistakes because we don't make proper use of what we know
 - Checklists for everyone
 - Shopping lists
 - Protocols

SCIM-C Graphics

Question:

Monitoring/Questioning: What else would I like to find out? What questions do I now need to ask? Inferencing: What does the source suggest? Contextualizing: When, why and how was the source produced? Summarizing: What does the source tell us? Source description

SCIM-C Chart 1 Page 3 in Handouts

SCIM-C Chart 2 Page 4 in Handouts

SIMILARITIES BETWEEN SOURCES: (WHY)

DIFFERENCES BETWEEN SOURCES: (WHY)

ACCUMULATED CONCLUSIONS

ADDITIONAL INFORMATION NEEDED

ADDITIONAL INFORMATION NEEDED (FILLING GAPS IN YOUR ACCOUNT)

Source ID.

S———Summarizing What does the source tell us? Just the details facts	CContextualizing When, why, how, where was the source produced?	I-—Inferring / Inferencing What does the source suggest? Insights, thoughts	MMonitoring What else would I like to find out? What questions do I now have?

SCIM-C Chart 3 Page 5 in Handouts

Our mystery (historical question): Good detectives clearly state the important question. They ask lots of questions and take good notes about the evidence and their thinking.

When I **summarize** a piece of evidence, I look closely at the words and pictures.

I try to answer these questions:

What is the source? Who created the source AND why? What do I see? What do I "hear" by reading the source?

It sounds like...

- This source is...
- I noticed a creator's name...
- I found a title...
- I see...
- When I look VERY closely, I can see...
- The text says...



When I contextualize a piece of evidence, I think about what I already know about the time the source was created.

I try to answer these questions:

When and where was the source made?
What else do I know about this time?
What else do I know about this place?
What do I already know about this person?

It sounds like...

- I found a date...
- That was about the time...
- I found a location...
- I recognize this person or name...



When I infer, I use what I already know to make educated guesses about what the evidence says "between the lines."

I try to answer these questions:

What do I think is happening?
What does the source suggest?
What extra clues can I squeeze out of the source?
What do I think the source tells me about the mystery/historical question?

It sounds like...

- I think this means... because...
- This clue tells me...
- I suspect...because...
- When I add these clues together, I think...



When I monitor, I tell what I learned from the source and ask more questions about what else I want to know.

I try to answer these questions:

How does this source help me solve the mystery (answer the question)?
What am I still not sure about?
What else would I like to know?
What extra evidence might be available?

It sounds like...

- When I look at all of the clues together, I think...
- One way to answer to the question is...
- I wish I knew...
- I wonder if...



SCIM-C Chart for Younger Students Page 6 in Handouts

Our mystery (historical quest	ion):		
		Evidence Title:	
When I summarize a piece of evidence, I look closely at the words and pictures.	When I contextualize a piece of evidence, I think about what I already know about the time the source was created.	When I infer, I use what I already know to make educated guesses about what the evidence says "between the lines."	When I monitor, I tell what I learned from the source and ask more questions about what else I want to know.

SCIM-C Chart for Younger Students Page 7



Great detectives search out multiple pieces of evidence before drawling conclusions about a mystery.

When I corroborate, I study the clues for similarities and differences across multiple pieces of evidence.

I try to answer these questions:

What similarities do I see?
What differences do I see?
How do the sources connect together?
Did any evidence provide a unique perspective?
What details are important for answering the historical question?

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I noticed this in ALL of the evidence.	
I noticed this in SOME of the evidence.	
I found these unique clues in one piece of evidence.	



When it's time to answer the important question, detectives write reports to share their answers and solutions. They double check their work to make sure the key details are included and their writing is accurate.

ck your report before you submit it. Mark the box when the answe ach question is yes .
Do I include the most important details€
Do I say "the evidence suggests" to introduce clues and details?
Do I include details that match the important question?
Do I say what clues I found in ALL or SOME of the evidence?
Do I include more than one perspective (point of view)?
Do I list any additional or new questions that don't have answers yet?
If questioned about my report, can I explain where my solutions came from and why they are important?

Thinking About Thinking

Now we are ready to discuss the Big Idea questions...

