TEACHING WITH PRIMARY SOURCES
AT CAL U
Level 2 primary source-based professional development

NOTES FROM THE DIRECTOR

Professional Development
2009 Summer Institute
There are 6 remaining slots available for the fourth annual Library of Congress Teaching with Primary Sources Summer Institute at California University of PA. There is no cost for attending and teachers can earn up to 60 continuing education hours for fulfilling the professional development requirements. You can view a flyer about the 2009 Summer Institute and also review past Summer Institutes at http://www.cup.edu/education/aam/index.jsp?pageId=1580830010421144330283262
Online registration is available at http://www.cup.edu/education/aam/tpsworkshop.jsp

Professional Development Lesson Plan Field Testing Program
Many teachers are unable to attend workshops or the Summer Institute for a variety of reasons. For those teachers, opportunities exist to earn free continuing education hours through the Library of Congress Teaching with Primary Sources Field Testing Program. The program has a broad array of primary source-based lesson plans available in its database. Teachers who are willing to select, teach, modify, and reflect on one or more of the many available lesson plans are eligible to receive continuing education hours under the program. To learn more about the program, contact Nick Roberts at 724-938-6022.

New Teacher Resource
World Digital Library
The United Nations Educational, Scientific and Cultural Organization (UNESCO) and 32 partner institutions launched the World Digital Library, a website that features unique cultural materials from libraries and archives from around the world. The site—located at www.wdl.org—includes manuscripts, maps, rare books, films, sound recordings, prints and photographs. The World Digital Library functions in seven languages—Arabic, Chinese, English, French, Portuguese, Russian and Spanish—and includes content in more than 40 languages. It provides free, unrestricted public access to this material.

FROM THE LIBRARY OF CONGRESS

Incorporating Folklife and Community Culture into the Curriculum
Increasingly, educators are using folklife, folk arts, and oral history—a community’s cultural heritage—to enhance education at all levels. For decades, teachers have recognized that oral history and cultural heritage projects that require activities both in and outside the classroom provide stimulating ways to develop writing and communication skills because they require and encourage active student participation inside and outside the classroom. Such projects enliven, with real-world examples, the study of history, music, art, social studies, and other topics ranging from integration to immigration. Many items listed in this guide suggest that students and teachers look to their own communities for provocative examples and illustrations of classroom lessons. Some curriculum materials encourage interviews with senior citizens, neighbors, and families; some use local music and crafts to illustrate history and the social sciences; still others, through folk-artists-in-the-schools programs, bring to the classroom living representatives of the cultural traditions and heritage of their respective communities. A Teacher’s Guide to Folklife Resources will assist educators in fostering interdisciplinary learning, cultural awareness, and stimulating the development of original research projects and research topics in the classroom. To read about using folklife topics and research in the classroom, see the "What Heritage Studies Can Do For You" page of the American Folklife Center’s Explore Your Community poster. See the links on the menu to the right for the online versions of this and other educational materials provided by the American Folklife Center.

RELATED RESOURCES

American Folklife Center
American Memory
America’s Library
Poetry Page
Prints and Photographs
Teacher’s Page
Veteran’s History Project
Wise Guide

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ANNEMARIE SAYS!

For Special Teachers
Senteacher.org is a non-profit site dedicated to providing "free special needs teacher resources". It's filled with links to free printable like paper literacy dominoes, numbers, vowels and shapes, 3-D cutout patterns for making 3D shapes, behavior charts, connective phrases cards, shopping math and much more. The downloads section contains links to free software such as "Label a Skeleton", "Buried 3D Shapes", "10-Finger Breakout Typing Tutor", "Coins Machine" and many other titles. Click on http://www.senteacher.org/ to access these and other enriching materials. Mega site for teachers... you probably know about it already ....http://ww.sitesforteachers.com/index.html

Teacher Vision
Here are a number of reading lists, separated by grade level - Primary through High School. The books include classics (Lord of the Flies, Charlie and the Chocolate Factory) historical fiction (The Iron Ring) cultural diversity (Toni Morrison's Beloved, The Handmaid's Tale), modern fiction (Toni Morrison's Beloved, The Handmaid's Tale), modern classics (The Great Gatsby, To Kill a Mockingbird), Shakespeare, social issues (The Help, Slaves Now), mystery (Lamb to the Slaughter, The Rocking Horse Winner), poetry (Shel Silverstein), and so on. We've also included a number of non-fiction titles ranging from picture books to adult reads. See: http://www.teachervision.com/summer/reading/6101.html

RESEARCH AND CURRENT THINKING

Our column this month shares the work of two scholar/educators that presented their work earlier this month at the biannual Library of Congress (LOC) Teaching with Primary Sources (TPS) Director’s Meeting in Washington, DC. First to present was Dr. Sam Wineburg, who directs the History Education Group at Stanford University, and is both a professor of education and a professor of history. Wineburg is the author of the 2001 book, “Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past.” In his talk, Wineburg described how historical inquiry is fundamentally different—at the psychological level of learning—from other natural modes of thinking. He also debunks the myth that history is linear and fixed and that all one can gain from the study of history is factual knowledge. He presented his research, partly through video footage of classroom experiences and partly through a dynamic and commanding oratorical presence. Educators of all grade levels would greatly benefit from examining his work. Dr. Barbara Stripling, education reformer and current Director of Library Services in New York City’s Department of Education, also presented to the TPS members. The focus of her work is on inquiry-based learning (IBL). As her books describe, IBL builds off of active learning pedagogy and is centered on the inquiry path that students take in their own learning, namely through connection to content, personal (and/or group) curiosity and the reflective process. Recorded for a future LOC webcast, Stripling walked the group through an IBL model and an actual IBL exercise. Read one of her many books and stay tuned to the following LOCs webcast page for her recent talk on IBL: http://www.loc.gov/today/cyberlc/