TEACHER TRAINING OPPORTUNITIES

**Act 48 Workshops**
- Teacher Workshop Series - spring, fall
- On-site customized – upon request

**Act 48 In your classroom**
- Lesson plan field testing/assessment
- Oral History projects
- Primary source student research
- Primary source pedagogy

Summer Institute – annually
- National History Day preparation
- Co-teaching with primary sources
- Finding and developing content
- Educational technology and media

UPCOMING EVENTS

TPS Ambassador Workshop at IU1
February 29, 2012

TPS Alumni Online Workshop Series
March 5, 12, 19, 26
April 2, 10
Instructor – Linda Muller

Cal U Teacher Seminar:
Instructional Planning with Common Core Standards
March 8, 2012
Instructor – Linda Muller

TEACHING WITH THE LIBRARY OF CONGRESS BLOG

*Lincoln’s Assassination from a Friend’s Diary: A Primary Source Starter*
July 5th, 2011 by Stephen Wesson

Challenge your students to seek out the other side of the story -- select primary sources that represent multiple perspectives.

Go to the blog

Subscribe to the blog via e-mail or RSS.

“DIRECTOR’S” PICK OF THE MONTH

*President Abraham Lincoln*

Alfred Whital Stern (1881-1960) of Chicago presented his outstanding collection of Lincolniana to the Library of Congress in 1953. Begun by Mr. Stern in the 1920s, the collection documents the life of Abraham Lincoln (1809-1865) both through writings by and about Lincoln as well as a large body of publications concerning the issues of the times including slavery, the Civil War, Reconstruction, and related topics.

The collection contains more than 11,100 items. This online release presents more than 1,300 items with more than 4,000 images and a date range of 1824-1931. It includes the complete collection of Stern’s contemporary newspapers, Lincoln’s law papers, sheet music, broadsides, prints, cartoons, maps, drawings, letters, campaign tickets, and other ephemeral items. The books and pamphlets in this collection are scheduled for digitization at a later date.

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Veterans History Project Launches Multi-Year Effort to Collect Vietnam War Stories

The Library of Congress Veterans History Project (VHP) has launched a multi-year campaign to preserve the stories of the nation’s Vietnam War veterans. Volunteers and veterans are needed to record these important stories for the Veterans History Project collection, accessible at www.loc.gov/vets/.

"In the coming years, our nation will commemorate 50 years since the conflict in Vietnam," said VHP Director Bob Patrick, referring to the United States of America Vietnam War Commemoration established to honor and pay tribute to Vietnam War veterans and their families. "The personal histories of those who served will help us heal, learn and remember, while leaving a powerful legacy for future generations.

"The stories of former Sen. Chuck Hagel and his brother Tom Hagel, who fought side by side in the 9th Infantry Division in the Mekong River Delta, are among the more than 13,000 Vietnam veteran collections already held by VHP. The brothers recently ushered in VHP’s new campaign by donating more than 20 hours of interviews and film footage to the Library. Originally collected by Nebraska Educational Telecommunications (NET), representatives from NET were on hand to commemorate the donation.

When we think of wars – whether it's Vietnam or any other war – we think of it as a unitary subject, the Vietnam War," Tom Hagel shared at the event. "But there are millions of Vietnam Wars. If you were a clerk-typist stationed in Saigon or up on the demilitarized zone, or some other unit with some other type of job, your Vietnam War would be totally different from ours. And that’s important to tell. It gives a more complete, realistic picture of that experience. That’s the value of this project."The Vietnam Veterans Collections Initiative Kick-off can be viewed here.

This Issue's Theme: Engaging Elementary Students with Primary Sources

Vol. 3, No. 4, Fall 2010

This issue explores how teachers can use primary sources with elementary students. Teaching with primary sources—original documents, photographs, music, film, clothing, and other artifacts which were created at the time under study—offers unique opportunities for students of all ages to connect with the past in personally meaningful ways. Available in a variety of formats, primary sources can engage even the youngest learners and help them construct new knowledge and develop critical thinking skills. Designing activities for grades K-5 requires careful selection of primary sources that will prove both accessible and relevant to students. The feature article in this TPS Quarterly issue details this strategy and others for teachers to instruct elementary students using primary sources.
Lincoln’s Assassination from a Friend’s Diary: A Primary Source Starter

July 5th, 2011 by Stephen Wesson

This primary source starter comes to us courtesy of Cheryl Lederle of the Library of Congress.

Lincoln’s Assassination from a Friend’s Diary

"O, fatal day. O, noble victim. Treason has done its worst. The President has been assassinated." This hand-written diary entry, dated half past 10 o’clock PM, April 14, 1865, concludes simply, "I have just come from near the scene, it is too True."