- What step in the inquiry process was easiest? Why?
- . What step in the inquiry process was most challenging? Why?
- Describe a time when you got stuck. What did you do to get moving?
- · Do important historical questions have one right answer?
- . Why is evidence so important for answering questions about the past?
- How is this work similar and different to the history I read in textbooks?
- · How is the work of historians like the work of detectives? Different?

SCIM-C Charts for Younger Students Page 8

TPS Project

"The Dining of Washington": Using ST MADE the Chronicling America Historic Newspaper Collection to facilitate the doing of history in a standards-based environment

SCIM-C CHARTS

RICHMOND. VA. SUN JAY. OCTOBER 20. 1901 AGES

THEE PARTS

PRICE

RIEN CASE

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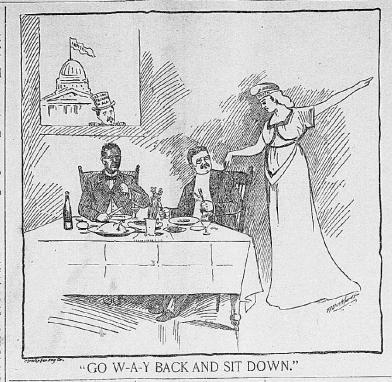
With Friends at er Place,

D OF MURDER

That if the Accused Vas Accidental-The re Friends and ogeiher-Talk

charged with unlaw-· shooting and killing e Richmond Locomoday morning, October co fail awalting trial. is arrest was sworn yesterday afternoon ended by Constables

development in the en at the Locomotive and is one anticipated Whether or not this ifon of the mystery d the unfortunate afe seen. The prisoner, of the shop where



PRESIDENT'S ACT STIRS COUNTRY

Dining Washington May Cost Roosevelt Dear.

VIEW AT THE CAPITAL

Republican Politicians Think it May Lose Him the Nomination.

MAY HAVE EVEN WIDER EFFECT

Senators from Ohio and Governor Nash. of That State, Discuss the Incident, and Have Only Words of Praise for the President-Say it Has No Political Significance,

(Special Dispatch to The Times.) WASHINGTON, D. C., Oct. 19 .- Prestto speak, regarding the dining of Booker T. Washington, the colored reformer.

He will not admit, so it is said, that he made a mistake in inviting Washington to dine with him at the Executive Mansion. Politicians in this city, however, are of the opinion that Colonel Rossuvelt's action will result in the loss of the majority of the Southern States at the next National Republican Convention so far as his candidacy for the Republican presidential nomination is concerned.

Some erratic action upon the part of the new President has been looked for. To use a slang expression, he has evidently "made good."

In the South Theodore Roosavelt has heretofoto been looked upon as a favorite candidate by the Republicans in 1904.

http://chroniclingamerica.loc.gov/lccn/sn85034438/1901-10-20/ed-1/seq-1/



Making Connections- Go Way Back

Old Sam Jones runs and owns
A cafe on Easy Street,
But a coon hangs 'round that he calls down
That will never ever treat.
He likes his gin and will "butt in"
To every argument,
But when Sam's there, he doesn't dare;
He acts much different.
He ain't got nothin', won't do nothing'.
There's nothing he will try,
But humiliates and aggravates

The customers that buy.
'Twas left to Sam, the proprietor man,
To find this darkey out,
And when he did, there was nothing
hid.

Everybody heard Sam shout:

CHORUS: "Go way back, and sit down. Coons in your class are easy found. You seldom have money. You never treat.

Get in your place and take a back seat. Go way back and sit down."

http://www.loc.gov/item/ihas.100010731

Words, Elmer Bowman. Music, Al Johns.

New York: F.A. Mills, 1901. Performer: Grace Tysou

Source ID.

-Summarizing What does the source tell us? Just the details.. facts..

C-----Contextualizing
When, why, how, where was
the source produced?

I—Inferring / Inferencing What does the source suggest? Insights, thoughts... M------Monitoring
What else would I like to find
out? What questions do I now
have?

SCIM-C Chart 3 Page 5 in **Handouts** Find a partner and SCIM one of the sources that the two of you found.



