
Information, Ideas, and Inspiration

TPS Eastern Region Conference

Lee Ann Potter
lpot@loc.gov



Who Tells Your Story?

The Library's Mission

Engage, inspire and inform Congress and the American people with a universal and enduring source of knowledge and creativity.

Our Vision

All Americans are connected to the Library of Congress.

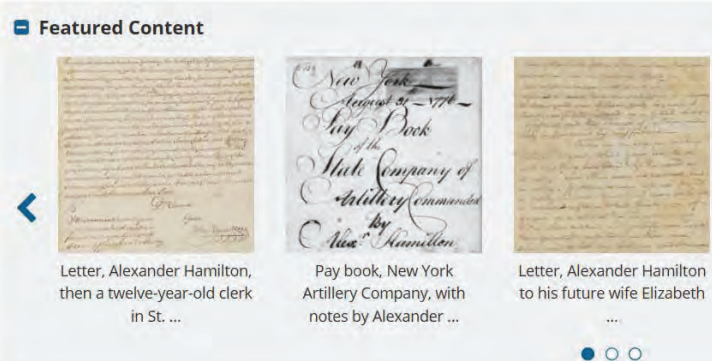
www.loc.gov/strategic-plan/

Alexander Hamilton Papers & Primary Source Set

COLLECTION
Alexander Hamilton Papers

About this Collection Collection Items Articles and Essays

Featured Content



- Letter, Alexander Hamilton, then a twelve-year-old clerk in St. ...
- Pay book, New York Artillery Company, with notes by Alexander ...
- Letter, Alexander Hamilton to his future wife Elizabeth ...

LIBRARY OF CONGRESS

ASKA LIBRARIAN DIGITAL COLLECTIONS LIBRARY CATALOGS Search Search by language GO

the Library of Congress > Teachers > Classroom Materials > Primary Source Sets > Alexander Hamilton

TEACHERS

Alexander Hamilton

Search this site

- Blacksboard
- Classroom Materials
- Professional Development
- TEFL Partner Program
- Using Primary Sources
- News and Events

Teacher's Guide

Start here for historical context, teaching suggestions, links to online resources, and more.

Alexander Hamilton Teacher's Guide (PDF 1.2MB)

To help your students analyze these primary sources, get a graphic organizer and guides.






Analysis Tool and Guides

Student Discovery Set — free ebook on Ebooks@LC

Find out which standards this resource meets: Common Core State Content Organizations

Primary Sources

Click the thumbnail for the original item, the caption for information on the item, or download a PDF.

 Discover the Map of the Island of St. Croix in Acadia View PDF	 Alexander Hamilton to Edward Stevens November 11, 1783 View PDF	 Alexander Hamilton to Margaret de Lafayette October 15, 1781 View PDF	 Washington to the British Yorktown View PDF (1.01 MB)	 Draksteen's point to Boston Army March 20, 1782 View PDF (491 KB)
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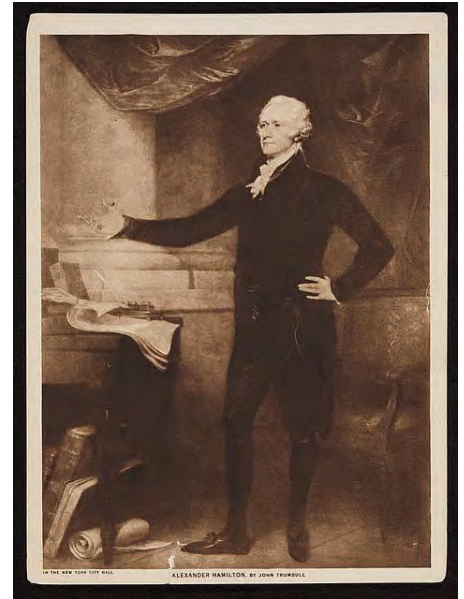
www.loc.gov/collections/alexander-hamilton-papers/ and
www.loc.gov/teachers/classroommaterials/primarysourcesets/alexander-hamilton/

Who Lives, Who Dies, Who Tells Your Story Lyrics

*Every other founding father's story gets told
Every other founding father gets to grow old*



*And when you're gone, who remembers your name?
Who keeps your flame?*



(Eliza sings . . .)



*You could have done so much more if you only
had time*

And when my time is up, have I done enough

Will they tell your story?



Engraving from 1807, shows a female figure representing "History" directing George Washington, Nathanael Greene, and Alexander Hamilton up a steep mountain roadway toward the Temple of Fame.

www.loc.gov/resource/pga.12685/



Inspiration

Tenacity
Generosity
Nature
Passionate people
Courage
Random Acts of Kindness
People who do not let circumstances define or limit them
Forgiveness
Selflessness
. . . . more

Motivation

Basic needs (Food, water, and shelter)

Safety & Security

Love & Belonging

Accomplishments & Self-Esteem

Self-Actualization

Personal Fulfillment

Fear or Peer-Pressure

Guilt or Insecurity

. . . more

Other words for “Perspective”

Point of view

Angle

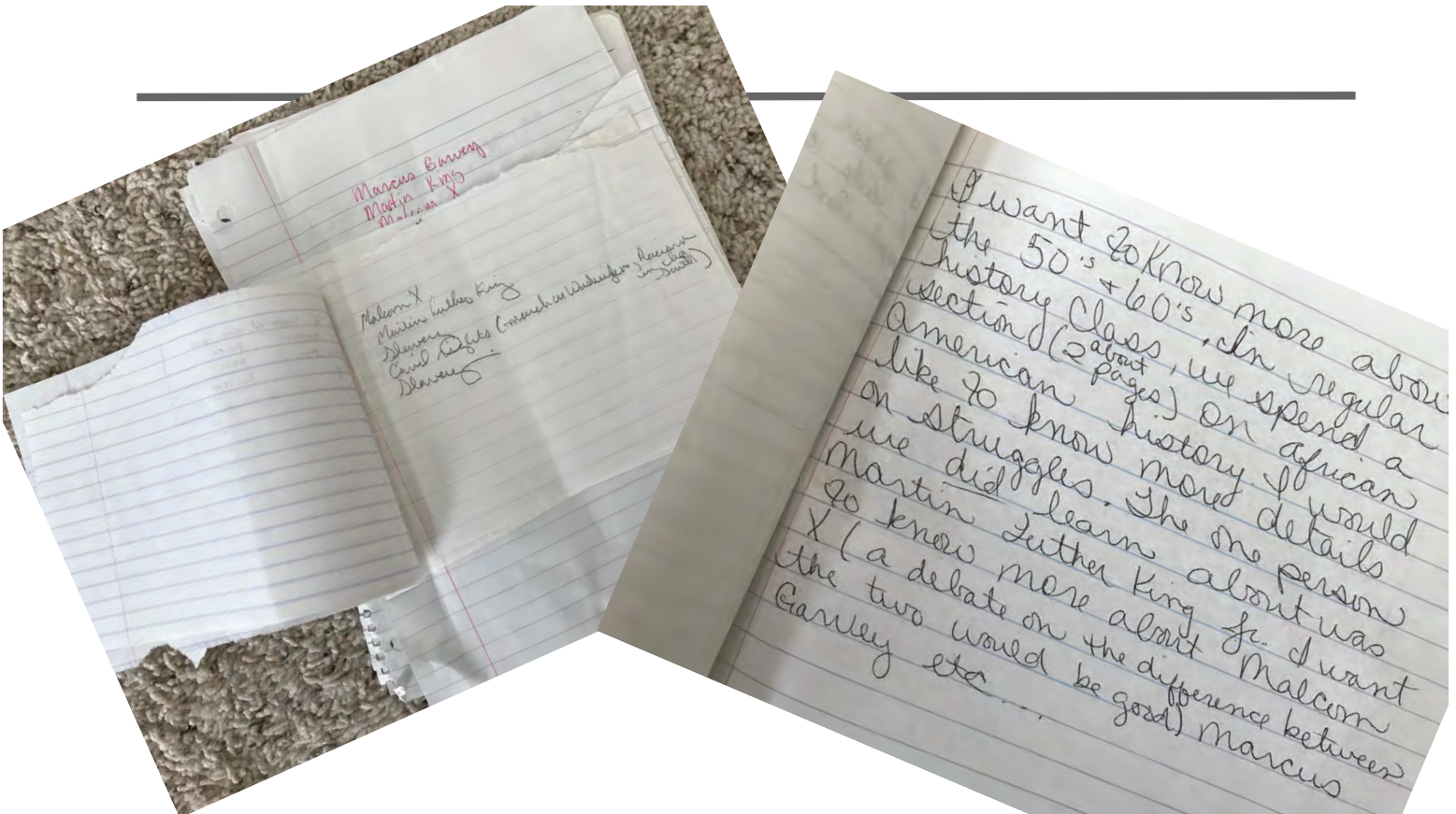
Approach

Take

. . .more

PHOTO, PRINT, DRAWING

Nine flags fly outside the Presidio La Bahia in Goliad, Texas. They represent the flags of six entities that have ruled Texas territory (Spain, France, Mexico, Republic of Texas, Confederate States of America and United States of America), plus three representing revolutionary forces that briefly occupied the historic fort



Student's reaction . . .