The writer, Horatio Nelson Taft, is mourning the assassination of President Abraham Lincoln. For Taft, though, Lincoln was more than just a political leader—he was a family friend. An examiner for the U.S. Patent Office, Taft lived in Washington, D.C., during the Civil War. His younger sons played regularly with the Lincoln boys, Willie and Tad. His older son, Charles, was one of the doctors who attended the wounded president from Ford’s Theater to the nearby boarding house where Lincoln ultimately died.

Taft’s diaries chronicle many events in the war-torn nation’s capital, but the relationship between the Taft and Lincoln families provides a unique lens on the events. And Taft’s raw, unfiltered emotional response to the assassination raises many questions about the ways in which personal perspectives contribute to the record of history.

Subsequent entries add context, with Taft telling additional details of Lincoln’s death as he learns them.

After reading and analyzing these sections of the diary, students may:

- Read entries from the days immediately following the assassination and construct a timeline of events.
- Identify clues to Taft’s emotional state as he wrote the diary.
- Compare Taft’s response to other accounts of the assassination, such as a newspaper of the time or a textbook, and analyze the point of view in each.

Three volumes of Taft’s descriptions of life in Washington, D.C. during the Civil War are available in the collection Washington during the Civil War: The Diary of Horatio Nelson Taft.

Teacher Quote: Linda Muller July 6, 2011 at 11:10 am  Yes, Mr. Taft’s diary entries offer a lot of primary source conversation starters. For example, explore his diary (Volume 1) entries throughout April, 1861. He expresses much consternation as he writes, "treason is in our midst" when he learns that South Carolina has seceded from the Union. You can further palpate his anxiety as he contemplates asking his family to leave Washington as the Civil War begins to bear down on the Capitol.
TPS TRAINING CORNER

O Captain! My Captain! By Walt Whitman
Historical Period: Civil War and Reconstruction, 1861-1877
http://www.loc.gov/teachers/lyrical/poems/my_captain.html

Lincoln’s assassination had a profound effect on the nation, his family, friends and admirers. In this month’s newsletter we are introduced to a Lincoln family friend Horatio Nelson Taft in the article titled, Lincoln’s Assassination from a Friend’s Diary: A Primary Source Starter [p. 3]. His words expressed his innermost feelings on that “fatal day” in history.

Taft wasn’t the only admiring friend affected by the terrible news. Walt Whitman also responded by penning what would become one of his most memorable poems titled, “O Captain! My Captain!” Discover Whitman’s poem, along with his handwritten corrections, through the American Treasures Collection, Manuscript Division of the Library of Congress.

Implications for use in the classroom include studying both primary source texts to corroborate information on this historical event from the perspectives of two different men. Taft’s diary entry can be leveraged as an informational text and Whitman’s poem can serve as a piece of literature that students can compare, contrast, analyze and interpret. Teachers can instantly make connections to the Common Core Standards for ELA Reading and Literacy in History/Social Studies.

NATIONAL HISTORY DAY

NATIONAL HISTORY DAY RECEIVES THE NATIONAL HUMANITIES MEDAL FROM PRESIDENT BARACK OBAMA

COLLEGE PARK, Md. — National History Day (NHD), a year-long academic program focused on historical research for 6th to 12th grade students, was awarded the prestigious 2011 National Humanities Medal by President Barack Obama at a White House ceremony on Monday, February 13. Dr. Cathy Gorn, executive director of NHD, accepted the award on behalf of the NHD staff, board and honorary advisory council.
California University of PA supports National History Day by hosting an annual Primary Source History Day competition that mirrors National History Day.

SENATOR JOHN HEINZ HISTORY CENTER

The Heinz History Center serves as the regional host site for National History Day Pittsburgh, which serves students from Allegheny, Washington, Greene, Fayette, Westmoreland, and Somerset counties. Winners from the regional level compete at National History Day Pennsylvania, which will be held at Millersville University in May 2012.

National History Day encourages students to research history in an exciting and creative way. Either individually or in groups, students create exhibits, produce documentaries, write papers, design websites, or stage performances. Each activity is judged and first, second, and third place winners move on to state and possibly national competition. You can learn more by visiting www.nationalhistoryday.org.

Click the links below to learn more about the History Center’s National History Day events:

National History Day Pittsburgh Competition
Junior Division (6th -8th Grade) = Saturday, March 3, 2012
Senior Division (9th- 12th Grade) = Sunday, March 4, 2012

For a list of dates and contact information relevant to this year’s competition, please visit the NHD Pittsburgh timeline.