



TPS Eastern Region Conference

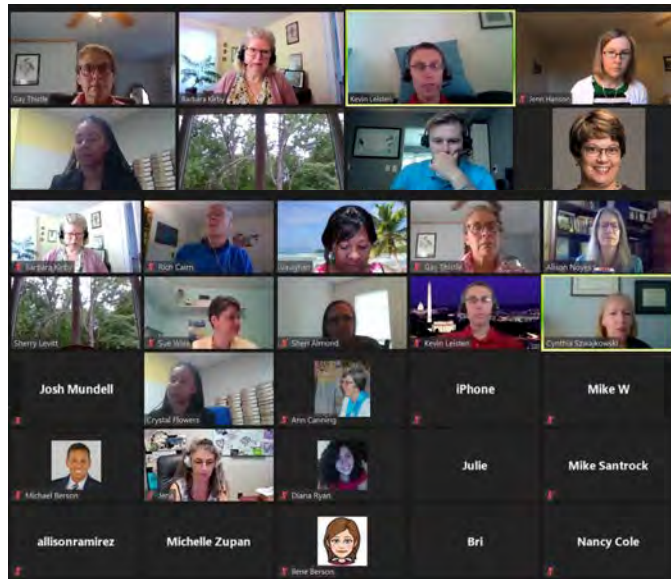
*Who Tells Your Story?*

Tuesday, June 16, 2020

**Overview**

- 8:00 Connect over Coffee
- 9:00 Welcome
- 9:15 Information, Ideas, & Inspirations
- 9:30 Is That Story Real? Strategies for Finding Trustworthy Online Information
- 10:30 BREAK
- 10:40 The Moral of the Story: Everyone's Story is Relevant
- 11:15 Call #370: Education in the Digital Age
- 11:45 LUNCH BREAK
- 12:15 Co-authoring TPS
- 12:45 We're All in This Together: A TPS Anthology of Collaboration
- 1:15 A Tale of Three Lenses: Revealing the Stories of Primary Sources Through Questioning
- 2:15 Back to the Future: Yesterday's News Impacting Tomorrow
- 2:45 BREAK
- 2:55 The TPS Bookshelf: Tales from the Consortium
- 3:30 Eastern Region Log: Stardate 2020
- 3:45 The Plot Thickens: A Vision for the Consortium
- 4:00 And They Lived Happily Ever After

- [Overall Presentation](#)
- [Participant List](#)
- [TPS Eastern Region Infographic](#)



## [Recording of Morning 9:00am - 10:40am](#)

**9:00**    **Welcome**

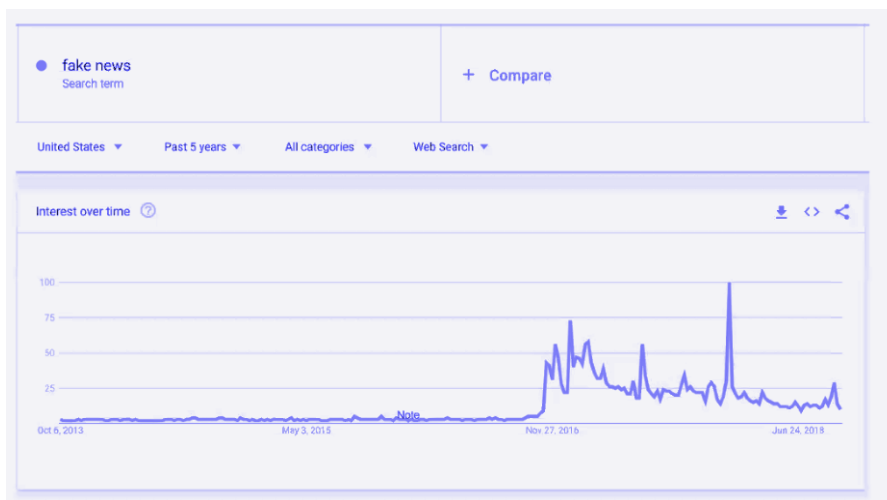
**9:15**    **[Information, Ideas, & Inspirations \(14:16\)](#)**