I can't believe I am reading what a young me wrote so many years ago!

I am blown away....and somehow needed this today. It has been an exhausting last several months but each small win makes this fight worth it. How amazing to see that I believed this at such a young age! I am blown away.

So, who tells your story?

And who helps you?

Who's story do you tell?

FILM, VIDEO
Carla Hayden & Lonnie Bunch: Cultural Institutions at Times of Social Unrest



FILM, VIDEO

Tell the Story of Jason's Tiny Neighborhood

Contributor: Reynolds, Jason

Date: 2020-05-05

<https://www.loc.gov/item/webcast-9161/> and <https://loc.gov/item/webcast-9194/>

We all have stories.

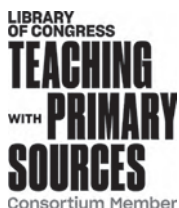
We can all be story tellers—
of our own stories and of others...we can
help one another remember, and we can both
uncover and share different perspectives—in
doing so, we tell a more complete story.

***We are living in a moment when telling a
more complete story must happen.***

The work that you all do

- your efforts to mine the Library’s collections for primary sources to serve as teaching tools
- your efforts to develop programs and materials that introduce teachers and their students to multiple perspectives
- your efforts encourage careful analysis that leads to noticing who and what may be missing

All of it matters so much. Thank you!



Online Collaborative Coaching: Building Digital Networks of Teacher Leaders Using Library of Congress Resources
Lightning Jay and Dr. Abby Reisman
University of Pennsylvania, Graduate School of Education



“How do we build teachers’ capacity to sustain learning from PD?”

The Problem with PD

- Philadelphia mandates a year-long African American History course for high school. **But** few high-quality curricular materials exist.
- Over 2 full day PD sessions we introduced Document-Based Inquiry Lessons, oriented teachers to the LOC database, and facilitated their creation of lessons. **But** experience and studies have shown that PD rarely makes an effect on teacher practice. Even curriculum must be adapted.

A Possible Solution

- Online collaborative coaching is a chance to continue the influence of PD.
- We shifted our 2nd round of PD to focus on collaborative coaching, recruited pairs of teachers from 5 schools, and created a network using an online video platform.
- Teachers received personalized feedback on lesson planning and implementation from peers and researchers.

Findings

- Surveys indicated that video coaching provided connection and were helpful in planning future lessons.
- Teachers coaching comments were effective in helping peers create opportunities for discussion (i.e., suggesting opportunities for student talk, highlighting places to link or extend student comments).
- Teachers were less successful highlighting opportunities for peers to engage in historical thinking (i.e., prompting students to source, centering discussion on issues of reliability).

This approach seems to offer a reproducible, scalable model for extending PD, but much work remains to refine and hone the model.

Partners: School District of Philadelphia (SDP); Collaboratory for Teacher Education at UPenn

Participants: 5 Pairs of 10th Grade African American History Teachers

Feedback Guide

Feedback Guide for Commenting on Colleagues' Torsh Videos

	Lesson Design	Opportunities for Historical Thinking	Opportunities for Student to Student talk	Attention to Teacher and Student Identity
Description	Feedback that helps teachers consider how they select, present, and guide the analysis of texts.	Feedback that helps teachers consider how to push students to scrutinize the evidence.	Feedback that helps teachers consider how to engage students with one another.	Feedback that helps teachers consider how their perceptions of themselves and their students influence their teaching.
Example 1: Asking for Reasoning or Reflection	Why did you decide to include a document by a White activist to demonstrate the importance of the Highlander School?	What do you want students to understand about Qurr's perspective?	What do you see as the big debatable issue here? Why did you decide to move on at this point rather than ask for more views?	When you told students that it makes you want to fight when someone calls you the "n word" or stupid or lazy, you're using personal pronouns, but impersonal examples. I'm wondering what you were thinking and feeling.
Example 2: Giving Suggestion [Observation/ Suggestion or Prompt/ Reasoning]* <i>*These are identified for clarity here but do not need to be included in actual comments.</i>	The third document seems like it is similar to what students might assume. [OBSERVATION] Considering it first. [SUGGESTION] Seeing something familiar can help students engage with the lesson and moving from familiar to unfamiliar might provoke more compelling thinking. [REASONING]	You seem to be doing a lot of the heavy lifting here instead of the students. [OBSERVATION] I think this would have been a good time to ask students how they think this document answers the CHQ. [SUGGESTION] Posing the CHQ will prompt students to think of the document as a piece of evidence. [REASONING]	I'm noticing that most students are responding to you instead of each other. [OBSERVATION] Can you think of 2 ways you could have prompted students to build on/ respond to this student's comment? [SUGGESTION/PROMPT] It strikes me this moment could be opened up for discussion. [REASONING]	This student's answer that "not all white people are racist" is left as the only interpretation of the Qurr letter. [OBSERVATION] Can you think of how you might have presented or invited alternative interpretations? [SUGGESTION/PROMPT] I think it's important to consider interpretations that challenge our worldviews. [REASONING]


Sample of Online Coaching

Philadelphia History Library of Congress Grant

Home Videos & Files Insights Community

← Back to Videos & Files

VID_1 (2/5/2020)



Comments

Coach Posted 4 months ago 05:38
It's great how you hold students accountable for all of their choices. Whenever they give an explanation, you're pushing them to be explicit and clear. Reply

Coach Posted 4 months ago 07:22
As you add context to, analyze, and make predictions about the text, it could be useful to model recording these thoughts as textual annotations. I like to project the document on the board and mark it up as we go. This is especially good if students have their own copies of the docs to mark up. Reply

Add Comment

0:00 / 16:02



TEACHING SUPREME COURT CASES TO MIDDLE SCHOOL STUDENTS



Jen Wheeler, Director of Teacher PD Programs & Curriculum

Street Law, Inc.

Teaching about Supreme Court Cases in Middle School

Strategies and Methods

- Prep: TPS Basics and PDPI
- Coordinating teacher recruitment with MD State Dept. of Ed.
- Teacher training and pilot materials implementation in SY19-20
- Materials widely released for free in Summer 2020
- Sustaining through continued use of materials in ongoing PD

Target Audience(s) and Focus Topic(s)

- Middle school social studies teachers
- Interactive instructional strategies for teaching about six SCOTUS cases
- Collaborating with MD State Dept. of Ed.
- Teacher training in Fall 2019, materials released to all in Summer 2020

Cases

- Marbury v Madison
- McCulloch v MD
- Worcester v GA
- Ex Parte Merryman
- Dred Scott v Sanford
- Plessy v Ferguson

Materials

- *Marbury v. Madison*
- *McCulloch v. MD*
- *Worcester v. GA*
- *Ex Parte Merryman*
- *Dred Scott v. Sandford*
- *Plessy v. Ferguson*

Case Pack Materials

Case Summary
Glossary
Three Sources
Essential Question
Suggested Resources

Case Summary

STREET LAW

Ex parte Merryman Case Summary

Ex parte Merryman (1861)

Decided: May 28, 1861

Background and Facts

In April 1861, fighting in the Civil War was just beginning. President Abraham Lincoln asked the states to provide troops to help the **federal** government (also called the Union government) fight the states that had **seceded**. In order to get to Washington, DC, the troops had to pass through Baltimore, Maryland. While in Baltimore, the troops were attacked by people who did not want to fight a war with the Southern states.

