

# TPS Eastern Region Online Conference 2020

*Who Tells Your Story?*

LIBRARY OF CONGRESS

**TEACHING** WITH **PRIMARY SOURCES**

Consortium Member

WAYNESBURG  
UNIVERSITY®

# Welcome

*Barbara Kirby, Eastern Region Director*



# *TPS Eastern Region Staff*



Barbara Kirby  
Director



Sue Wise  
Associate  
Director



Josh Mundell  
Program  
Specialist

# *TPS ER Facilitators*



Ann Canning



Jenn Hanson



Kevin Leisten



Gay Thistle

# *Cast of Characters*

## 108 total registrations

- 56 Project Leadership
- 23 Instructor/Trainer
- 29 Other (Consortium Members, Library of Congress staff, Teachers, Students)

## 17 different states

- 13 Eastern Region, 3 Midwest Region, 1 Western Region

## 63 Different Institutions

- 2 NOI's, 39 current/previous grantees, 13 Consortium Members, 9 Other



A Women Dropping Her Tea-cup in Horror upon Discovering the Monstrous Contents of a Magnified Drop of Thames Water Revealing the Impurity of London Drinking Water <https://dl.wdl.org/3956.png>



African American demonstrators outside the White House, with signs "We demand the right to vote, everywhere" and signs protesting police brutality against civil rights demonstrators in Selma, Alabama <https://www.loc.gov/pictures/resource/ds.05267/>

# Celebrating Cultural Connections

<https://www.pghcitypaper.com/pittsburgh/andy-warhol-roberto-clemente-and-others-tower-over-downtown-for-we-are-pittsburgh-public-art-project/Content?oid=15085252>





# Teaching with Culturally Specific Primary Sources in Puerto Rico and Florida to Build Social Capital Among Preservice Teachers



Nannette Portalatin • Aura González • Annette López de Méndez • Ilene & Michael Bers on

<http://cie.uprrp.edu/passing-of-dr-annette-lopez-de-mendez/>

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OF CONGRESS**

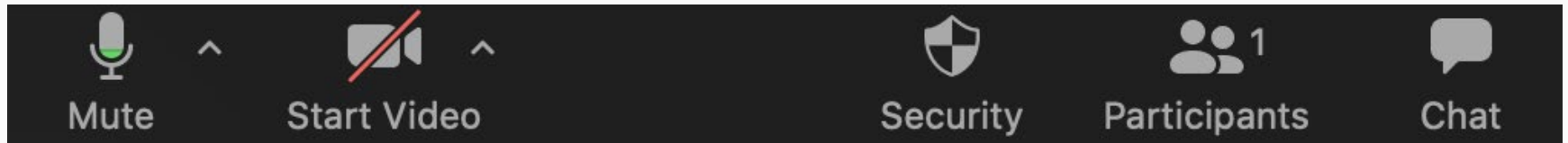
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**Please confirm your membership in the TPS Consortium by providing information about your organization at:**

<https://www.surveymonkey.com/r/ConsortiumInfo>. The resulting online directory of Consortium members for Library staff, partner organizations, and educators seeking collaborations and services.

# Zoom Room Functions

- Keep yourself muted if you are not presenting or asking a question.
- A red line through video or mute means your video/mic is off.
- Click Chat to open the chat window. We will have Q&A for each session. You can ask questions in the chat or through audio.
- Click Participants to access more options like the Raise Hand feature. Please raise your hand to ask a question.



“In times of stress, the best thing we can do for each other is to listen with our ears and our hearts and to be assured that our questions are just as important as our answers.”

- Fred Rogers

<http://www.pbs.org/misterrogers/photos/>



# *Information, Ideas, & Inspirations*

Lee Ann Potter, Director, Learning and Innovation Office  
(LIO), Library of Congress



# Is That Story Real?

*Strategies for finding trustworthy online information*

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# *Is That Story Real?*

Joel Breakstone, Civic Online Reasoning (COR)



# Break





# The Moral of the Story

*Everyone's Story is Relevant*

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# Call #370

*Education in the Digital Age*

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

Andy Mink

Humanities in Class Digital  
Library (HICDL) at the  
National Humanities Center

Grace Leatherman

National Council for History  
Education (NCHE)

# Lunch Break

*Optional Networking Session*



# *The Moral of the Story*

- *Women and the American Story on the World Stage, Confidence and Crisis 1920-1948*
- *Using Street Law's Case Study Strategies in Middle School*
- *Troubled history, Troubling times: Wrestling with Maryland's difficult past using primary sources*
- *The Life of Free African Americans in 19th Century Philadelphia: Using Library of Congress Resources to Uncover Hidden History*



UNIVERSITY OF  
MARYLAND



# Lunch Break

*Optional Networking Session*



# Co-authoring TPS

*Professional Development Experiences with Partners  
Benefits and Challenges of Partnerships*

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# We're All in This Together