*Lee Ann Potter, Library of Congress Learning and Innovation Office director*

**9:30**    **Is That Story Real? Strategies for Finding Trustworthy Online Information (34:37)**

*Joel Breakstone, Stanford History Education Group, Civic Online Reasoning*

We are in the midst of an infodemic. Misinformation proliferates online. Finding trustworthy information has never been more important. How can we sort fact from fiction online? Research with professional fact checkers points to specific evaluation strategies that work.



## **10:40 The Moral of the Story: Everyone's Story is Relevant**

10:45-11:14 Visit one or more poster presentations:

### **[Women and the American Story On the World Stage, Confidence and Crisis 1920-1948](#)**

*Leslie Hayes, Lee Boomer, & Marianne De Paudua, New-York Historical Society*

*Women and the American Story, Confidence and Crises: 1920-1948* explores the dramatic shifts in women's rights and responsibilities. The unit explores women's participation in the Roaring 20s, Great Depression, and World War II and draws extensively from the Library of Congress' primary source materials in addition to resources from the New-York Historical Society's collections and partner institutions across the nation.

### **Using Street Law's Case Study Strategies in Middle School**

*Jen Wheeler, Street Law, Inc.*

Street Law's "Supreme Court Case Packs" include a short summary of a landmark Supreme Court case, three related sources (most from the Library of Congress collection), an essential question, and suggested additional resources for instruction. These materials were designed in partnership with the Maryland State Department of Education to support instruction and a new 8th grade assessment that includes source analysis.

### **[Troubled history, Troubling times: Wrestling with Maryland's difficult past using primary sources](#)**

*Alana Murray, Shady Grove Middle School*

*Alison Jovanovic, University of Maryland*

The Difficult History Project's primary goal is to provide high-quality professional development modules for teachers to meet a moral and historical imperative to help contribute to excellent education about enslavement in American society and schools. The project brings to light the myriad and important stories of perpetrators, resisters, heroes, and victims of slavery in the American South, and in tandem to complicate those same ideas- perpetrator, bystander, and hero. The project brought together the global and the local by teaching teachers how to present difficult history in their classrooms, homing in on local stories that articulate the dehumanizing institution of enslavement in the state of Maryland. The focus is on local resisters as well as those laws and citizens that were complicit in enslavement in Maryland and provides a global context for slavery more generally.

### **The Life of Free African Americans in 19th Century Philadelphia: Using Library of Congress Resources to Uncover Hidden History**

*Lightning Jay, University of Pennsylvania Graduate School of Education*

Our presentation this year is an extension of previous TPS work. Having found that curricular and pedagogical changes introduced in professional development sessions often fail to take hold in schools, we dedicated a professional development session to building the capacity of teachers to support one another in ongoing instructional change over the course of the year. We recruited pairs of teachers from participating schools, where one member of each pair had previously worked with us to develop Document-Based Lessons on African American history using Library of Congress resources, and coached them in giving feedback as well as developing and enacting curriculum. After the end of the professional development session, each participant uploaded videos of themselves teaching these lessons and engaged in an ongoing collaborative coaching discussion with participants across school sites. We are sharing the feedback form that participants used, as well as our early enthusiasm for the prospect of online networks to support lasting pedagogical change.