The state of Maryland did not secede like states in the South. It also chose not to help the North. Maryland did not want to be involved in the war. Maryland leaders asked President Lincoln not to send troops through Maryland anymore because they were afraid of more riots. President Lincoln refused, and he continued to send troops through Maryland to get to Washington, DC. Maryland Governor Thomas Hicks ordered the state **militia** to destroy railroad bridges in Maryland to stop troops from passing through the state. John Merryman, an officer in the Maryland militia, helped destroy the bridges.

President Lincoln gave the Army the power to suspend ***habeas corpus*** in Maryland. This means that he gave the Army the power to imprison people without explaining why. The Constitution allows this to happen in cases of “rebellion or invasion” that threaten public safety. Usually, the judicial branch has to explain why they are holding a person in prison. If they cannot bring the person under arrest into court to explain the **evidence** they have to hold that person in prison, they have to release him or her.



Teachers sort arguments for the petitioner and respondent during the “Classifying Arguments” activity.

Library of Congress Sources

The privilege of the writ of *habeas corpus* shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it.



THE HABEAS CORPUS CASE.—We regret that nothing has as yet been done towards the trial or release of Mr. Merryman. Of course it is impossible for those not in the secrets of the Government to know what reason there can be for postponing action in the case, but one thing is evident—that with the courts of the land in full operation, no delay would seem fair to the citizen which cuts him off from a speedy trial.

Besides all this, it is eminently proper that a Government which is fighting to maintain the integrity of the Constitution should interpose no arbitrary action to suspend or interfere with rights plainly guaranteed under it, if it would have the support and countenance of its citizens.

The right in question has ever been held so sacred that when suspended, from whatever cause, it gives a ground for fear that the liberty of the

Access Materials



www.store.streetlaw.org

jwheeler@streetlaw.org



The Difficult History Project

Alana Murray, Shady Grove Middle School

Alison Jovanovic, University of Maryland



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Troubled History, Troubling Times:

*Wrestling with Maryland's
difficult past using
primary sources*

Troubling History, Troubling Times

[Alana Murray, Ph.D.](#)

Shady Grove Middle School
Principal

[Alison Jovanovic, M.Ed.](#)

University of Maryland
Professional Development Site
Coordinator for Social Studies
Education

- Project used a research informed process for the development of teacher resources/lesson plans, expert review, teacher training, and the lessons themselves.

<https://education.umd.edu/difficult-history-project-teaching-primary-sources#overview>





Background of LoC Grant

- Dr. Magdalena Gross and Alison applied for a Library of Congress Teaching with Primary Sources Grant- we were wondering how to teach enslavement in this area using primary sources. We noticed that textbooks were not enough.
- Our team looked extensively at primary sources in the Library of Congress.
- With 2 graduate students we developed four lessons.
- We met with 7 experts from all over the US to review those lessons (including Dr. Murray)



Background of LoC Grant

- Alison and Dr. Gross adapted the lessons based on their feedback, chose only 3 to use more widely.
- Alison and Dr. Gross then developed a teacher PD for 25 pre-service teachers.
- Developed the public facing website with free materials for teacher use.



1 Minute Reflection

What thoughts and concerns do you have about teaching enslavement in your classroom?

Reflect and write your response in the chat.
Share?



Difficult History Project: Teaching with Primary Sources

HOME / DIFFICULT HISTORY PROJECT: TEACHING WITH PRIMARY SOURCES

Difficult History Project: Teaching with Primary Sources

Overview

Overview About Us **Teacher Resources** Expert Review

Use the following lesson resources to enhance your teaching of difficult history. Please note that some lessons include content associated with brutality against humans. Learn more about our expert review process by click on the Expert Review tab.

- **Harriet Tubman Lesson**
- **Brutality Lesson**
- **The Pearl Lesson**

Additional Resources

- Baptist, E. E. (2014). *The Half Has Never Been Told: Slavery and the Making of American Capitalism*. New York: Basic Books.

A historical illustration of a steamship at sea, with a large plume of smoke rising from the funnel. The ship is surrounded by smaller boats and a crowd of people on the shore.

<https://education.umd.edu/difficult-history-project-teaching-primary-sources#overview>



Overview of the Lesson: Harriet Tubman

- This is a classic Opening up the Textbook.
- Have you ever heard of the Combahee River Raid?
- You will compare historical sources to contemporary interpretations of Harriet Tubman's life. We are breathing life into a character, as well as elongating and complexifying her narrative. We find that many women's stories and contributions, women of color in particular, are missing or incomplete when taught to students. We are combatting that. Why might this be important?

<https://education.it-prod-lamp.aws.umd.edu/harriet-tubman-lesson>



Overview of the Lesson: Harriet Tubman

Process:

You and students will compare 2 textbooks to 7 sources, including a podcast.

Materials:

- PPT for teachers and students; lecture scaffold
- Source packet; KWL, graphic organizer, podcast, primary sources, secondary sources, scaffolds for analysis
- a full LP with a driving inquiry question;

Assessment: Students tasked to rewrite the textbook.



Overview of the Lesson: Brutality

- It is important that high school students know that white people utilized terror and violence in increasing amounts to enslave people. Not only did slave owners participate in terrorizing enslaved peoples, but also, the local white populations participated in the terrorizing of enslaved people. Often textbooks fail to paint the whole picture, making it imperative that students have the opportunity to review primary sources and corroborate the readings to develop a more comprehensive account.
- Many teachers struggle with how to teach about the realities of enslavement. Yet we believe that we have to face this difficulty and tell the truth about white complicity and participation in enslavement in order to have a productive future together.

.....



Overview of the Lesson: Brutality

Process:

This is a complex lesson on theory and content. The process is a typical OUT, but also analyze the language that historians use versus those that the textbook uses. The idea is to teach about the power of language and how language shapes our historical imagination.

Materials:

- This lesson has a source packet;
- a full LP; graphic organizer, photo analysis, scaffolded questions, modified documents
- inquiry question;

Assessment: students tasked to write a RAFT (choose to be a historian, abolitionist, textbook writer, concerned citizen); you must be anti-enslavement in your approach (ethical and moral imperative).



Overview of the Lesson: The Pearl

- Have you heard of THE PEARL?
- We are bringing a local story to life about resistance writ-large in DC. Not so much is known about this event, so the goal is also to help students write like historians and bring a cohesive narrative to an event we didn't know much about before.
- This lesson is about non-erasure: combatting erasure. Often stories of resistance are overlooked. What consequence might this have?

<https://education.it-prod-lamp.aws.umd.edu/pearl-lesson>



Overview of the Lesson: The Pearl

Process:

Inquiry lesson, standard. Students will get source packets to discover a new historical moment of resistance.

Materials:

- PPT for teachers; Lecture scaffold
- source packet; timeline, graphic organizer, evaluation tools
- a full LP with an inquiry question;

Assessment: Students will act as historians to do credibility evaluation for the sources of The Pearl, and they will be solving the mystery: How and why was The Pearl betrayed?



Additional Teaching Tools:

- Teacher answer key for the primary source scaffold already created
- Document Based Extension Activities
- Sample Summative Assessment
- An analytical rubric for the summative assessment
- Formative assessment: i.e.: Historical Assessment of Thinking



Closing Reflection

“And so we must imagine a new country...— by which I mean the full acceptance of our collective biography and its consequences — the price we must pay to see ourselves squarely... What I’m talking about is more than recompense for past injustices —... What I’m talking about is a national reckoning that would lead to spiritual renewal.”


The Case for Reparations, Ta-Nehisi Coates



Closing Reflection

- On a the Zoom WhiteBoard provide ONE word reflecting what you valued about the lessons shared today.

