TEACHER TRAINING OPPORTUNITIES

Act 48 Workshops
Teacher Workshop Series - spring, fall
Southpointe workshops – Saturdays

Act 48 In Your Classroom
Lesson plan field testing/assessment
Oral History projects
Primary source student research
Primary source pedagogy

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

THEME: FINAL STUDENT PROJECT IDEAS

Following are ideas for student final projects when using primary sources for instruction and learning.

Language Arts – essay, poem, short story, script
Social Studies – essay, historical scene
Performing Arts – play, monologue
Practical Arts – painting, collage, sculpture, photo essay
Media Arts – video, photography
Computer Literacy – Web site Sample Assignment

TPS PARTNER SHOWCASE – TEACHER RESOURCES

This month’s partner showcase features The University of Central Florida. The University of Central Florida (UCF) is one of the most dynamic universities in the country. Offering 225 degree programs, it has become an academic and research leader in numerous fields, including education and digital media. The Teaching with Primary Sources program at the University of Central Florida (TPS-UCF) focuses on the training of Florida school library media specialists as district and regional resources or trainers for their own schools and counties. TPS-UCF aims to have each participating media specialist conduct workshops for 30 teachers who will learn how to use primary sources available to them through the Library of Congress for effective classroom instruction. The TPS-UCF program goal is to invigorate the entire teaching and learning process by helping teachers connect K-12 students to history through teaching with photographs, sound recordings, newspapers, letters, and other digitized primary sources available from the Library of Congress.

DIRECTOR’S PICK OF THE MONTH

Found Poetry - A ready to use Teacher Resource Primary Source Set
http://www.loc.gov/teachers/classroommaterials/primarysourcesets/poetry

UPCOMING EVENTS

March – April 2011

Act 48 Teacher/Cal U Alumni Workshop series

Place: Cal U main campus, Noss Building, Room 216
Time: 5:30pm – 8:00pm
Dates: March 8, 15, 22, 29
April 4, 11, 18, 25
Fee: Free
For registration, go to: http://www.calu.edu/business-community/teaching-primary-sources/workshop.jsp

Cal U College of Education & Human Services
Keystone Room 112
Phone: 724-938-6025 Fax: 724-938-6024
E-mail: berdar@calu.edu
http://www.calu.edu/business-community/teaching-primary-sources/
Veterans History Project Commemorates First Decade with New Web Feature

They served. Regardless of their opinions on war, the horrors they witnessed on the front lines, the conditions under which they lived on the home front, their rank, race, religion or gender – they answered the call to duty and they served.

"Our theme for this commemorative season has been ‘Illuminating the Future by Sharing the Past,’" said VHP Director Robert Patrick. "This latest web feature does just that. It shows the realities of war from 20 diverse and captivating perspectives so that people, generations from now, will be able to hear, see, and learn from these firsthand accounts."

Each veteran in "VHP: The First Ten Years" describes the wartime veteran experience in ways that are thoughtful, touching, and often riveting. Spotlighted in the feature is Vietnam Army nurse Elizabeth Allen, an African-American woman who discusses her experiences, unique due to both race and gender. Frank Buckles, the last surviving World War I veteran, shares his experiences in the feature as an Army ambulance driver. Marine Corps veteran Paul Steppe served during the Korean War and conveys his tale of survival after being wounded and then having his medical transport plane lose its landing gear upon takeoff. Eric Rosen was a Merchant Marine during World War II who spent 23 days in a lifeboat at sea after his ship was hit by a torpedo. Persian Gulf War Medical Officer Rhonda Cornum, on a mission to rescue a downed pilot, was captured by the Iraqis and held for seven harrowing days.

Congress created The Veterans History Project in 2000 as a national documentation program of the American Folklife Center (www.loc.gov/folklife/) to record, preserve and make accessible the firsthand remembrances of American wartime veterans from World War I through the current conflicts in Iraq and Afghanistan, so that future generations may hear directly from veterans and better understand the realities of war. The project relies on volunteers to record veterans' remembrances using guidelines accessible at www.loc.gov/vets/. Subscribe to the VHP RSS to receive periodic updates of VHP news at www.loc.gov/rss/.

ORAL HISTORY IN THE CLASSROOM

After the Day of Infamy: “Man on the Street” Interviews Following the Attack on Pearl Harbor

Interviews of people from throughout the United States on their feelings after the bombing of Pearl Harbor. These tapes, which were done over a series of several months by the staff of what is now the American Folklife Center, also include opinions on other events of the day including racial discrimination, labor disputes and the decision to go to war.

Historical Research Capabilities: Conducting an Oral History

Today, people who were in their teens and twenties during World War II are now in their seventies and eighties. While many years have passed, their memories of the events covered in After the Day of Infamy may still be vivid. Using what you have learned from the collection, formulate several questions that you would like to ask about reactions to the attack on Pearl Harbor or to contributions to the war effort, whether as a member of the military or a civilian.

Teacher Tip: Organize an oral history project and interview a World War II veteran or civilian who contributed to the war effort. For guidance, click on "Print the Veterans History Field" and view the “Fieldkit Companion Video” at Project Kit of the Library of Congress’s Veterans History Project. Upon completion, donate the interview to a local archive, library, or historical society to preserve it.
SOCIAL MEDIA IN THE CLASSROOM

Mobile phones are becoming ubiquitous in the developing world – almost everyone can get access to simple voice and SMS text messaging phones. With the introduction of $100 Android smartphones, real computing power is coming to mobile phones at a price point that can be affordable for educational systems. But before we get lost in the possibilities of mobile phone usage in the classroom, let's look at the practicalities – programs that are already using existing mobile phone technology to reach educational objectives inside and out of the traditional classroom. In this month’s Educational Technology Debate, we'll look at several mEducation initiatives where mobile phones are reaching and teaching students across the developing world. Below is a link for a YouTube video demonstrating how a school in India uses mobile phone technology for learning: http://www.youtube.com/watch?v=o3feu_9YTC0


TEACHER RESOURCES

|| Professional Development ||
Build teacher skills with the Library's professional development curriculum.

Build and Deliver
Download and facilitate ready-to-present professional development.

Take Online Modules
Earn a certificate of completion with self-paced interactive modules.

Train with the Library of Congress
Work with the Library’s experts in person or via videoconference.

Learn more about Professional Development

|| News & Events ||

New Primary Source Sets on the New Deal and the Industrial Revolution
Looking for primary sources to enrich student learning? Check out these additions to the growing list of primary source sets, selected primary sources from the rich collections of the Library of Congress on a particular curricular topic.

OTHER NEWS

Liljenquist Family Collection – Photographs of Enlisted Civil War Soldiers

Close to 700 ambrotype and tintype photographs highlight both Union and Confederate soldiers during the American Civil War. The Liljenquist Family sought out high quality images to represent the impact of the war, especially the young enlisted men. The photographs often show hats, firearms, canteens, musical instruments, painted backdrops, and other details that enhance the research value of the collection.

Among the rarest images are African Americans in uniform, sailors, a Lincoln campaign button, and portraits of soldiers with their wives and children. A few personal stories survived in notes pinned to the photo cases, but most of the people and photographers are unidentified. Go to http://www.loc.gov/rr/print/caption/captionliljenquist.html

Teacher Tip: For photograph analysis in the classroom, see Basic Strategies in Reading Photographs at http://nuovo.com/southern-images/analyses.html#visual%20elements