Personnel Change
Donna Hoak, TPS administrative assistant, will be leaving the TPS program on March 27, 2008, to accept a full-time, permanent position in the Women’s Center’s P.E.A.C.E. project, where she has worked part-time since February, 2004. She began working part-time for the TPS program on May 1, 2006. During that time, she has been personally responsible for making process changes that have contributed to the program’s constant growth and improvement. Her organizational skills, attention to detail, and solid work ethic resulted in improvements that will keep the program strong during and after her transition.

Both internal and external constituents appreciated Donna’s professional and polite manner and she has been an excellent ambassador for the TPS program, the P.E.A.C.E. project, and Cal U. While we will certainly miss her presence in the College of Education and Human Services, we congratulate her permanent appointment and are confident that she will continue to make the kinds of valuable contributions she has always made. Our Cal U family grows proudly with Donna’s addition and we ask you to join us in wishing her well. You can express your best wishes to Donna by email at hoak@cup.edu.

Recent direct inquiries have come from a retired EPA employee from Raleigh, NC, and a United States Geological Survey employee from Denver, CO. Both were conducting research of different types and each was requesting permission to use several of the collection’s photos on an EPA website and in a research study.

Donora, PA, Special Exhibit
Interest in the Donora, PA digital collection continues to grow as others continue to find out about it and visit the site or make direct inquiries about it. Director Michael J. Brna recently co-presented the project with Penn State Archivist, Doris Malkmus, at the National Education for History Education national conference in Boston, MA.

From the LOC Learning Page, Features and Activities are designed with the teacher in mind. Activities offer an interactive, “hands on” experience and focus on a specific topic, rather than broad themes. They require teacher direction, but invite students to participate. A learning activity offered to teachers is “The Branding of America.” This activity opens with a map featuring 25 mini billboards, which represent products we recognize by their brand names. Rolling over each mini billboard on the map reveals the location of the represented product. Clicking the mini billboard provides a preview image of a product that was originated in that location. Clicking on the preview image yields an enlarged view of the primary source image as well as background information about the product. This map can be used to introduce the topic of branding and product awareness. Teachers, use this activity to help your students learn how product advertisements have changed over time; consider the impact of historic and economic eras on innovation and product development; explore the economics of YOUR local community; discuss the impact of branding on consumer awareness today; investigate the history of trademarks, logos, and patents; study the concept of genericization; discuss the ethical issues regarding the making and selling of “knock-off” products; and recognize that media literacy influences one’s reaction to advertising.

Through primary source documents from the American Memory collections this activity introduces students to a sampling of “famous” American brands originating in communities across the United States and offers insight into their origin and staying power.
TEACHING WITH PRIMARY SOURCES AT CAL U

ANNEMARIE SAYS!

Panoramic Photographs
Here are 2 collections, one from the Library of Congress where you will find approximately four thousand images featuring American cityscapes, landscapes, and group portraits. These panoramas offer an overview of the nation, its enterprises and its interests, with a focus on the start of the twentieth century when the panoramic format was at the height of its popularity. Subject strengths include: agricultural life; beauty contests; disasters; engineering works such as bridges, canals and dams; fairs and expositions; military and naval activities, especially during World War I; the oil industry; schools and college campuses; sports; and transportation. The images date from 1851 to 1991 and depict scenes in all fifty states and the District of Columbia. More than twenty foreign countries and a few U.S. territories are also represented. The gallery demonstrates a number of ways to look at a collection. Click on Collection Connection for some great ideas to use in your classroom. http://memory.loc.gov/ammem/panoramic_photo/index.html

EDUCATIONAL SOCIAL MEDIA

In continuing our adventure in educational wikis, some may need to revisit last month’s column to catch-up. To do so, please visit http://www.cup.edu/nu_upload/February-2009.pdf
Our task is to add hyperlinks to existing pages. Hyperlinks are the core strength of wikis. Before you try on your own, let’s view an example that we recently posted. Visit the Wikipedia page for the “Donora Smog Museum.” Notice the links for “digital collection” and “Powerpoint Slideshow” (in the “See also” section). Click both to see what happens. These are external links, each taking you to a webpage away from Wikipedia. The second link is for a slideshow saved on a Cal U server. (You might require students to create slideshows and upload them to a wiki that relates to a class topic.) To add hyperlinks on your own, find the specific “content” area of the page that you wish to edit. For example, on Wikipedia’s Bertrand Russell page, there are content areas for biography, philosophical work, politics, notes, external links, and more. If you wish to add a hyperlink under the “external links” content area, go to that area and click the “[edit]” link on the right-hand side of that subheading. At this stage, you will see a window with several odd-looking characters in it. This code tells Wikipedia what to display. All links begin and end with brackets. Between single brackets on both ends, external links have a URL followed by one space and the text that you want the user to see for the link.

Internal links, on the other hand, are links to another page on the same site (i.e. Wikipedia). These have two brackets on both ends and do not include a URL. Try to locate one on your own. Try your hand at posting both types of links. Please send questions or comments to Roberts_n@cup.edu

RESEARCH AND CURRENT THINKING

The theme of differentiated instruction continues this month. Last month showcased a few research items that were summarized by various partners in the Teaching with Primary Sources consortium. (For the feature article and links to the research items, visit http://www.loc.gov/teachers/tps/newsletter/article.html)
We begin with “Primary Sources and Differentiated Instruction,” an article by Dr. Paul Moessinger. This article discusses two differentiated lesson plans for Dr. Moessinger’s primary-source based curriculum guide; it’s entitled “The Social History of the United States: Melting Pot or Salad Bowl?” The next noteworthy item is “Making a Difference: An Interview with Carol Ann Tomlinson,” written by Anthony Rebora in Teacher magazine.org. Written for the teacher in mind, this article explains how differentiated instruction works and why it is needed. “Adapting Language Arts, Social Studies, and Science Materials for the Inclusive Classroom” is an concise and interesting article, as it merges many important themes. Written by Keith Lenz and Jean Schumaker, this ERIC publication provides a nine step program to adapt teaching materials for differentiated instruction.
The final article we will explore this month is entitled, “The Rationale for Differentiated Instruction in Mixed-Ability Classrooms” by Carol Ann Tomlinson. It was published in the book, How to Differentiate Instruction in Mixed-Ability Classrooms. It describes how people learn best—the engine that drives effective differentiation. Tomlinson also focuses on understanding the needs of both advanced and struggling learners. Outlining principles are discussed. Please visit the first URL given for more information.

For more information, please contact:
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