*A TPS Anthology of Collaboration*

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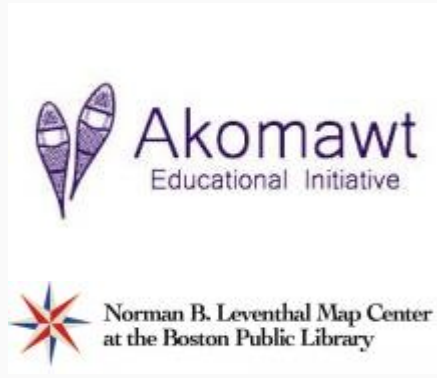
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# We're All in This Together

- *Boston Upstander Academy for Decolonization: Using Primary Sources to Teach About Genocide*
- *Teachers Teaching Teachers: Primary Source Responses to 9/11*
- *TPS Power of Perspectives: Using Primary Sources to Design Dynamic Substantive Democratic Discussions to Facilitate English Learner's Academic Language Development in Social Studies*
- *Making History Come Alive with Primary Sources and Developing Performance Assessments with Primary Sources*
- *Developing the TPS Consortium Member Map*



# Co-authoring TPS

## *Professional Development Experiences with Partners*

**Trey Smith**, PhilWP; Teacher,  
Boys' Latin of Philadelphia  
Charter School and  
**Diana Ryan**, PhilWP; Teacher,  
Sheridan Elementary School

## *Benefits and Challenges of Partnerships*

**Jena Sibille**, Fulton County  
Schools and  
**Lisa Landers**, Georgia  
Historical Society

# A Tale of Three Lenses

*Revealing the Stories of Primary Sources*

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# *A Tale of Three Lenses*

Melissa Lawson, Folsom MS, NHD Master Teacher

Sara Westbrook, Right Question Institute

Ann Canning, TPS Eastern Region



# Back to the Future

*Yesterday's News Impacting Tomorrow*

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# *Back to the Future*

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

Meghan Manfra, North Carolina State University

*Are We Forgetting Something? Historical Memory in a Digital Age*

Michael Apfeldorf, Library of Congress  
Ilene Berson, University of South Florida  
Michael Berson, University of South Florida

**Break -- See you at 2:55**



-- BREAK --

And now a word from our sponsor:

## “Hear You, Hear Me” Series from Library of Congress Features Conversations on Race in America

The “Hear You, Hear Me” series is named for a phrase from the Langston Hughes Poem “Theme for English B”:

But I guess I’m what  
I feel and see and hear, Harlem, I hear you.  
hear you, hear me—we two—you, me, talk on this page.

This new online series, a continuation of the June 5 conversation, “Carla Hayden and Lonnie Bunch: Cultural Institutions at Times of Social Unrest,” features Hayden in conversation with some of the nation’s great literary figures. These conversations will highlight what poetry and literature can offer the nation as it contends with foundational issues of social justice. Videos will be available at <https://loc.gov/programs/national-book-festival/videos/national-book-festival-presents-videos/>

### Hear You, Hear Me

4-5 p.m.

### Race in America: Jason Reynolds and Jacqueline Woodson

Friday, June 19, 2020

To commemorate Juneteenth, Librarian of Congress Carla Hayden interviews current National Ambassador for Young People’s Literature Jason Reynolds and former National Ambassador Jacqueline Woodson about ways to hear and support kids during a period of nationwide protest against injustice.

### Hear You, Hear Me Race in America: Joy Harjo and Tracy K. Smith

Thursday, July 9, 2020

7-8 p.m.

Librarian of Congress Carla Hayden talks with her U.S. Poets Laureate appointees, Tracy K. Smith (2017-2019) and Joy Harjo (2019-current), about poetry in times of crisis as well as its enduring power to promote social justice.

### Hear You, Hear Me Race in America: Colson Whitehead

Thursday, July 16, 2020

7-8 p.m.

Librarian of Congress Carla Hayden talks to two-time Pulitzer Prize winner Colson Whitehead about the need for stories from our past to help us contend with the present—especially at moments of great change.



# The TPS Bookshelf

*Tales from the Consortium*

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## *The TPS Bookshelf*

Lynn Tuttle, National Association for Music Educators  
(NAfME)

Lisa Fink, National Council of Teachers of English (NCTE)

Christopher Hamner, National History Day (NHD)

# *The TPS Bookshelf*

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## Why does connecting our current music making to history matter?

- **Issues of interpretation** – how do I understand the music I am performing?
  - Do I understand the work in its context?
    - Context of when it was created – socio/cultural/historical
    - Context in which it is being performed - socio/cultural
- **Issues of expression** – how do I make expressive choices to support my interpretation
  - What tools/techniques do I need to be successful?

## How does this connect to music education?

- **Meaning making** – personal and communal meaning-making for students.
- **Music is as a communicative art form** – what (and how) you sing/play matters.
- **It's in our standards – the Responding Artistic Process**

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Analyze

Analyze how the structure and context of varied musical works inform the response.

Interpret

Support interpretations of musical works that reflect creators'/performers' expressive intent.

Evaluate

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

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## How does we support it in the classroom?

