TEACHER TRAINING OPPORTUNITIES

**Act 48 Workshops**

**NEW – Online Act 48 Workshops now available**

Contact Lynne Berdar at 724-938-6025 or berdar@calu.edu

Customized training upon request

**Act 48 In your classroom**

Lesson plan field testing/assessment

Oral History projects

Primary source student research

Summer Institute

**National History Day preparation**

Co-teaching with primary sources

Finding and developing content

UPCOMING EVENTS

**TPS Alumni Online Workshop Series**

April 23, 30, May 7, 14, 21, 29, 2012

Instructor – Linda Muller

Registration Closed

"Content is Key" Virtual Conference

Wilmington University, Wilmington, DE - Linda Muller – Presenter

May 5, 2012

Summer Institute - "Teaching with Primary Sources and Common Core Standards for Every Educator"

Registration through Intermediate Unit I - July 9, 10, 11, 12, 2012

TEACHING WITH THE LIBRARY OF CONGRESS BLOG

**The Dust Bowl: An Iconic Catastrophe**

July 21st, 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

Photographs from The Chicago Daily News

This collection comprises over 55,000 images of urban life captured on glass plate negatives between 1902 and 1933 by photographers employed by the Chicago Daily News, then one of Chicago’s leading newspapers. The photographs illustrate the enormous variety of topics and events covered in the newspaper, although only about twenty percent of the images in the collection were published in the newspaper. Most of the photographs were taken in Chicago, Illinois, or in nearby towns, parks, or athletic fields. In addition to many Chicagoans, the images include politicians, actors, and other prominent people who stopped in Chicago during their travels and individual athletes and sports teams who came to Chicago.

Also included are photographs illustrating the operations of the Chicago Daily News itself and pictures taken on occasional out-of-town trips by the Daily News’s photographers to important events, such as the inauguration of presidents in Washington, D.C.

http://memory.loc.gov/ammem/ndpcoop/chihtml/cdnhome.html

TEACHER RESOURCES – DIRECTORS PICK

**Photographs taken from The Chicago Daily News**

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http://www.calu.edu/business-community/teaching-primary-sources/
LIBRARY OF CONGRESS – NEWS

April is Poetry Month

About Poetry and Literature at the Library of Congress

The mission of the Library of Congress Poetry and Literature Center, under the terms of the bequests that established and support its programs, is to foster and enhance the public’s appreciation of literature. To this end, the Center administers the endowed Poetry chair and coordinates an annual literary season of public poetry, fiction and drama readings, performances, lectures and symposia, all sponsored since 1951 by the Library’s Gertrude Clarke Whittall Poetry and Literature Fund and the Huntington Fund.

The Poetry and Literature Center

The Center's Poetry Room in the Thomas Jefferson Building is used by the Poet Laureate at his or her discretion and by the Center to receive visiting writers, publishers teachers, and guests. Take a Virtual Tour of The Poetry Room

The Center is headed by Robert Casper, who was named to the position on March 23, 2011 by Dr. James H. Billington. Robert Casper is also the programs director for the Poetry Society of America. Librarian of Congress James H. Billington said, "Casper brings a range of experience, expertise, new ideas and exuberance that promise to generate new dynamism in this important national program of poetry at the Library of Congress."

Learn more about Robert Casper

IMPORTANT LINKS:

Library of Congress www.loc.gov

National TPS Program http://www.loc.gov/teachers/tps/

TPS Consortium Partners http://www.loc.gov/teachers/tps/consortium/

Poetry and Literature http://www.loc.gov/poetry/

TPS QUARTERLY – TEACHER RESOURCES

This Issue's Theme:
Teaching Historical Thinking Using Primary Sources
Vol. 3, No. 1, Winter 2010

Quarterly Main | Feature Article | Research and Current Thinking | Teacher Spotlight | Learning Activity (Elementary) | Learning Activity (Secondary) | TPS Quarterly Archive

This issue explores how teachers can use primary sources to help students develop historical thinking skills. Sourcing, contextualizing, close reading, corroborating, and other habits of professional historians help K-12 students understand the past as more than just static events and dates. History becomes personal and relevant to students when they use historical thinking strategies to interpret primary sources, guided by their own inquiry and analysis. This issue presents strategies and resources for teachers to help students begin thinking like historians using digitized primary sources from the Library of Congress Web site. As Sam Wineburg, a professor of education and of history at Stanford University, writes in this issue's featured article, students need historical thinking strategies not only to interpret content in the classroom but also to think critically about information they receive from countless sources in their daily 21st century lives.
The Dust Bowl: An Iconic Catastrophe

July 21st, 2011 by Stephen Wesson

Scorched earth. Abandoned farms. Skies black with dust. Houses buried under great dunes of earth. Decades after the drought and depression of the 1930s ended, images of the Dust Bowl are still familiar to millions of people worldwide. These images, and the stories and songs that emerged at the same time, are powerful tools for exploring the history and legacy of this nation-changing disaster.