## [Sample Feedback Guide](#)

### **11:15 Call #370: Education in the Digital Age**

#### [Humanities in Class Digital Library, National Humanities Center](#)

*Andy Mink*

The Humanities in Class Digital Library, an Open Education Resource (OER)-based repository that collects and combines the best in humanities scholarship and education for use in the K-12 and collegiate classroom. Scholars share research in a variety of forms (video lectures, primary source collections, essays, articles, etc.), and educators publish any type of instructional resource (lesson, activity, assessment, research, essay, guide, etc.). Members modify and remix these materials as well as publish their own resources with direct citation. The HICDL is becoming a makerspace for humanities education innovation and features resources from a wide variety of partner content providers, including the Library of Congress. <https://education.nationalhumanitiescenter.org/>

### **11:45 LUNCH break /Optional Networking**

### **12:10 Co-authoring TPS (breakout session)**

#### [Professional Development Experiences with Partners](#)

*Trey Smith, Philadelphia Writing Project; Teacher, Boys' Latin of Philadelphia Charter School*

*Diana Ryan, Philadelphia Writing Project; Teacher, Sheridan Elementary School*

The Philadelphia Writing Project is a practitioner network that brings together K-university educators, principals, parents, and out-of-school-time leaders to explore literacy, writing, teaching, and learning across grade levels and disciplines. Hear how connecting teachers with the expertise, stories, and resources from a range of partners was central to the design of our TPS project.

#### [Benefits and Challenges of Partnerships](#)

*Jena Sibille, Fulton County Schools*

*Lisa Landers, Georgia Historical Society*

Partnering on a TPS project can be beneficial, but can also present unexpected challenges. By examining the strengths of each partner, defining the responsibilities of each, and remaining flexible, collaborating and contributing partners can realize success.

**12:45 We're All in This Together: A TPS Anthology of Collaboration** (poster presentations)

**[Boston Upstander Academy for Decolonization: Using Primary Sources to Teach About Genocide](#)**

*Chris Newell, Akomawt Educational Initiative/ Abbe Museum*

*Michelle LeBlanc, Leventhal Map Center*

*endawnis Spears, Akomawt Educational Initiative*

The Upstander Academy 2020 is a collaborative effort of the Upstander Project, Akomawt Educational Initiative, Norman B. Leventhal Map & Education Center, Revolutionary Spaces, Museum of Fine Arts, Boston, and Boston Public Schools. Combining place-based learning, critical engagement with primary sources, and Native-led faculty discussing Indigenous pedagogical approaches, UA provides resources, methods, and theory for in-service classroom and museum educators to teach about genocide in truthful and transformative ways.

**[Teachers Teaching Teachers: Primary Source Responses to 9/11](#)**

*Elise Langan, Bronx Community College*

*Cathlin Goulding, City University of New York*

*Julie Mauer, Gotham Center for New York History*

Why? The purpose of this grant was to determine how 2019 participation in 9/11 professional learning experiences—a pre-grant activity—impacted in-service teachers' classroom practice.

How? This was achieved by reviewing lesson plans which use primary sources and 9/11 museum artifacts from the ten selected teachers. Selected teacher leaders showcased their lesson plans on March 5, 2020, in New York City. The lesson plans will be stored on the Library of Congress Teaching with Primary Sources Teacher's Network and the Gotham Center for New York History sites. This will enable wide dissemination of 9/11 lesson plans so the 9/11 attacks receive greater emphasis in the classroom curriculum.

**[TPS Power of Perspectives: Using Primary Sources to Design Dynamic Substantive Democratic Discussions to Facilitate English Learner's Academic Language Development in Social Studies](#)**

*Andrea Kolb, CSIU-Center for Schools and Communities*

*Rich Cairn, Collaborative for Educational Services*

The Collaborative for Educational Services and the Center for Schools and Communities (CSC) came together in 2017 to support effective teaching of core academic content for English Learners. In 2019, CSC integrated a Collaborative graduate course for teachers, called Accessing Inquiry, into an 18-month program of support for teams of Pennsylvania teachers. CSC led professional development sessions, provided ongoing support to the teams, engaged additional partner resources, and conducted a study on impacts of professional development on teacher beliefs and practices.

**[Making History Come Alive with Primary Sources and Developing Performance Assessments with Primary Sources](#)**

*Sherri Almond, Cumberland County Public Schools;*

*Sherry Levitt and Cynthia Szwajkowski, TPS The Virginia Partnership*

Cumberland County, along with other districts in the region, wanted to support the use of primary sources through K-12 classroom instruction and high school performance assessments. The TPS Virginia Partnership provided foundation skills teachers needed to locate resources from loc.gov.