- TPS Curriculum Units  
[bit.ly/LOCcurriculum](http://bit.ly/LOCcurriculum)



**Composition/Theory Responding Unit, Proficient Level**

*A Curriculum Project of  
the National Association for Music Education (NAfME)  
and the Library of Congress of the United States (LOC)  
Teaching with Primary Sources*



**Orchestra Responding Unit, Intermediate Level**

*A Curriculum Project of  
the National Association for Music Education (NAfME)  
and the Library of Congress of the United States (LOC)  
Teaching with Primary Sources*



**Chorus Responding Unit, Accomplished Level**

*A Curriculum Project of  
the National Association for Music Education (NAfME)  
and the Library of Congress of the United States (LOC)  
Teaching with Primary Sources*



**GENERAL MUSIC RESPONDING UNIT, GRADE 2**  
**RESPONDING TO MUSIC THROUGH MOVEMENT**

*A Curriculum Project of  
the National Association for Music Education (NAfME)  
and the Library of Congress of the United States (LOC)  
Teaching with Primary Sources*

## How does we support it in the virtual classroom?

### Adapting Primary Sources to Build Responsive Musicians

Welcome to “Adapting Primary Sources to Build Responsive Musicians,” a webinar highlighting instructional units for multiple content strands in our National Music Standards. This presentation will share standards-based lessons utilizing varied inquiry strategies that support the ideals of a “flipped classroom” – one in which students have increased voice and choice in driving their learning.

These five shared units have been updated to accommodate distance learning platforms. All student handouts and assessments include fillable forms for electronic use, as well as embedded hyperlinks that access print and audio files from the Library of Congress and other sources.

- **Chorus Responding Unit Intermediate Level**
- **General Music Responding Unit Grade 8**
- **Composition & Music Theory Responding Unit Proficient Level**
- **Band Responding Unit Accomplished Level**
- **Orchestra Responding Unit Proficient Level**

These and many other units can be downloaded from the main [Music Responding Curriculum Units](#) page.

<https://nafme.org/my-classroom/nafme-tps-curriculum-units-2014-music-responding-standards/adapting-primary-sources-to-build-responsive-musicians/>

**How does we support it in more locally?**

## Federated State Associations



### Eastern

- Connecticut Music Educators Association
- Delaware Music Educators Association
- European Music Educators Association
- Maine Music Educators Association
- Maryland Music Educators Association
- Massachusetts Music Educators Association
- New Hampshire Music Educators Association
- New Jersey Music Educators Association
- New York State School Music Association
- Pennsylvania Music Educators Association
- Rhode Island Music Education Association
- Vermont Music Educators Association
- Washington, DC, Music Education Association

<https://nafme.org/about/federated-state-music-education-associations/>



# Music Education and Social Emotional Learning

## What is Social Emotional Learning?

Social Emotional Learning (SEL) describes the development of skills in three domains: self, others, and responsible decision-making.

### "Self" includes:

- self-awareness skills such as the ability to identify and recognize emotions
- self-management skills such as perseverance and the ability to manage impulse control.

### "Others" includes:

- relationship skills such as cooperation, empathy, and respectful communication
- social awareness skills such as the ability to recognize diverse thoughts and opinions.<sup>1</sup>

Combined, the above skills support responsible decision-making.

### "Responsible Decision-Making" includes:

- Behavioral skills such as situation analysis, anticipating consequences, and generating alternative solutions.
- Cooperative skills such as balancing personal and group expectations.

## Bibliography

- Core SEL Competencies. (n.d.). Retrieved from <https://casel.org/fore-competencies/>, and Edgar, S. (2017). Music education and social emotional learning: the heart of teaching music. Chicago: GIA Publications, Inc.
- Catherall, J., R. Chapleau, et al. (1999). Involvement in the arts and human development: General involvement and intensive involvement in music and theatre arts. Chapter in L. Fiske (Ed.), *Champions of Change: The Impact of the Arts on Learning*. Washington DC: Arts Education Partnership and President's Committee on the Arts and Humanities, 1-181; and Zelenak, M. S. (2015). Measuring the Sources of Self-Efficacy Among Secondary School Music Students. *Journal of Research in Music Education*, 62(6), 389-404.
- Hewitt, M. P. (2015). Self-Efficacy, Self-Evaluation, and Music Performance of Secondary-Level Band Students. *Journal of Research in Music Education*, 63(2), 298-313; Ingram, D., & Meath, M. (2007). Arts for academic achievement: A compilation of evaluation findings from 2004-2006. Center for Applied Research and Educational Improvement; and Eason, B. J. A., & Johnson, C. M. (2013). *Prelude: Music Makes Us* baseline research report. Nashville, TN: Metro Nashville Public Schools.
- Laird, L. (2016). Empathy in the Classroom: Can Music Bring Us More in Tune with One Another? *Music Education Journal*, 30(1/4), 56-61.
- Farrington, C. A., Maurer, J., McBride, M. R. A., Nagoska, J., Puller, J. S., Shewell, S., Weiss, E.M., & Wright, L. (2019). Arts education and social-emotional learning outcomes among K-12 students: Developing a theory of action. Chicago, IL: Inequality and the University of Chicago Consortium on School Research.