When a brutal drought hit the southern plains of the U.S. in the 1930s, it triggered both a humanitarian disaster and a tremendous social upheaval. Great billowing clouds of dust swept across the plains, stripping fields of their topsoil, choking livestock, and burying farms and towns under heaps of dust. Unable to make a living, more than 400,000 people fled the Great Plains, many heading to the west coast, and the populations of California, Washington, and Oregon, along with other states, swelled dramatically.

At the same time, however, the Dust Bowl was the subject of a major effort in social documentation. New government agencies launched projects to aid those affected by the catastrophe and to make a record of the devastation. Photographers and oral historians scattered across the Great Plains and beyond, recording the stories of displaced farmers and capturing images of the destruction.

In the decades since, the photos, interviews, and songs that resulted from these projects have become some of the most iconic representations of the Dust Bowl, and of the Great Depression overall. As a result, students today can hear first-hand accounts of Dust Bowl survivors, listen to songs written in migrant labor camps and look into the careworn faces of refugees on the road.

Teaching Ideas

- Have each student select a photo of a Dust Bowl refugee and write a letter that this refugee might have written to friends or family to tell his or her own story.
- The government projects that produced these photographs and stories had a purpose. Students research the background of these projects, including in this presentation, and explore how that purpose is expressed in the materials found in the collections of Library of Congress.
- The songs in Voices from the Dust Bowl are often very personal, describing events that the singer experienced himself or herself. Students can examine the different emotional impact that a personal song like these might have, as opposed to a third-person account, like in a textbook.
- Some of the images and stories that are now in the Library’s collections have influenced the way people think of the Dust Bowl. Students can select photos, songs, and oral histories and compare them to novels or movies that deal with the Dust Bowl, such as Out of the Dust or The Grapes of Wrath, and identify similarities and differences between the primary sources and the fictional accounts.

Teacher Quote: Sue Wise July 21, 2011 at 8:47 pm

Here’s an idea: How about having students study the sources and research the time period and then write a journal entry for “Migrant Mother” or some other evocative image? Reading related literature can help students get a feel for the “voice” of their journal entry, too.
TPS TRAINING CORNER

A disaster of Titanic proportion!

100 years ago on April 15, 1912 the RMS Titanic sank in the icy waters of the North Atlantic Ocean. American newspapers from New York to Hawaii revved up their printing presses to get information circulated to their readers as quickly as possible.

However, there are many contrasts to the content of information being reported and printed in these historic newspapers. For example, on April 16, 1912 the *New York Sun*’s headline claimed, “1,500 Missing…” while the *Hawaiian Star* ran the headline, “Women and Children are Rescued.” As it turns out both stories are vaguely accurate but present information in very different ways.

The instructional opportunity for teachers is to discuss how American newspapers responded to the event using these kinds of historic newspapers from the Library’s *Chronicling America* collection. Or, you could adapt the Library’s lesson plan titled, “The Titanic: Shifting Responses to Its Sinking.” This primary source-based lesson addresses the topics news, journalism, and advertising.

COMMON CORE STANDARDS

Relating CCSS to History/Social Studies

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines.

Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects do not replace content standards in those areas but supplement them.

*Source: Emerging America: Teaching and Learning American History*

MONTH-LONG CELEBRATION MONTH

May is “month-long” celebration month. May 1st marks the beginning of the month-long celebration recognizing the many cultural and historical contributions of Asian-Pacific and Jewish Americans to the American experience. Other special days in May are Cinco de Mayo and Mother’s Day. Cinco de Mayo, “May 5,” marks the anniversary of the legendary Battle of Puebla on May 5, 1862 when a small Mexican force defeated a larger force of French soldiers.

May is also a time to remember mothers. The first official Mother’s Day took place on May 9, 1914 when President Woodrow Wilson issued a proclamation asking all Americans to mark this day with reverence for mothers.

Mother’s Day has since been celebrated on the second Sunday in May in the United States. This year the holiday falls on May 13, 2012.