**[Developing the TPS Consortium Member Map](#)**

*Ricardo Gracia-Figueroa, Library of Congress*

The TPS Consortium Member Map provides an opportunity for grantees to both see themselves more clearly as Consortium Members and also to see the breadth of the possibilities for future collaborations. This tool utilizes GIS mapping software to visualize information about each member, including, location, content focus, grade focus, TPS project format, links to TPS activities, contact information and more. We hope this tool will enable members to better connect, collaborate and share resources, leading to exciting new projects between Consortium Members.



**1:15 [A Tale of Three Lenses: Revealing the Stories of Primary Sources Through Questioning](#)**

*Melissa Lawson, Folsom Middle School, National History Day Master Teacher*  
*Sarah Westbrook, Right Question Institute*  
*Ann Canning, TPS Eastern Region*

How do our (literal and metaphorical) lenses shape the stories we tell? Discover a dynamic model for student-driven inquiry that combines The Question Formulation Technique (QFT) with the Library of Congress (TPS) Primary Source Analysis Tool. Participants will learn the model through applying it themselves to investigate the stories of three different photographers documenting Japanese-American internment during World War II.

**TPS Analysis Tool:** <http://www.loc.gov/teachers/usingprimarysources/guides.html>

**2:15 [Back to the Future: Yesterday’s News Impacting Tomorrow](#)**

**[But how do we know it makes a difference? Using action research to study the impact of TPS](#)**

*Meghan Manfra, North Carolina State University*

By engaging practitioners as action researchers we can develop new knowledge about effective strategies for integrating primary sources from the Library of Congress into the classroom. In this session we will explore action research methodology and share step-by-step suggestions and strategies for integrating action research into your next professional development project.

**[Are We Forgetting Something? Historical Memory in a Digital Age](#)**

*Ilene and Michael Berson, University of South Florida*  
*Michael Apfeldorf, Library of Congress Learning and Innovation Office*

Our process of preserving history in the 21st century provokes important questions about our digital memory practices and how they influence the interpretation of events in history. In a collaborative

dialogue, we will critically reflect on our civic responsibility to safeguard the digitally endangered representations of our cultural heritage and ensure against extinction of our identity as a nation and an interconnected world.

[https://drive.google.com/file/d/1NnpPJnnVecYkTI51SbCh7c2dRqPj\\_2LI/view?usp=sharing](https://drive.google.com/file/d/1NnpPJnnVecYkTI51SbCh7c2dRqPj_2LI/view?usp=sharing)

**2:45 BREAK**

### **Recording of Afternoon 2:55pm - 4:15pm**

**2:55 The TPS Bookshelf: Tales from the Consortium**

#### **National Association for Music Educators, Lynn Tuttle**

Learn how NAFME is responding to the needs of the music education field through creation of curriculum units that are standards-based and can support student learning whether in person or virtually. Hear how you can work with music educators to support learning through primary sources, and ways to partner in the classroom, in the school, and via organizational partnerships.

<https://drive.google.com/file/d/1HPsKb3txKMR6tdqpJ7laRDUhEEujwPnE/view?usp=sharing>

#### **National Council of Teachers of English, Lisa Fink**

The overall goal of the National Council Teachers of English project is to increase the base of English Language Arts teachers adopting and incorporating primary sources in the K-12 classroom. Presentation will focus on the ReadWriteThink.org site, NCTE activities, Library and ER events, and goals for the future.