For more information, visit [nafme.org](http://nafme.org)



Supported by



## Music Education and Social Emotional Learning



National Association  
for Music Education

### How are music educators well-suited to help students develop socially and emotionally?

- Music educators often work with the same students in class multiple years, positioning them well to positively impact students' individual growth.
- The most conducive environment for SEL is one that includes positive developmental relationships. Music education can provide contexts for those relationships through encouraging collaboration and creativity in a safe environment.
- Music experiences can help us connect with deep emotions. Sometimes music even elicits measurable physiological responses such as "chills" or "goosebumps," providing students the opportunity to reflect on the influence emotions have on their physical and psychological states.
- Music programs involve school staff, families, and local communities, supporting alignment of the parties necessary to support social emotional development.

### What does research tell us?

- SELF-AWARENESS:** Compared to other students with high arts engagement, including music, exhibit higher levels of self-concept in how they value themselves, their abilities, and their achievements.<sup>2</sup> Specifically active music education experiences seem to be correlated with measures of self-efficacy.<sup>2</sup>
- SELF-MANAGEMENT:** Success in music depends on exercising perseverance, as evidenced by the ability to self-monitor one's progress and delay gratification in the pursuit of mastery. Regular and sustained practice leads to increased abilities in performance skills and self-evaluation. These become impetus for further practice.<sup>3</sup>
- SOCIAL AWARENESS:** Cooperative music-making experiences which occur in group settings can positively impact participating students' proclivity for empathetic thinking and behavior.<sup>4</sup>
- RELATIONSHIP SKILLS:** Music classes incorporate community-advancing activities which provide students with "opportunities to express themselves, interact in novel ways, and work collectively, practicing and developing interpersonal skills such as collaboration, communication, and conflict resolution."<sup>5</sup>



*Musicianhood encourages responsible decision making in several ways: Student musicians depend on each other to be on time for rehearsals, prepare for performances, and to act honorably as ambassadors of their community.*

### How can public policy support music education and Social Emotional Learning?

#### Schools can...

- Hire full-time, certified music educators to teach music classes.
- Support participation in music through thoughtful crafting of class schedules.
- Support music educators' professional growth with professional development that is relevant to the courses they are teaching.

#### States can...

- Adopt robust state standards modeled after the National Core Arts Standards and the CASEL Framework for Social Emotional Learning and draw connections between the two.
- Include access to music education as an accountability measure on school evaluation metrics.
- Support music as an integral part of early childhood care and education.

#### Congress can...

- Fully fund Title IV, Part A 'Student Support and Academic Enrichment Grant' which supports a well-rounded education, effective use of technology, and safe and healthy schools.
- Fully fund Title I, Part A, Title II, Part A, and Title IV, Part F, which can also support access to music education for all students.
- Pass the Guarantee Access to Art and Music Education Act (GAAME), which clarifies specific eligibility for funds to support music education for students in need.

<https://nafme.org/wp-content/files/2020/05/Music-and-SEL-Pamphlet.pdf>

## Arts Education Is Essential

Statement endorsed by 53 national arts and education organizations

Available as an advocacy resource for all music and arts educators

Want to endorse?  
[essential@nafme.org](mailto:essential@nafme.org)

## Arts Education Is Essential

*This statement of support for arts education has been reviewed and endorsed by the national organizations listed on page two.*

***It is imperative that all students have access to an equitable delivery of arts education that includes dance, media arts, music, theatre, and visual arts that supports their educational, social, and emotional well-being, taught by certified professional arts educators in partnership with community arts providers.***

Teaching and learning will never quite be the same in our post-COVID-19 world. However, our commitment to provide rich and varied educational experiences remains unwavering. The arts have played an important role in these tumultuous times and will continue to do so for all students, including the traditionally underrepresented, those with special needs, and from low-income families. Here's why:

**Arts education supports the social and emotional well-being of students, whether through distance learning or in person.**

Self-awareness, self-efficacy, self-management and perseverance, social awareness and relationship skills are central to any arts education activity, no matter the age and ability of the student or the environment in which the learning takes place. The arts, with their strong emphasis on team-building and self-reflection are supremely suited to re-ignite students' interest in learning through collaboration, while simultaneously fostering creativity, critical thinking, and communication.

**Arts education nurtures the creation of a welcoming school environment where students can express themselves in a safe and positive way.**

Celebrating our ability to come together as educators and students is vital to creating a healthy and inclusive school community. The arts, through a rich partnership among certified arts educators, teaching artists, and community arts providers, play a valuable role in helping students and their families build and sustain community and cultural connections.

**Arts education is part of a well-rounded education for all students as understood and supported by federal and state policymakers.**

# Thank you



**Lynn Tuttle**

Director of Public Policy, Research,  
& Professional Development

[LynnT@nafme.org](mailto:LynnT@nafme.org)

# *The TPS Bookshelf*

Lynn Tuttle, National Association for Music Educators  
(NAfME)

Lisa Fink, National Council of Teachers of English (NCTE)

Christopher Hamner, National History Day (NHD)




NATIONAL  
COUNCIL OF  
TEACHERS  
OF ENGLISH

TEACHING  
WITH PRIMARY  
SOURCES


JUNE 2020



**NCTE**



The goal of the partnership of the National Council of Teachers of English and the Library of Congress is **to increase the base of English language arts teachers adopting and incorporating primary sources** in the English and literacy classroom K-12 with quality instructional resources.



