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 Webinar – Jan 17, 2012
Bellmar Primary Source History Day Competition – Jan 27, 2012
Cal U Primary Source History Day Competition – Feb 13, 2012

TEACHING WITH THE LIBRARY OF CONGRESS BLOG

**Selecting Primary Sources, Part III: Thinking about Perspective**
August 9, 2011 by Sara Suiter

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

Women of Protest
http://memory.loc.gov/ammem/collections/suffrage/nwp/index.html

TEACHER RESOURCES – DIRECTOR’S PICK

**Women of Suffrage**

The National Woman’s Party, representing the militant wing of the suffrage movement, utilized open public demonstrations to gain popular attention for the right of women to vote in the United States. Their picketing, pageants, parades, and demonstrations—as well as their subsequent arrests, imprisonment, and hunger strikes—were successful in spurring public discussion and winning publicity for the suffrage cause. *Women of Protest: Photographs from the Records of the National Woman’s Party* presents both images that depict this broad range of tactics as well as individual portraits of organization leaders and members. The photographs span from about 1875 to 1938 but largely date between 1913 and 1922. They document the National Woman’s Party’s push for ratification of the 19th Amendment as well as its later campaign for passage of the Equal Rights Amendment. This online presentation is a selection of 448 photographs from the approximately 2,650 photographs in the Records of the National Woman’s Party collection, housed in the Manuscript Division of the Library of Congress.
LIBRARY OF CONGRESS – NEWS

Timely and Timeless: New Comic Art Acquisitions

Timely and Timeless celebrates the development and growth of the comic art collections at the Library of Congress. The new acquisitions on display build on the established strengths of the Library's holdings in political and social satire, comic strips, and caricature. The selection in this exhibition also responds to recent trends in the world of cartooning, which include growth in mainstream and alternative comic book industries and the related, rapidly rising importance of graphic novels or narratives. Inclusion of original comic book and graphic narrative art among the Library's new additions underscores these trends. The breadth of the selection presented in this exhibition provides an opportunity to explore and experience the richness of cartoon art preserved at the Library for future generations.

These new additions also reveal a state of transition in the technical means currently employed in the creative process of cartooning. Today, for example, many editorial cartoonists and comic strip creators use a hybrid process that combines drawing by hand, with color or gray tones added digitally to complete the finished work. Other cartoonists create their imagery entirely with digital technology, and a select group uses no digital technology whatsoever. The exhibition includes examples of all these approaches.

The support of the Swann Foundation for Caricature and Cartoon, special funds, and the generosity of numerous donors, many of them artists who have given original work, have all been critical to the development of the Library's comic art holdings. The breadth of the selection presented in Timely and Timeless provides an opportunity to explore and experience the richness of cartoon art preserved at the Library for future generations.

TPS QUARTERLY – TEACHER RESOURCES

This Issue's Theme — Differentiated Instruction
Vol. 2, No. 1, Winter 2009

This issue explores how teachers can use primary sources to help differentiate instruction to better meet the needs of all learners.

Carol Ann Tomlinson, a noted expert on the subject, defines differentiated instruction as the practice of adjusting the curriculum, teaching strategies, and classroom environment to meet the needs of all students (Tomlinson 2001). That is not to say that the curriculum is changed, nor that the teacher must develop and teach individual lessons to each student. Rather, the teacher selects materials and constructs lessons to accommodate varied ability levels, interests, and learning styles.

Differentiating instruction with primary sources may be accomplished in numerous ways, as the authors of this issue's feature article explain in detail. A teacher can use primary sources in various formats—photographs, maps, documents, audio files, films—all conveying the same information to students with different learning styles. Alternatively, the same primary source could be paired with different tiered questions to guide students of varying academic readiness levels through the process of analyzing information. Still another strategy would be to invite students to choose from a menu of products they can create (e.g., a story or a collage) based on their interests or strengths as part of a shared primary source-based learning experience.

Regardless of how teachers use primary sources to differentiate their lessons, the end result is more meaningful and challenging instruction for all students. Primary sources provide unique opportunities for teachers to successfully engage every student in higher-order thinking skills.
Selecting Primary Sources, Part III: Thinking about Perspective

August 9th, 2011 by Sara Suiter

This blog post is the third in a series discussing characteristics to consider when selecting primary sources to use with your students.

Four years ago on a backpacking trip through Eastern Europe I stumbled unexpectedly on a memorial in Budapest that really got me thinking. I noticed a group of dark objects on the banks of the Danube and as I got closer, I realized they were metal shoes of all shapes and sizes. Reading a nearby plaque I learned that the Shoes on the Danube Promenade was a memorial honoring Jewish victims who were shot into the river by Nazi-allied Arrow Cross militiamen near the end of World War II.