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College of Education
University of Maryland
College Park, Maryland 20742-1121
301.405.2334
education.umd.edu



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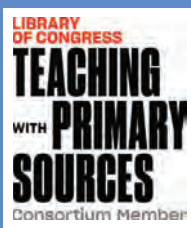
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Benefits and Challenges of Partnerships

Jena Sibille, Fulton County Schools

Lisa Landers, Georgia Historical Society



- New Georgia **Standards** of Excellence for Social Studies
- District Need for new **Model Units**
- Need for **improved instructional practice** with emphasis on promoting inquiry and content knowledge



Enriching Learning through Authentic Inquiry and Primary Sources

10 Model Lessons for 8th Grade Georgia Studies



Engaging Students with Primary Sources through Arts Integration:

5 Model Units for 5th Grade Social Studies

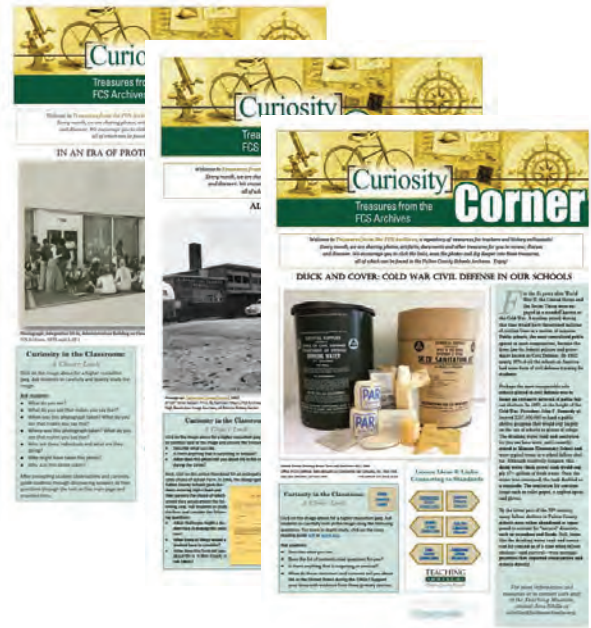


Partnerships =
Connect Our
Teachers to
Great Content



A Primary Source Online Publication

www.fultonschools.org/archives



Components of a Teaching with Primary Sources Program

Content

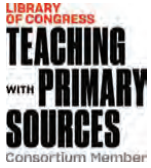


Strategies



Teachers

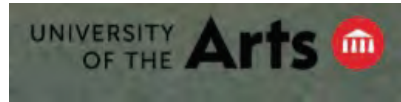




LOC TPS Consortium Partners



**HUMANIZING
HISTORY:**
*Revealing Personal Experience
Through Primary Sources &
The Arts*



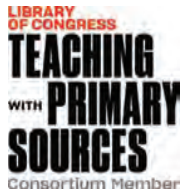
*Teaching with Primary Sources
n and through the Arts* Stormy Vogel



Lynn Tuttle



Jeffery Gleaves



LOC TPS Consortium Partners

Teaching with Primary Sources Civil Rights Fellowship

Mars Hill University
Bridget Morton & Tom Destino

Middle Tennessee State University
Kira Duke

Univ. of South Carolina, Columbia
Karen Gavigan & Daniella Cook



LIBRARY
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TEACHING
WITH **PRIMARY**
SOURCES
Consortium Member

LOC TPS Consortium Partners



Georgia Historical Society (GHS) is the premier independent statewide institution responsible for collecting, examining, and teaching Georgia history.

GHS houses the oldest and most distinguished collection of materials related exclusively to Georgia history in the nation.

GHS CONTACT INFORMATION

Lisa Landers

Education Coordinator

llanders@georgiahistory.com



Georgia Historical Society

Savannah, Georgia

www.GeorgiaHistory.com



ABOUT GHS

- *Founded in 1839 with the mission to collect, examine and teach Georgia and American history through education and research.*
- The **Georgia Historical Society Research Center**, erected in 1876 preserves and makes accessible an unparalleled collection of Georgia history, including over 5 million manuscripts, 100,000 photographs, 30,000 architectural drawings, 15,000 rare and non-rare books, and thousands of maps, portraits, and artifacts. Use these tools to search the Georgia Historical Society collections.

GHS AS A TPS CONSORTIUM MEMBER

- Regional grantee from TPS in 2012
 - Project developed professional learning opportunities for Georgia teachers: *Opening America's Archives: Using Primary Sources Across Disciplines*
- Content Partner for TPS Architects with Fulton County Schools
 - 2018-2019: Provided access to primary sources from GHS collections and professional development for *Enriching Learning through Authentic Inquiry and Primary Sources: Creating Model Lessons for 8th Grade Georgia Studies*
 - 2019-2020: Provided access to primary sources from GHS collections and professional development for *Engaging Students with Primary Sources through Arts Integration: Creating Model Units for 5th Grade Social Studies*

GHS AS A PARTNER

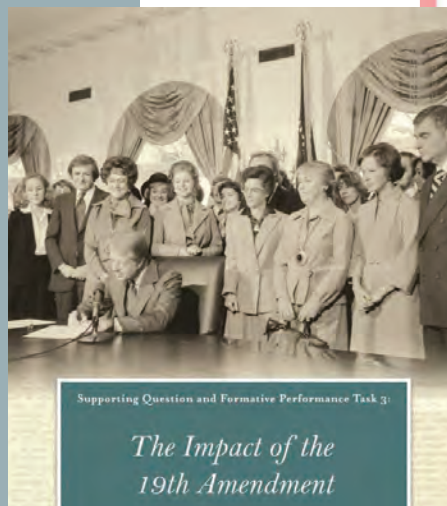
GHS is most often a content partner providing standards-based educational resources written for students and teachers containing strategies and primary sources for exploration in the context of historical scholarship.

- Professional Development
- School Programs
- Digital Learning Resources



"Piecing together the past in real-time has ignited renewed historical interest in our students. Your interactive format has definitely helped our students learn beyond the book and has also inspired our teachers to create activities beyond the PowerPoint."

Adrienne Hurley
K-12 Social Studies Coordinator
Bibb County School District



SEEKING PARTNERSHIPS

- GHS seeks partnerships with **schools, school districts, and regional educational agencies** to provide **audiences** for professional development and school programs, collaborate to drive creation of educational resources, and give critical feedback on classroom materials created by GHS.
- GHS seeks partnerships with **strategic partners** who conduct research and disseminate new, effective **strategies** for primary source exploration, historical inquiry, and literacy.
- GHS seeks partnerships with **educational and research institutions and organizations** to better **create and promote** programming and resources for students, teachers, and the public.

BENEFITS AND CHALLENGES

BENEFITS

- Allows GHS to meet the challenges produced by limited budgets and staff
- Interaction with diverse collaborators
- Access to more materials, resources, and strategies
- Allows GHS to focus on its specific mission
- Wider promotion of programming and resources

CHALLENGES

- Logistical problems such as differences in time and distance
- Limited by budget constraints
- Differences in missions, goals, or objectives
- Lacking the materials or resources desired from partnering institutions

GEORGIA HISTORY FESTIVAL

The *Georgia History Festival* is the signature K-12 educational program of the Georgia Historical Society.

The *Festival* consists of a variety of public programs, exhibits, school events, and educational resources.

Festival events include the Colonial Faire and Muster living history program, the annual Georgia Day Parade, and the Trustees Gala.

Partners needed:

- Program participants/students and educators such as Fulton County Schools
- Content partners such as LOC and Digital Public Library of Georgia
- Strategic partners such as TPS and other Consortium members
- City government, host institutions, vendors, and sponsors.



PROFESSIONAL DEVELOPMENT

GHS presents professional development to teachers across Georgia, training them to teach their students how to conduct research and engage in historical inquiry.

GHS has presents professional development programs to teachers, administrators, media specialists, and pre-service teachers both in-person and virtually.