ReadWriteThink.org has provided literacy educators with access to an ever-growing collection of **free educational materials** since 2002.

The screenshot shows the homepage of ReadWriteThink.org. At the top, there is a navigation bar with links for "About Us", "Contact Us", and "Search". Below this is a "Quick Site Guide" dropdown menu. The main header features the text "Welcome to read·write·think" in a stylized font, with logos for the International Reading Association, NCTE, and marcopolo. A tagline reads: "Providing educators and students access to the highest quality practices and resources in reading and language arts instruction." On the left side, there are three prominent buttons: "Lessons" (orange), "Standards" (blue), and "Web Resources" (green). The "Highlights" section includes links for "Calendar", "Student Materials", and "New Lessons", with a specific link for "Student of the Day: Create Sound/Letter Understanding with Names Myth and Truth: The 'First Thanksgiving'". The "Literacy Engagements" section is divided into three columns: "Learning Language", "Learning About Language", and "Learning Through Language", each with a list of activities. The footer contains a comprehensive list of navigation links and copyright information for 2002.

International Reading Association NCTE marcopolo

Providing educators and students access to the highest quality practices and resources in reading and language arts instruction.

Highlights

**Calendar** ▶  
Find activities, Web resources, and important events in literature and literacy.

**Student Materials** ▶  
Access the newest interactive, Stapleless Book, highlighted in a lesson.

**New Lessons**  
[Student of the Day: Create Sound/Letter Understanding with Names Myth and Truth: The "First Thanksgiving"](#)

Literacy Engagements ▶

LEARNING LANGUAGE	LEARNING ABOUT LANGUAGE	LEARNING THROUGH LANGUAGE
<ul style="list-style-type: none"><li>Interactive reading</li><li>Fluency</li><li>Process writing</li><li>Word recognition</li><li>Writing to learn</li></ul>	<ul style="list-style-type: none"><li>Comprehension</li><li>Genre study</li><li>Language conventions</li><li>Vocabulary</li><li>Word study</li></ul>	<ul style="list-style-type: none"><li>Content reading</li><li>Critical literacy</li><li>Inquiry/research</li><li>Integrated curriculum</li><li>Literature study</li></ul>

Home | Lessons | Standards | Web Resources | Literacy Engagements  
About ReadWriteThink | Contact Us | Search | Legal Notices  
[International Reading Association](#) | [National Council of Teachers of English](#) | [MarcoPolo](#)

International Reading Association NCTE marcopolo

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LITERACY NCTE

CLASSROOM RESOURCES | PROFESSIONAL DEVELOPMENT | VIDEOS **NEW!** | PARENT & AFTERSCHOOL RESOURCES

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Engage sports fans with books about America's favorite pastime.  
listen now ▶

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Ice Cream, You Scream  
Drop Everything and Read!  
Let's Play Ball!

SEARCH BY KEYWORD

START FILTERING BY

Grade Level  
 Kindergarten (476)  
 1st (517)  
 2nd (539)  
 + more

Resource Type  
 Classroom Resources  
 Lesson Plans (892)  
 Student Interactives (58)  
 Mobile Apps (17)  
 + more

Professional

Classroom Resources **more >** | Professional Development **more >**

most viewed  
 Grades K - 12 | Student Interactive | Writing & Publishing Prose  
 Printing Press  
 Grades 3 - 12 | Student Interactive | Organizing & Summarizing  
 Trading Card Creator  
 Grades K - 12 | Student Interactive | Writing Poetry  
 Acrostic Poems

upcoming event  
**CALL FOR PROPOSALS!**  
**2020 NCTE Annual Convention**  
 Confluentia: Songs of Ourselves  
 November 19-22, 2020 | Denver, Colorado  
 This fall, when we come together in Denver, let's read, write, speak, listen, and view with curiosity. Together, we will be a confluencia of our songs.

Parent & Afterschool Resources **more >** | Community Stories **more >**

Primary Sources

Lesson Plans

Calendar Activities

Strategy Guides

Professional Library

Blog Posts

Explore Resources by Grade

Primary Sources

Lesson Plans

Strategy Guides

Based on the Text How to Read and Respond to Text

Read and Discuss in California in 1944

Celebrate author Mary Hoffman's birthday today

Lesson Plans

Examining History with Matt Anderson's Poetry

Acquiring New Vocabulary Through Book Discussion Groups

Analyzing Famous Speeches as Arguments

Word Study with Henry

Becoming History Detectives Using Dickinson's "Sweet

Professional Library

Lesson Plans for Teaching

Lesson Plans for Teaching

Lesson Plans for Teaching

Lesson Plans for Teaching

Lesson Plans for Teaching

Lesson Plans for Teaching

Lesson Plans for Teaching

Lesson Plans for Teaching

Lesson Plans for Teaching

Lesson Plans for Teaching

Lesson Plans for Teaching

Calendar Activities

Marie Franck received her famous diary in 1942

Gold was discovered in California in 1848

The first Academy Awards ceremony was held in 1929

The Spanish town of Guernica was bombed on this date in 1937

The first Academy Awards ceremony was held in 1929

The Spanish town of Guernica was bombed on this date in 1937

Jazz and blues singer Bessie Hottel was born in 1902

Jazz and blues singer Bessie Hottel was born in 1902

Celebrate author Mary Hoffman's birthday today

Blog Posts

April 7 is the date that the first Academy Awards ceremony was held in 1929

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We are building a dedicated section of the ReadWriteThink.org site to highlight the work of the Teaching with Primary Sources project.