4. Exploring student activism found in C3 IDMs on the Library of Congress Resources Hub

- How do the sources encourage taking informed action?
- Progression and Growth in ideas
- Brainstorming Possibilities



Inquiry with Library of Congress Resources C3 Hub

http://www.c3teachers.org/inquiry-with-the-library-of-congress-hub/





TEACHING WITH PRIMARY SOURCES

Consortium Member

TPS Eastern Region. Barbara Kirby, Director. http://tps.waynesburg.edu

Inquiry with the Library of Congress Resources Hub: A C3 organizational hub

http://www.c3teachers.org/inquiry-with-the-library-of-congress-hub/

Booker T. Washington in the White House by David Hicks		
Performing Artists Champions of Change by Joyce Mason		
The Cherokee Removal by Greg Giardina	p. 5	
Citizen efforts to change environmental policy in 1918 by Gay Thistle	p. 7	
Founders and Government by the c3 Development Team	p. 9	
Freedom and Emancipation by the c3 Development Team	p. 11	
Jane Addams: Pacifist by Ann Canning	p. 13	
Abraham Lincoln and Slavery by the c3 Development Team	p. 15	
The Long Civil Rights Movement by John Lee, Ann Canning, and David Hicks	p. 17	
Pointing their pens: The Middle East Conflict by John Lee	p. 19	
The National Parks and Olmstead by the c3 Development Team	p. 21	
Pearl Harbor by the c3 Development Team	p. 23	
Charles Sumner and Preston Brooks by the c3 Development Team		
The Whiskey Rebellion and the Bill of Rights by Ann Canning and Greg	p. 27	
Giardina		

Taking Informed Action: C3 IDMs

IDM BLUEPRINT: Booker T. Washington in the White House

	UNDERSTAND Identify events in popular culture and politics today that share characteristics with the President Roosevelt and Booker T. Washington's dinner.
Taking Informed Action	ASSESS Determine how conditions related to these events have changed or remains the same. ACTION
	Engage in an informed discussion with others about issues of race and race relations today.

IDM BLUEPRINT: Performing Artists: Can Music and dance change political opinion?

Taking Informed Action	UNDERSTAND Use the Question Formulation Technique (QFT) uploaded in the Appendices to brainstorm key social justice issues that face the world today. ASSESS Determine which of the issues is the most significant. ACTION Write a second letter to the rap artist you wrote earlier and outline why you think he or she should write a new rap song about the contemporary social justice issue you selected.
	<u>l</u>

Taking Informed Action: C3 IDMs

IDM BLUEPRINT: The Cherokee Removal

Taking	Informed
Action	

UNDERSTAND ASSESS ACTION

Create a document that identifies, explains, and defends the rights of a minority group whose rights are being denied in order to serve the needs of the majority today. (You can write a letter to a government official, a letter to the editor, create a poster, or write a poem or song or use any medium which will convey your message.)

IDM BLUEPRINT: Citizen efforts to change environmental policies in the late 1800s

Taking Informed Action	Interview people about their consumer choices not to purchase something because it may cause harm to someone or something.
	ASSESS Consider how you could inform others of the harmful effects of buying certain consumer products.
	ACTION Create a poster, flyer, or written announcement to convince others to stop buying a particular product that has harmed someone or something.

Comparing IDMs - Development in Ideas Around Taking Action Over Time -

Cherokee Removal

Create a document that identifies, explains, and defends the rights of a minority group whose rights are being denied in order to serve the needs of the majority today. (You can write a letter to a government official, a letter to the editor, create a poster, or write a poem or song or use any medium which will convey your message.)

Migratory Birds

UNDERSTAND Interview people about their consumer choices not to purchase something because it may cause harm to someone or something. ASSESS Consider how you could inform others of the harmful effects of buying certain consumer products. ACTION Create a poster, flyer, or written announcement to convince others to stop buying a particular product that has harmed someone or something.

Let's Unpack some IDMS

- Review IDMs
- Group Discussion
 - Which ones are hard or hidden histories---more challenging -social justice issues---
 - What are the challenges in these IDMs (structure, design, implementation)? How would you change them?
 - Which one of these would move your students towrard activism or agency?
 - How do or would you motivate students to take informed action?
 - What do you want Taking Action to really look like for your students?

Questions and Comments