Program topics include:

- Historical Inquiry
- Finding and Using Primary Sources
- Research Roundup

Strategies from:



idm

NHD
NATIONAL
HISTORY DAY

LIBRARY OF CONGRESS
TEACHING
WITH PRIMARY
SOURCES

Content from:



LIBRARY OF CONGRESS

GEORGIA HISTORICAL SOCIETY

MAJOR GHS
PROGRAMS
FEATURING
DIVERSE
PARTNERSHIPS

- *Georgia History Festival*
- Today in Georgia History
- Business History Initiative
- Georgia Historical Marker Program
- GHS Affiliate Chapter Program



Co-authoring
**TPS Professional
Development Experiences
with Partners**



Trey Smith, Teacher, Boys' Latin of Philadelphia
Diana Ryan, Teacher, Sheridan Elementary
16 June 2020
TPS Eastern Region Conference

Our Story: A Networked Network

Since
1986,



a site of

based at



Our Story: A Networked Network

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Our Story: A Networked Network



Pulitzer Center
for Crisis
Reporting

Independence National
Historical Park

West Philadelphia
Collaborative
History Project

College, Career,
and Community
Writers Program

Philly School
Media Network

Teachers Institute
of Philadelphia

Racial Empowerment
Collaborative

Penn Museum

School District of Philadelphia

Our Story: A Networked Network

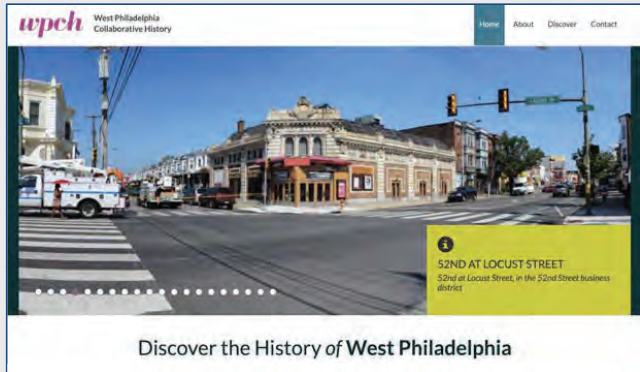


Co-Authoring PD Experiences

- What expertise, stories, and resources do our partners have that might support teachers in teaching with primary sources—in ways that support students in “reading the word and the world”?



Pulitzer Center for Crisis Reporting



West Philadelphia Collaborative History Project

Philadelphia Writing Project Invitational Summer Institute 2019 Teacher inquiry: Exploring primary sources through the lenses of justice, civics, history, and community

Monday - 7/15/19	Tuesday - 7/16/19	Wednesday - 7/17/19	Thursday - 7/18/19	Friday - 7/19/19
What is inquiry? How do we use writing to build an inquiry community?	What are our literary roots/routes?	What do we know about our school and community and how do we know it? How do we leverage the resources of our community to support teaching and learning?	How do we create a culture of inquiry in the classroom?	What are our questions about leveraging disciplinary tools and learning in local and global communities?
Facilitator Introductions / Get-to-Know-You BINGO	Reflection Sheets / Overview	Reflection Sheets / Overview	Reflection Sheets / Overview	Reflection Sheets / Overview
Overview of Day	Morning Read: Freedom Schools	Morning Read: What do we mean when we say urban? (Watson, 2018, pp. 183-185)	Morning Read: Primary and Secondary Source Sort	Morning Read: Black Bottom (Puckett, 2017)
Morning Read and Text Rendering: Willing to be disturbed (Wheatley, 2002)	More Thinking Routines and Primary Sources: Education and Self-Determination, Education and Assimilation (9:20 - 10:00)	Double Entry Journal	Thinking Like a Historian with Primary and Secondary Sources: Constructing Community Monuments (9:15 - 10:00)	John Puckett: Learning with a Historian: West Philadelphia Collaborative History Project (9:15-10:00)
Primary Source Analysis: Reflections on Resilience and Resistance (10:00 - 11:00)	"Where I'm From" Activity (10:00 - 11:00)	Multiple Perspectives and Primary Sources: Women's Suffrage (10:00 - 11:00)	Portfolio Examples	Searching for Primary Sources: Philadelphia Neighborhoods (10:00-11:00)
Journal Group Overview			Considerations for Selecting Primary Sources: World War I and Veterans (10:15-11:00)	
Journal Groups (11:00 - 12:00)	Journal Groups (11:00 - 12:00)	Journal Groups (11:00 - 11:45)	Journal Groups (11:00 - 12:00)	Journal Groups (11:00 - 12:00)
Lunch (12:00 - 1:00) - Primary Sources Research and Lesson Planning	Lunch (12:00 - 1:00) - Primary Sources Research and Lesson Planning	Lunch (11:45 - 12:15)	Lunch (12:00 - 1:00) - SIG: Queering the Classroom - Primary Sources Research and Lesson Planning	Lunch (12:00 - 1:00) - SIG: Culturally Responsive Teaching and Neuroscience - Primary Sources Research and Lesson Planning
Review of Institute Traditions, Goals, and Expectations (1:00 - 1:30)	Sharing Literacy Artifacts (1:00 - 2:00)	Howard Stevenson, PhD: Racial Literacy (12:15 - 1:30)	Sara Beverly and Donna Sharer: Primary Sources, Inquiries, and Taking Informed Action (1:00 - 3:00)	Fareed Mostoufi: "Walk Like A Journalist" and Other Resources from Pulitzer Center for Crisis Reporting (1:00 - 3:00)
Reading Response Groups: Taking an Inquiry Stance on Practice (1:30 - 3:00)	Reading Response Groups: Attitudes, Actions, and Accountability (2:00 - 3:00)	Debrief (1:30 - 3:00)	Looking Back and Looking Ahead (3:00 - 3:30)	Looking Back and Looking Ahead (3:00 - 3:30)
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Teacher Consultants as Partners

(Who Are Also Part of Other Networks)



District administrator; participant in PennGSE-based TPS-funded PD



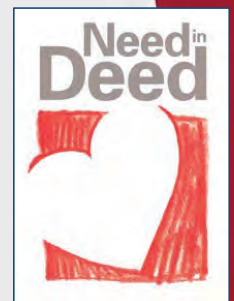
Teacher in Penn partnership school in district; member of Need in Deed professional network



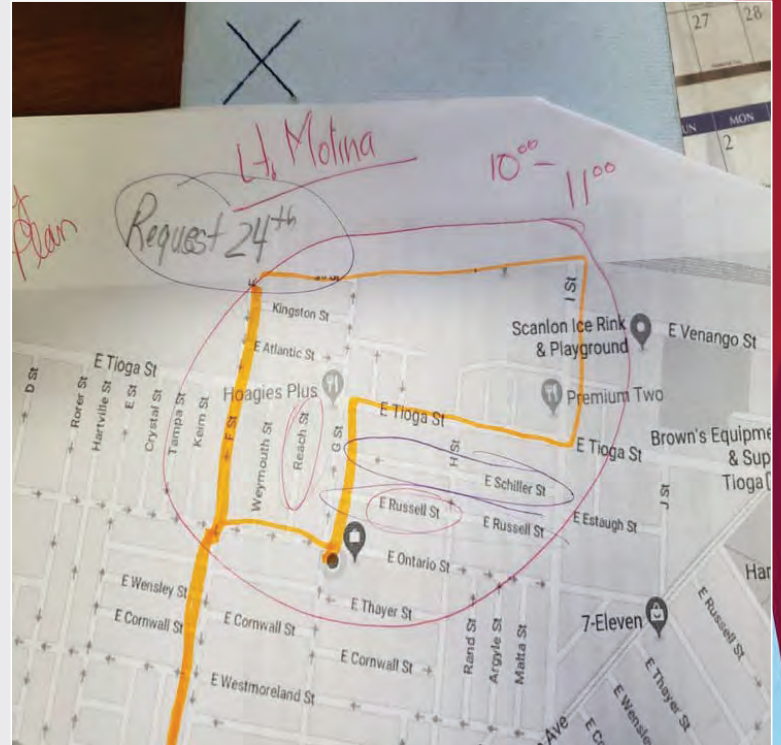
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Primary Sources + Partners

- As a class we discussed primary sources, introduced the **Need in Deed** framework and explored lessons from the **Pulitzer Center for Crisis Reporting** which featured children as community changemakers.
- We ultimately decided a community walk would be a great first hand opportunity for students to observe community needs and points of pride.
- The greatest challenge, however, was getting the community walk approved.



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Community Walk



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Primary Sources + Partners

- Once the walk was approved, **students interviewed their parents** about their community and reported findings to the class.
- We also explored **PhillyHistory.org** for neighborhood photos.
- Like the **Pulitzer Center's** slow journalism workshop over the summer, I challenged my class to slow down in order to observe everything intently to gather information.
- We debriefed by discussing their observations, noting areas of pride and areas to grow, and referring back to some of the primary sources we explored prior to our walk.