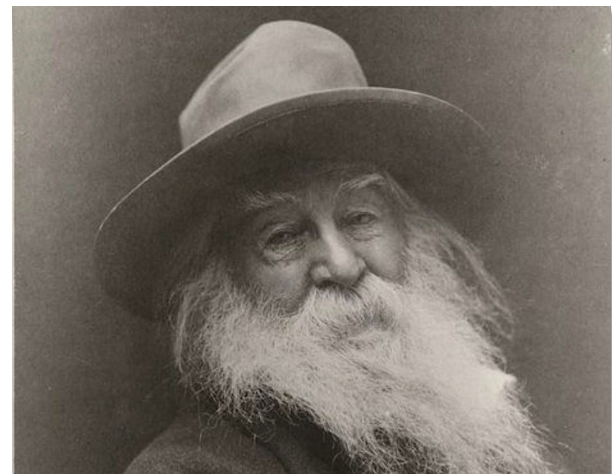
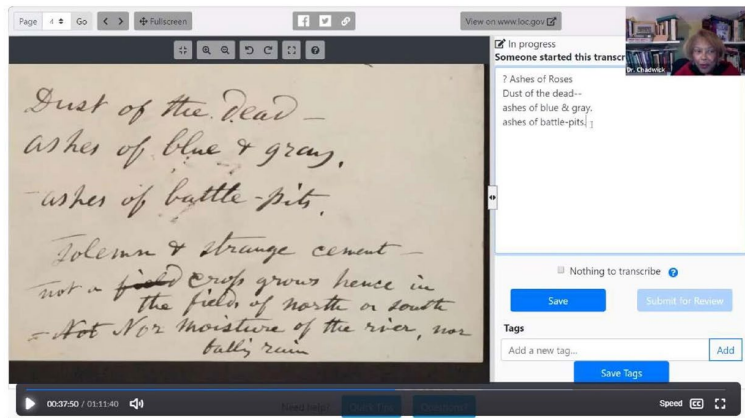




ADDITIONAL PROJECTS  
WITH THE LIBRARY OF CONGRESS

# Crowdsourcing with the Library of Congress

Think Aloud



# Life of a Poet: Willie Perdomo

Zoom Meeting ID: 677-416-901    You are viewing Willie Perdomo's screen    View Options

Total non-video participants: 3    Speaker View

**We Used to Call It Puerto Rico Rain**

The rain had just finished saying, *This block is mine.*

The kind of rain where you could sleep through two breakthroughs, and still have enough left to belly-sing the ambrosial hour.

Blood pellets in the dusk & dashes of hail were perfect for finding new stashes; that is to say, visitations were never announced.

A broken umbrella handle posed a question by the day care center.

A good time to crush a love on a stoop, to narrate through a window, to find the heartbeat of solitude, and collect gallons for the Bruja's next *baño*.

Good conditions to be in the dialectic of O Wow Ooo Baby O Shit Ooo Damn.

The perfect weather to master the art of standing under a bodega awning, shifting crisis to profit.

There's always a dreamer who thinks they can race the rain to the building, who loves the smell of wet concrete, and uses a good downpour to be discreet.

There's always one toddler who quietly crawls off the top step, dodges a thunderbolt, and quickly becomes fluent in all things stormy weather.


Story goes that Don Julio was swept up, ripped around the corner, stumbled & cartwheeled to the light post, but he never let go of his porkpie hat.

An improvised ballet near an improvised rivulet.

Shopping bags, pulverized by branches, contort into a new nation of black flags. Our block was our island.

The manhole on the corner perked with popsicle sticks, empty beer cans, and the brown sole of a fake karate slipper as we started to sink & boil.

*The forecast, you said, was type perfect.*



Willie Perdomo



# National Book Festival Presents

EVENT | LECTURES AND SYMPOSIA

## Poetry Ancestors: How Invention Meets Influence

Thursday, June 25, 2020

7:00 pm - 8:00 pm EDT

[Add to calendar](#)

This event will be livestreamed from both the Library's Facebook page at <https://www.facebook.com/libraryofcongress> and the Library's YouTube site (with captions) at <https://www.youtube.com/user/LibraryOfCongress>.

### Online Only

Part of *National Book Festival Presents*

Request ADA accommodations five business days in advance at (202) 707-6362 or [ADA@loc.gov](mailto:ADA@loc.gov).

Part of the June National Book Festival Presents series "Connecting the World With Words"

American Book Award winner Kimiko Hahn and fellow award-winning poet Rajiv Mohabir talk about invention and influence across borders, and how poetry serves as a model for our moment, with Washington Post Book World critic Ron Charles.