Among the many emotions I felt was anger—why didn’t I learn about this in school? I felt let down by my teachers, my textbooks, and myself. Why didn’t I push myself beyond the Americentric narrative presented in my textbooks—one that seldom focused on events in Eastern Europe—and seek out other perspectives, other stories?

When I became a teacher, I realized some of the challenges—geographically-focused standards, big-picture textbooks, and amount of content vs. instructional time—that impact which historical events are taught and in what depth. I found that using primary sources was one way to present students with multiple perspectives and teach them to ask questions and think critically.

When students analyze primary sources, they might encounter a new idea that challenges their beliefs. They must weigh evidence from multiple sources and find information to explain incongruities. Once students have the skills to recognize that there is a point of view present in every textbook, news program, or advertisement, they will be more likely to seek out the other side—or sides—of the story.

When selecting primary sources, consider several factors that might help your students identify point of view:

- **Creator**: Will your students be able to find out who created the primary source? How much information can they find out about the creator’s beliefs or other works?
- **Target audience and purpose of the primary source**: Can students infer the intended audience for the primary source, and whether the creator might have been promoting a certain idea or agenda?
- **Circumstances of creation**: Will students be familiar with any of the personal, social, cultural, or political events that surrounded the creation of the primary source?
- **Your own point of view**: Consider your own beliefs about a historical event or issue. By selecting a particular primary source, are you inadvertently presenting one point of view over another?
- **Different perspectives**: When using more than one primary source, have you selected items that present different perspectives?
- **Overall meaning preserved**: If you plan to use an excerpt of a primary source, is the meaning of the entire primary source preserved?
TPS TRAINING CORNER

Within the past few TPS Newsletters we have been highlighting a series titled, Selecting Primary Sources. In October the topic was Knowing Your Students and in November it was Considering Historical Context. This month’s topic is Thinking about Perspective and the final topic for March’s TPS Newsletter is Considering Quality. No doubt, all of these topics are highly relevant to selecting primary sources.

Another important issue to consider when selecting primary sources is which types of questions you are going to use to guide students through the analysis process. Which questions will help students understand historical context and which questions will help students understand various perspectives? Teachers must also consider using a guiding historical or investigative question; one that represents the overarching Big Idea of the lesson. For example, when thinking about how perspective helps to define the attributes of historical comprehension, you might ask the following questions: who created the source?; what was happening during the time it was created?; what do you think it means?; did the creator have an agenda to promote?, etc. Throughout the process, teachers must continually pose effective follow-up and other essential questions that are not only designed to address key concepts outlined by specific learning objectives, but ones that spiral student cognition from fundamental understandings to higher-order analysis and interpretation. Last but not least, don’t forget to ask “what if” questions to provide students with an opportunity to transform their newly developed knowledge into forward-thinking responses!

"He who knows best knows how little he knows"
Thomas Jefferson

COMMON CORE STANDARDS FAQ

Are all eleven existing standards sets addressed in the Common Core Standards?
The Common Core Standards currently in draft form are those for English Language Arts (K-12) and Mathematics, (K-8 and conceptual categories for high school, including algebra and geometry). Plans are underway for Common Core Standards in other core subjects, but nothing is available at this time.

If adopted, how will CC affect the PA Anchors?
As the alignment study data becomes available, standards teams will be created to "dig into" the details of the alignment and link the new standards to the Assessment Anchors and Eligible Content. It is anticipated that Anchors and Eligible Content will generally remain intact.

How will the adoption of the Common Core Standards influence the current content and development of the Standards Aligned System (SAS)?
SAS’s Curriculum Framework is built upon current PA Standards. The framework is a dynamic one, and as changes to the framework are required – whether triggered by Common Core or other factors - they will occur. Common Core will not affect SAS development; rather, development will continue, as we believe Common Core will support SAS initiatives.

For more information about Common Core Standards, go to the Common Core Standards Initiative Homepage at http://www.corestandards.org/

OTHER NEWS

California University of Pennsylvania’s Fifth Annual Primary Sources History Day Competition is being held on February 13, 2012, at Cal U’s new Convocation Center. Participating school districts for this year’s competition are: Uniontown, Belle Vernon, Charleroi, Sewickley Academy, and Trinity.

The competition theme this year, same as the National History Day theme, is Revolution, Reaction, Reform in History. Category types can consist of Individual/Group Exhibits, Documentaries, Performances, Historical Papers and Websites. There are Junior (Grades 6-8) and Senior Divisions (Grades 9-12).

Several students that competed at the Cal U competition attended and won at the regional NHD competition. Four (4) projects from Bellmar Middle School and one (1) from Trinity won at The Regional Competition and advanced to the state level NHD competition.