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Our School



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2.0: Partners Within/Across Schools

- For our 2020 institute, we have partnered with two Learning Networks in the School District of Philadelphia to recruit participants and try to strengthen connections by:
 - Identifying current PhilWP administrators and teachers in those networks, starting with two assistant superintendents
 - Presenting to principals and teachers at convening to recruit 20 teachers to participate in this summer's institute
 - Securing commitments from administrators to support convenings throughout the school year



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Questions?

Trey Smith, jftreysmith@gmail.com, @jftrey
 Diana Ryan, dryan@philasd.org

Invitational Summer Institute Websites: tinyurl.com/philwp2018
tinyurl.com/philwp2019
tinyurl.com/philwp2020



Making History Come Alive and Developing Performance Assessment Using Primary Sources

Presented by Dr. Sheri Almond - Cumberland County Public Schools

Mrs. Sherry Levitt and Dr. Cynthia Szychia – TPS Virginia

How can teachers use primary sources for instruction and to create performance assessments?

Strategies and Methods

- Partnered with TPS Virginia to provide teachers with professional learning sessions to identify, locate, and use primary and secondary sources.
- Worked with Longwood University and J Sergeant Reynolds Community College to evaluate and provide feedback on history lessons.
- Created a resource bank of K-12 History lessons using primary and secondary Sources
- Held training sessions facilitated by Dr. Chris Gareis from the College of William and Mary resulting in the development of 14 Performance Assessments that cover VA SOLS WHI, WHII and VAUS.
- Piloted and refined Performance Assessments and made available to all participants.
- Developed plan to begin implement Performance Assessments for the 2018-2019 school year, replacing traditional SOL multiple choice tests.

Target Audience(s) and Focus Topic(s)

- **Audience:**
 - K-12 History teachers
 - High School History Teachers (grades 9-12) and Curriculum Coordinators from Region 8 school divisions.
- **Topics:**
 - Locating and using primary & secondary sources available online at the Library of Congress
 - Create K-12 History lessons and regional resource bank to share lessons using Primary Sources
 - Developing Performance Assessments using primary and secondary sources





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- Created a resource bank of K-12 History lessons using primary and secondary Sources
- Showcase at the Moton Museum to share instructional strategies with teachers in the region

Target Audience(s) and Focus Topic(s)

- **Audience:**
 - K-12 History teachers
- **Topics:**
 - Locating and using primary & secondary sources available online at the Library of Congress
 - Create K-12 History lessons and regional resource bank to share lessons using Primary Sources
 - Showcase of lessons and activities to share learning and instructional strategies



Developing Performance Assessment Using Primary Sources

Presented by Dr. Sheri Almond

Cumberland County Public Schools

How can teachers use primary sources to create performance assessments?

Strategies and Methods

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- Held training sessions facilitated by Dr. Chris Gareis from the College of William and Mary resulting in the development of 14 Performance Assessments that cover VA SOLS WHI, WHII and VAUS.
- Developed plan to implement Performance Assessments for the 2018-2019 school year, replacing traditional SOL multiple choice tests.
- Held a scoring event to vet the performance assessment to be used to replace local benchmark assessments.

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- **Audience:** High School History Teachers (grades 9-12) and Curriculum Coordinators from Region 8 school divisions.
- **Topics:**
 - Locating and using primary & secondary sources available online at the Library of Congress
 - Developing Performance Assessments using primary and secondary sources



TPS EASTERN REGION ANNUAL CONFERENCE
JUNE 16, 2020

Teachers Teaching Teachers

Primary Source Responses to 9/11

Elise Langan, Ph.D. / Bronx
Community College (CUNY)

Cathlin Goulding, Ed.D. / Hunter
College (CUNY)

Julie Maurer, Education Director /
Gotham Center for New York History
(CUNY)



Teachers Teaching Teachers Primary Source Responses to 9/11



Learn from Certified Teachers How to Use
Primary Sources to Teach about September 11, 2001

March 5, 2020
6:00 – 9:00 pm
CUNY Graduate Center
365 Fifth Avenue
NYC 10016
Rooms: C-Level

Conference Agenda

5:30 Registration
6:00 Welcome & Introduction (Lobby)
6:30 Session 1*
7:15 Session 2*
8:00 Session 3*
8:45 Wrap-Up (Lobby)

*Five presentations will run concurrently;
please check your schedule for breakout
room locations



Annie Williams
Social Studies Teacher, North County High School, Bonne Terre, MO, Grades 10-12

Claire Shweky
History Teacher Special Music School, New York, New York, Grades 6-8

Heather Monson
Social Studies Teacher, United Township High School East Moline, IL, Grades 9-12

Heather Bettinardi
Social Studies Teacher and Department Chair, J.A. Fair High School, Little Rock, AR, Grades 9-12

Vaughan O. Danvers
Teacher, Edward B. Shallow JHS 227, Brooklyn, NY, 11204, Grade 8

David Neven
United States History Teacher, ITW David Speer Academy, Chicago, IL 60639, Grade 11

Michael Curran
Social Studies Department Chair, DeMatha Catholic High School, Hyattsville, MD 10-12

DeAnna Duffy
Freshman World History and Sophomore Civics Teacher, Evanston Township High School, Evanston, IL, Grades 9-10

Esther England
Global History Teacher, Midwood High School, Brooklyn, NY, Grade 10

Samantha Bentley
7th Grade High School World History Teacher, Bethune Bowman Middle High School, Rowesville, SC, Grades 7-12

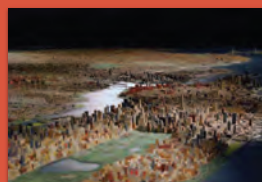
Political Consequences of 9/11

Oral History: The Unforgotten Voices of 9/11

Enduring Images of 9/11

Islam and Islamophobia During 9/11 and Its Aftermath

Introducing the Timeline



QFT + TPS Mashup = Student-Driven Inquiry



OBSERVE	QUESTION	REFLECT
<p>Teacher selects primary source from a Library of Congress Primary Source Set to use as a Question Focus. (QFocus)</p> <p>Students observe the QFocus silently for 30 seconds noticing details in the image.</p> <p>Students close read a brief citation of the primary source that uses clear, simple language chosen by the teacher.</p>	<p>Students produce questions, following the four rules and numbering their questions.</p> <ol style="list-style-type: none"> 1. Ask as many questions as you can. 2. Do not stop to discuss, judge or answer the questions. 3. Write down every question exactly as stated. (If working alone, write down every question exactly as it comes to mind.) 4. Change any statement into a question. <p>Students improve questions.</p> <ul style="list-style-type: none"> • Categorize as Open or closed. • Change one open question to closed and one closed question to open. <p>Students prioritize questions.</p> <ul style="list-style-type: none"> • Consider why you chose the top three. 	<p>Students Share and Discuss</p> <ul style="list-style-type: none"> • Answer basic, contextual questions by looking at the citation page. • Make inferences based on visible evidence. <p>Students and teacher create an Action Plan</p> <ul style="list-style-type: none"> • To answer your priority questions, what information do you need? • What actions would you take to find that information? <p>Students think about their thinking</p> <ul style="list-style-type: none"> • What did you learn from the questions others asked? • How did you decide on your priority questions and where did they fall in your sequence?
FURTHER INVESTIGATION		
CORROBORATE	SEARCH	REFLECT
<p>Students explore additional primary and/or secondary sources from the Primary Source Set or a related Digital Collection looking for similarities and differences.</p> <p>Students draw conclusions from the accumulated interpretations.</p> <p>Students determine what new information they need to answer their priority questions.</p>	<p>Students use the Library of Congress search engine to locate more primary sources .</p> <p>Students refine their search using Library of Congress filters such as format, date, location and creator.</p> <p>Student Search Tutorial for the Library of Congress.</p>	<p>Students think about their thinking</p> <ul style="list-style-type: none"> • What did you learn? How did you learn it? • What inquiry skills do you need to work on to improve your next project? • How can you share your knowledge with others?