Kimiko Hahn is the author of 10 books of poetry, most recently "Foreign Bodies." A former president of the Poetry Society of America, she is currently a distinguished professor in the MFA program at Queens College. She is a recipient of the Shelley Memorial Prize and the PEN/Voelcker Award. Hahn has received fellowships from the National Endowment for the Arts, the Guggenheim Foundation and the New York Foundation for the Arts.

Indo-Caribbean poet Rajiv Mohabir has received the Four Way Books book prize for his poetry collection "The Taxidermist's Cut," the Kundiman book prize for "The Cowherd's Son" and the PEN/Heim Translation Grant for his translation of "Holi Songs of Demerara" by Lalbihari Sharma, originally published in 1916, as the only known literary work written by an indentured servant in the Anglophone Caribbean.



The screenshot shows the Library of Congress website interface. At the top, the 'LIBRARY OF CONGRESS' logo is visible. Below it, there's a search bar with 'This Collection' and 'Search Loc.gov' options. The main content area is titled 'COLLECTION Children's Book Selections'. Underneath, there are navigation links for 'About this Collection', 'Collection Items', and 'Articles and Essays'. A 'Featured Content' section displays five book covers: 'THE ROCKET BOOK', 'Denslow's Humpty Dumpty', 'R. Caldecott's collection of pictures &amp; songs', 'The book of the cat', and 'THE TALE OF MRS. TIGGY-WINKLE'. At the bottom, there are links for 'About this Collection' and 'Rights &amp; Access', along with a 'Listen to this page' button.

# Historical Children's Book Selections

# INVOLVEMENT IN THE PROFESSIONAL DEVELOPMENT PROVIDERS INSTITUTE (PDPI)

## CONNECTING LITERATURE AND PRIMARY SOURCES

- 1** Select a historical topic or event you will be studying in your classroom.

*Determine what you want students to learn from working with the primary sources associated with the book you select.*



- 2** Choose a book that aligns with your topic and is appropriate for your students and community.

*Visit book lists like the Charlotte Huck Award for Outstanding Fiction for Children and the Orbis Pictus Award for Outstanding Nonfiction*

- 3** Before reading the book as a class, discuss its historical setting.

*Brainstorm words and events related to that time period.*

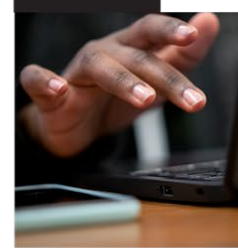


- 4** During the reading, compile a list of dates, people and events that might have primary source connections.

*After reading, brainstorm again to extend the list.*

- 5** Search across the Library of Congress for primary source items that connect with the selected book.

*Record findings (caption, collection, and permanent URL) on tracking sheet or graphic organizer.*



- 6** Share findings and discuss how the primary sources that were found might increase understanding of the book and its historical setting.

*Discuss further learning possibilities. Discuss possible resources for more information. Ask more questions. Look for more answers.*



*Scan here for Award book lists.*

LIBRARY  
OF CONGRESS  
**TEACHING  
WITH PRIMARY  
SOURCES**



*Want to see this idea in detail? Check out this lesson plan.*





INTERESTED  
IN  
WORKING  
WITH US?

Reach out to  
Lisa Fink  
[LFink@ncte.org](mailto:LFink@ncte.org)  
or 217-278-3622



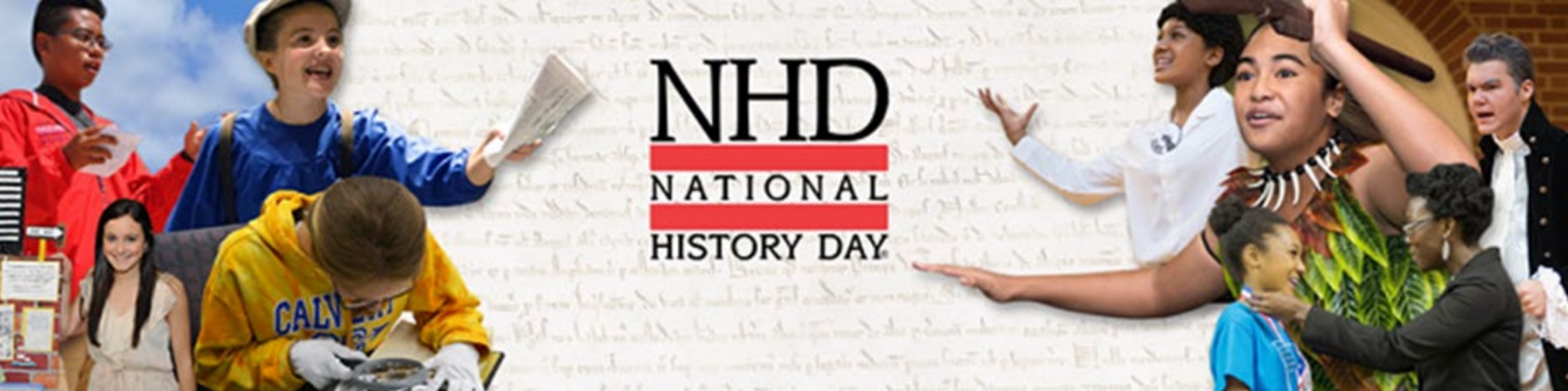
NCTE

# *The TPS Bookshelf*

Lynn Tuttle, National Association for Music Educators  
(NAfME)