Resources: [https://drive.google.com/file/d/1KYQU6tpl\\_hXAB-ZhVnR5lCHCcSm9lhhh/view?usp=sharing](https://drive.google.com/file/d/1KYQU6tpl_hXAB-ZhVnR5lCHCcSm9lhhh/view?usp=sharing) <https://drive.google.com/file/d/1G5aGpx47vBadUyTOzXvaX8OJo5D66kx/view?usp=sharing>

#### **National History Day, Christopher Hamner**

A cadre of NHD master teachers will create and test a guide for developing historical arguments using Library of Congress primary sources, suitable for both teacher and student use. NHD will distribute both print and online versions of the guide and will feature best practices for its implementation in a four-module teacher webinar series.

[https://docs.google.com/presentation/d/1ct6Qj1CtKUFQbV2VmfWCJLbsV8gml4ca4MD8\\_7NF8-/edit?usp=sharing](https://docs.google.com/presentation/d/1ct6Qj1CtKUFQbV2VmfWCJLbsV8gml4ca4MD8_7NF8-/edit?usp=sharing)

**3:30 Eastern Region Log: Stardate 2020 (25:15)**

*Noah Goodman, Education Development Center*

A recent evaluation conducted by EDC in collaboration with Eastern Region explored the impact of the annual conference and the professional learning courses on Eastern Region-funded projects. We will look at top-level findings and discuss how attendees might strengthen their programs by creating new collaborations.

### Question 1: What could help you do your job better?

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You might answer by completing the following statements:

I find \_\_\_\_\_ about my work challenging.

I wish I knew how to do \_\_\_\_\_ better.

Another way to answer this would be to think about a piece of advice, or a resource, or strategy that you feel has improved the professional development you've provided.

**3:45 The Plot Thickens: A Vision for the Consortium (48:10)**

*Vivian Awumey, Library of Congress Learning and Innovation Office, TPS Program Manager*

[https://drive.google.com/file/d/1vKFmI1wdtKEWUQRJm3\\_H8IB2x4zm4AW\\_/view?usp=sharing](https://drive.google.com/file/d/1vKFmI1wdtKEWUQRJm3_H8IB2x4zm4AW_/view?usp=sharing)

**4:00 And They Lived Happily Ever After (1:10)**

**4:15 Virtual Happy Hour**



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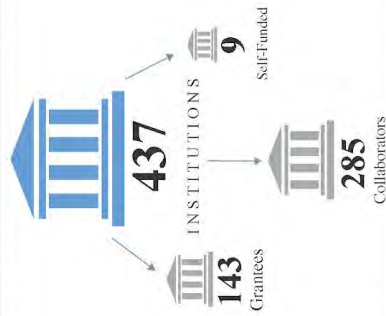
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**LIBRARY OF CONGRESS**  
**TEACHING WITH PRIMARY SOURCES**  
 Consortium Member

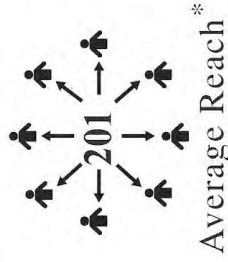
**7.5\***  
 \$ average cost per PARTICIPANT

**\$16,941**  
 Average Award

**\$2.8 MILLION**  
 AWARDED



**15 OPEN GRANTS**

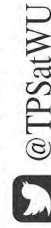


PROJECTS

**257 ER COACHES TRAINED**

**117 ER COACHES CERTIFIED**

**CONNECT WITH US!**



@TPSatWU



@LOCTPSatWU

www.tps.waynesburg.edu

**12 Eastern Region CONFERENCES**



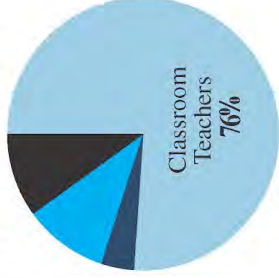
**TPS Trained**



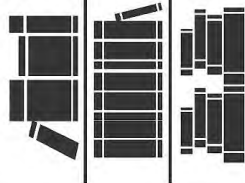
**1 ER PD Events**



**Total Reach 23,680\***



**699\***  
 Events



**578\***  
 Products



**164**  
 Congressional DISTRICTS