QFT+TPS Mashup = Student Driven Inquiry

A Tale of 3 Lenses: Revealing the Stories of Primary Sources Through Questioning



Adams



Lange



Miyatake

Sarah Westbrook, Right Question Institute
 Dr. Ann Canning, TPS Eastern Region
 Melissa Lawson, Folsom Middle School

TPS ER Virtual Conference, June 16, 2020

Today's Objectives

- Experiment with a new inquiry model, the QFT+TPS Mashup in Zoom breakout rooms with a facilitator
- **Observe** photographs taken by Toyo Miyatake, Ansel Adams, and Dorothea Lange to tell the same story
- Ask **questions** about primary sources, lenses, and storytelling
- Explore a real life classroom example
- Share **reflections** about the Japanese American Internment and the QFT+TPS Mashup process

“There can be no thinking without questioning—no purposeful study of the past, nor any serious planning for the future.”

– **David Hackett Fischer**

University Professor Emeritus of History, Brandeis University

“Libraries allow children to ask questions about the world and find the answers. And the wonderful thing is that once a child learns to use a library, the doors to learning are always open.”

– **Laura Bush**

Educator & Former First Lady of the United States

And yet, not all students ask questions

Deliberate work on teaching and practicing the skill of questioning can change those dynamics

The QFT, on one slide...

1) Question Focus

2) **Produce** Your Questions

- ✓ Follow the rules
- ✓ Number your questions

3) **Improve** Your Questions

- ✓ Categorize questions as Closed or Open-ended
- ✓ Change questions from one type to another

4) **Strategize**

- ✓ Prioritize your questions
- ✓ Action plan or discuss next steps
- ✓ Share

5) **Reflect**

1. Ask as many questions as you can
2. Do not stop to discuss, judge or answer
3. Record *exactly* as stated
4. Change statements into questions

Closed-Ended:

Answered with “yes,” “no” or one word

Open-Ended: Require longer explanation

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

Ask students to 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 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 so important? • If somebody made this today, what would be different? • What can you learn from examining this?

QUESTION

Invite students to ask questions that 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?

"If it ain't broke..." why mash it up?

- *Every* child asks questions (and practices an essential skill for learning and for life)
- Student questions drive the full primary source analysis and further investigations
- "What comes next? What now?" By combining processes, we can better move into next steps, further investigation, and initial research.
- Each process cements the other
- We get to learn from and strengthen each other

QFT + TPS Mashup = Student-Driven Inquiry



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Directions for Breakout Rooms

- Zoom breakout rooms will *automatically* start and end; you will be moved automatically and do not need to click anything
- Your facilitator will guide the process; you'll do the active, collaborative work and intellectual heavy-lifting!
- You will be able to participate via Zoom (chat & audio) and Padlet
- Participate as yourself; no need to pretend to be a student
- We'll have about 25 minutes before breakout rooms close and we come back to the main room to debrief. It will be a quick taste of the process.

Large Group Sharing

Break-out Room Report Back to Main Room

Could one person from each breakout room type in the chat box:

- What caption, sentence or key question best summarizes the story or lens your group investigated today?

The Student Question that Started the Deep Dive:

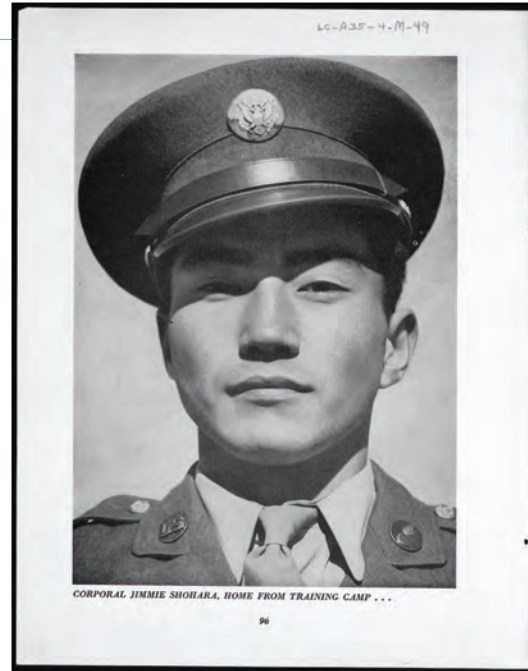
“Why didn’t they resist?”

Breakout Room Mashups



Toyo Miyatake,
1943.

Copyright Toyo
Miyatake
Studios,
reproduced with
permission



Ansel Adams, 1943.

http://lcweb2.loc.gov/cgi-bin/ampage?collid=gdc3&fileName=scd0001_20020123001bfpage.db&recNum=82



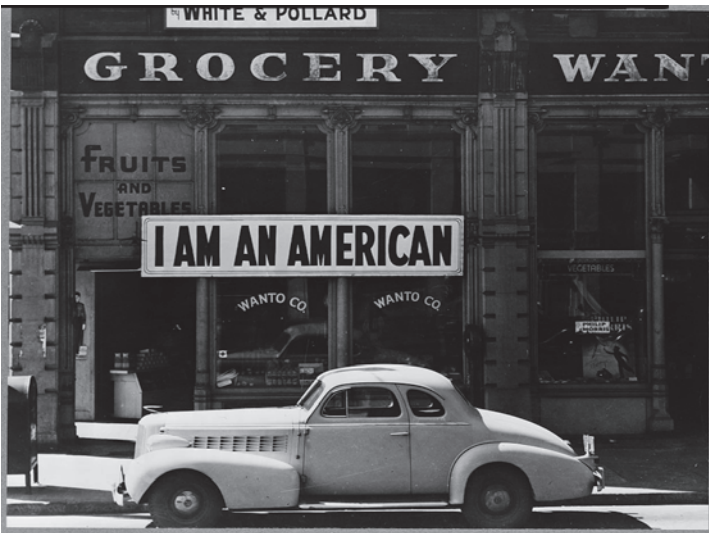
Toyo Miyatake, 1943. Manzanar War
Relocation Center.

Copyright Toyo Miyatake Studios, reprinted
with permission.



Dorothea Lange, April 1942, San Francisco.

Retrieved from the National Archives:
<https://catalog.archives.gov/id/536439>



Dorothea Lange, 1942, Oakland, CA.

Retrieved from: the Library of Congress
<https://www.loc.gov/pictures/resource/cph.3a24566/>



Ansel Adams, 1943, Manzanar War Relocation Center.
Caption: "Americanism is a matter of the mind and heart."

Retrieved from the Library of Congress: http://leweb2.loc.gov/cgi-bin/ampage?collId=gdc3&fileName=scd0001_200201230011b1page.db&recNum=50

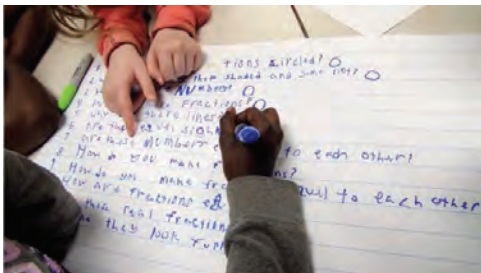
A Look Inside the Mashup Model



QFT + TPS Mashup = Student-Driven Inquiry



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What does it look like in a (virtual) classroom?

Padlet #3 Searching for Answers to Priority Questions at LOC.gov

Melissa Lawson's 7th Grade Folsom Middle School

The Padlet board contains the following content blocks:

- Searching Tutorial Library of Congress Homepage**: A video thumbnail showing the Library of Congress website.
- Reflection Jack A**: "I learned that a) I should have been using the Library of Congress for my History Day project and b) Japanese Americans were locked away just like we are right now, except for a dumber reason."
- Keywords**: "Car, American, internment, Madeleine G."
- Siri R.**: A photograph of a young child.
- Siri R. Reflection**: "I learned that you can't rush to find primary sources. I also learned the importance of key words, and that it makes research easier. The Library of Congress website helped me learn this."
- Primary Source**: A telegram snippet: "TELEGRAM Pearl Harbor: The Nation's Im... Alan Lomax and the staff from... LOC".
- Primary Source**: "My primary source was found by the key word Japanese. <https://www.loc.gov/item/2017817895/> Aidan K."
- Primary Source**: "The primary source that I found based on my keywords was called 'Japanese American internment.'"
- Reflection Corbin Anderson**: "I learned that to find historically accurate facts you have to take your time and hunt for the best sources. I also learned that The Japanese-Americans were sent to internment camps because of Pearl Harbor."
- Ruha P.**: "Japanese American Internment Click the thumbnail for the orig... loc".
- Reflection**: "I learned that to find the best sources you have to do some digging"
- Keywords- Japanese American internment camps 1942 Janvi N**
- Reflection Alex W.**: "I learned that some sources may have more of the information that you"
- Reflection Sonith K reflection**: "I learned that it is important to narrow down to find the source that is needed to be found by"

Final Reflection

1. What do you understand differently now about the story of Japanese American Internment specifically or about 'who tells your story' more generally?
2. What questions do you have now about lenses, primary sources, and storytelling?
3. What about these primary sources resonates with you today?