Lisa Fink, National Council of Teachers of English (NCTE)

Christopher Hamner, National History Day (NHD)



**NHD**  
**NATIONAL**  
**HISTORY DAY**

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Consortium Member

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Christopher Hamner, George Mason University  
Lynne O'Hara, National History Day

**NHD**  
**NATIONAL**  
**HISTORY DAY**



# *The TPS Bookshelf*

*Q & A*

-- BREAK --

And now a word from our sponsor:

## “Hear You, Hear Me” Series from Library of Congress Features Conversations on Race in America

The “Hear You, Hear Me” series is named for a phrase from the Langston Hughes Poem “Theme for English B”:

But I guess I’m what  
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hear you, hear me—we two—you, me, talk on this page.

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### Hear You, Hear Me

4-5 p.m.

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Friday, June 19, 2020

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7-8 p.m.

Librarian of Congress Carla Hayden talks with her U.S. Poets Laureate appointees, Tracy K. Smith (2017-2019) and Joy Harjo (2019-current), about poetry in times of crisis as well as its enduring power to promote social justice.

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# Eastern Region Log

*Stardate 2020*

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# *Eastern Region Log: Stardate 2020*

Noah Goodman, Education Development Center (EDC)



Education  
Development  
Center

# The Plot Thickens

*A Vision for the Consortium*

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# *A Vision for the Consortium*

Vivian Awumey, TPS Program Manager



# And They Lived Happily Ever After

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# TPS Eastern Region Infographic

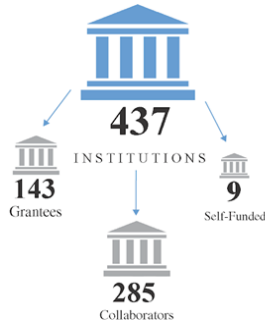
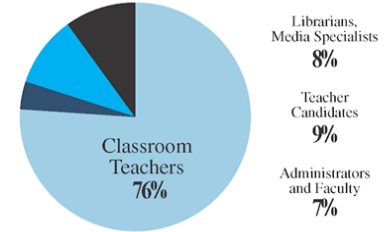
**7 5\***  
  
 average cost per PARTICIPANT

**\$\$\$\$\$ 16,941**  
 Average Award

**\$2.8 MILLION**  
 AWARDED



**Total Reach 23,680\***



**15 OPEN GRANTS**




**168**

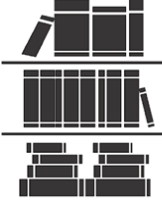


PROJECTS

Events  
**699\***



**578\***



Products



**257** ER COACHES TRAINED



**117** ER COACHES CERTIFIED



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**12** Eastern Region CONFERENCES



**TPS** Trained  
**110**



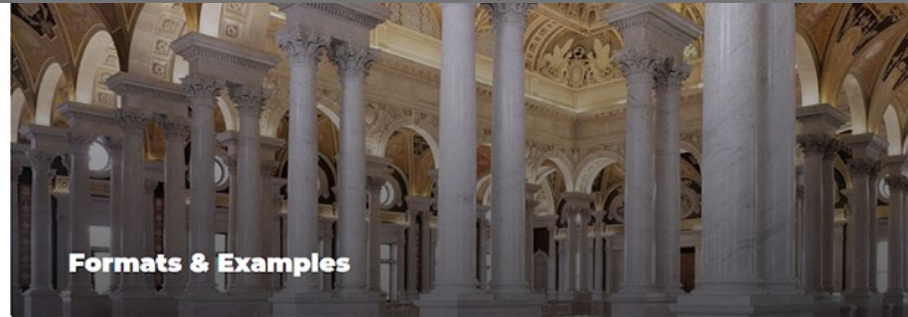
ER PD Events **166**




**164**  
 Congressional DISTRICTS



# tps.waynesburg.edu/formats -examples



## Formats & Examples



This page provides the formats and examples for grant applicants, ongoing TPS grant projects, sustaining partners, and mini-grants for TPS conference presentations.



Dive in and see what information applies to you!



For Grant Applicants



For Ongoing TPS Grant Projects



For Sustaining Partners



Impact Investigation Mini-Grants



TPS Coaching Mini-Grants



TPS Consortium Members Mini-Grants



### TPS EASTERN REGION

Projects by State

Applying for a Grant

FAQs

#### Formats & Examples

Professional Development Events

BASICS

Conferences

Course Archive

FDPI

Webinars

Ideas, Activities, and Plans

Resources

TPS Midwest Region

TPS Western Region

Library of Congress TPS

# Tell Your Story: Conference Evaluation

<https://bit.ly/ConfEval2020>

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# Virtual Happy Hour

*Feel free to grab a drink, open your video, and chat*