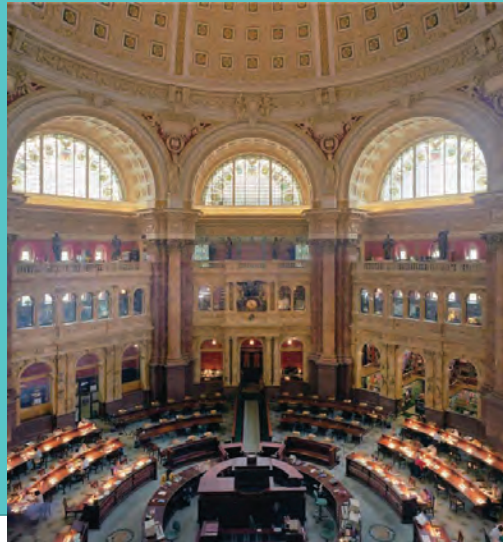
Emails Welcomed!

sarah.westbrook@rightquestion.org Sarah Westbrook

acanning@waynesburg.edu Ann Canning

MLawson@fcusd.org Melissa Lawson

Thank you!



(hope to see you in THIS room soon!)

[Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2011635726/>.

Make Your Own Padlet



Access the QFT Padlet Template Here:
<https://padlet.com/sarahwestbrook1/QFT2>

Access a quick guide to using Padlet:
<https://rightquestion.org/remote-learning-resources/>

Use and Share QFT Resources



The Right Question Institute offers materials through a Creative Commons License. You are welcome to use, adapt, and share our materials for noncommercial use, as long as you include the following reference:

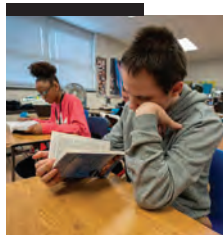
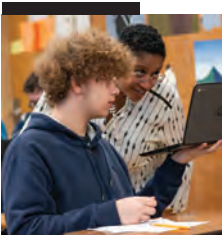
“Source: The Right Question Institute (RQI). The Question Formulation Technique (QFT) was created by RQI. Visit rightquestion.org for more information and free resources.”

Access today’s materials (and more!): <http://rightquestion.org/events/>

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.

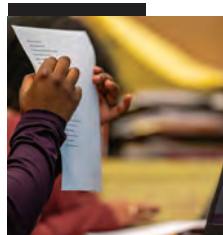
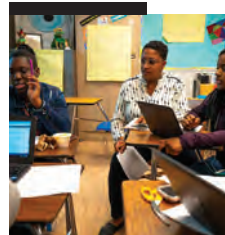


2 Choose a book that aligns with your topic and is appropriate for your students and community.

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.

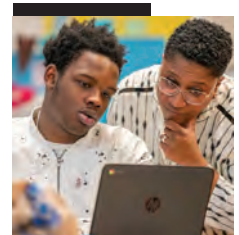
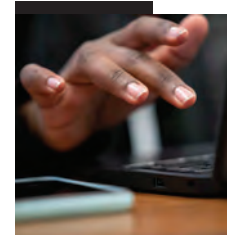


4 During the reading, compile a list of dates, people and events that might have primary source connections.

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.



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



CONTRIBUTE TO
READWRITETHINK.ORG

ReadWriteThink.org and NCTE are excited to be part of a new project with the Library of Congress!

NCTE invites you to participate in an exciting new initiative to expand the Teaching with Primary Sources in K-12 ELA classrooms. We seek educators to join our team to write content for this initiative. This is an opportunity for your ideas, expertise, and practices to be shared with 12 million annually on ReadWriteThink.

Writers follow guidelines to provide top-quality educational materials based on the National Standards for the English Language Arts. Proposals on all topics based on Library of Congress resources are welcome, and we offer support during the drafting, writing, editing, and publishing process.

PREPARE A PROPOSAL

Before writing a 100-word proposal of your resource idea, identify the literacy concepts and Library of Congress resources that your idea will use; be sure to include how the resource may be related to others on the ReadWriteThink site. Visit www.readwritethink.org to view our existing Lesson Plans, Activities, Strategy Guides, and other materials to gain an understanding of the types of works we've published. Once you're ready to submit your resource proposal, email Lisa Fink at LFink@ncte.org to share your idea.

DEVELOP YOUR RESOURCE

Once your proposal has been accepted, you'll be provided with a template and submission guidelines to follow while creating your resource. Using existing printouts, interactive tools, and examples from ReadWriteThink, write your resource as if it were for an early-career teacher, providing a great deal of explanation and many details.

SUBMIT YOUR RESOURCE

After proofreading and reviewing your work to ensure that the submission guidelines have been followed, you'll submit your resource electronically, where the ReadWriteThink team will receive it. After that initial internal review, your resource will be sent out for peer review from experts in the field. Once the reviews are completed, you'll be contacted by a member of the ReadWriteThink team with further instructions on how to move your resource along to publication!

Contribute your work and become a part of the ReadWriteThink team today! Interested teachers should contact Lisa Fink at LFink@ncte.org.



LIBRARY OF CONGRESS
TEACHING WITH PRIMARY SOURCES
Consortium Member

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

NHD
NATIONAL
HISTORY DAY

The Expanded TPS Consortium



Vision for the Consortium

The Teaching with Primary Sources (TPS) Consortium supports the Library of Congress's mission to ***engage, inspire, and inform*** by fostering relationships within the educational community that promote effective teaching and learning with the Library's digitized primary sources in K-12 classrooms.

We (All) Need Partners Now More Than Ever!

- ❖ Partners help us reach further and farther
- ❖ Teach us new methods and approaches
- ❖ Support collaborative programming
- ❖ Provide expert counsel

Toward Building an Expanded TPS Consortium

Now...

- ❖ Regional and national meetings
- ❖ Webinars and online courses
- ❖ Articles
- ❖ Explore collaborative ideas

Toward Building an Expanded TPS Consortium

Later...

- ❖ Create a regional meeting
- ❖ Propose a collaborative project idea
- ❖ Request a larger grant
- ❖ Explore collaborative ideas

Toward Building an Expanded TPS Consortium

But first, join the Consortium!

<https://www.surveymonkey.com/r/ConsortiumInfo>

TPS Consortium Members Interactive Map

TPS Consortium Interactive Map

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Members List

Augusta University
Augusta, GA
Content Focus: Civics, Economics, Geography, History
Grade Focus: K-12
Audience: Classroom Teachers, Curriculum Coordinators/Staff Development Specialists, Librarians/Media Specialists, Teacher Candidates/Student Teachers
TPS Project Format: Professional Development Workshops or Courses, Undergraduate Courses, Graduate Courses, Curricula, Teaching Materials

Barat Education Foundation
Chicago, IL
Content Focus: Civics, English Language Arts, General, History, STEM, Math
Grade Focus: K-12
Audience: Classroom Teachers, Curriculum Coordinators/Staff Development Specialists, Librarians/Media Specialists
TPS Project Format: Webinars, Professional Development Workshops or Courses, Curricula, Teaching Materials

Bard College

Map showing TPS Consortium member locations across North America. Key locations marked include Vancouver, San Francisco, Los Angeles, Mexico City, New York, and Bogotá. The map covers parts of Canada, the United States, and northern South America.

Member Profile

Organization: Michigan Council for History
Name: Education
Organization Type: Professional Association
Region: Midwest
City: Allendale
State: MI
U.S. Territory:
Zip Code: 49401
Congressional District: 2
Website URL: <http://www.teachinghistoryinmi.org>
Content Focus: Civics, Geography, History
TPS Project: Webinars, Professional
Format: Development Workshops or

Profiles | Type of Org | Grade Focus