What’s in the April Newsletter from the TPS Journal?
See all TPS Journals at http://www.loc.gov/teachers/tps/quarterly/archive.html

Learning Activity – Elementary Level
Transportation Now and in the Past
Students work in groups to analyze photographs of different transportation methods from the early 1900s and then compare and contrast transportation in the past with transportation today. The activity offers techniques to support English Language Learners (ELLs).

Learning Activity – Secondary Level
Should the Freedom of Speech and the Press Ever Be Limited?
Using the Sedition Act of 1798 as a historical case study, students analyze several text-based primary sources. They discuss their findings to better understand the term "sedition" and the historical context of the late 1790s. The activity offers techniques to help students, especially English Language Learners, analyze text-based primary sources.

Library of Congress

Other Blogs

Library of Congress Blog
Picture This: Library of Congress Prints and Photos
From the Catbird Seat: Poetry & Literature at the Library of Congress
In Custodia Legis: Law Librarians of Congress
Voices of the Civil War

Featured Blogs at the Library of Congress

Teaching with the Library of Congress
Discover and discuss the most effective techniques for using Library of Congress primary sources in the classroom. Teaching strategies, outstanding primary sources, lesson plans, teacher resources, and current thinking on effective classroom practice are all open for discussion. The Library of Congress has millions of primary sources available for free online. Teaching with primary sources is powerful way to help students engage with content, build their critical thinking skills, and construct knowledge.

Inside Adams: Science, Technology & Business
Inside Adams will point readers to the Library’s large and diverse collections of books, journals, prints, photographs, digital collections, finding aids, and Webcasts related to science, technology, and business. This blog will give us the opportunity to highlight the bibliographies, research guides, and special pages that have been developed by staff, as well as share the history, art, and architecture of the John Adams Building. Come with us on this journey Inside Adams.

Phone: 724-938-6025  E-mail: berdar@calu.edu
http://www.calu.edu/business-community/teaching-primary-sources/
Tell us about the first time you tried using primary sources in the classroom.

Early in my career, I tried teaching with primary sources and was not entirely successful due to a number of factors. I only used text-based documents instead of a variety of formats, and many students had difficulty with the vocabulary and lacked historical context. They needed more previewing and scaffolding than I provided in order to analyze the documents. As a result, I led the discussion despite students’ interest.

How do you make primary sources accessible to English learners (ELs)?

It is important for ELs to understand context, so we often discuss historical background before they analyze a primary source. When possible, I have EL students analyze a text-based primary source in their first language before analyzing the same source in English to help them feel less intimidated by it. Another strategy is to pair a visual primary source with a text-based one because images are more accessible to ELs and other students with limited language skills. Students informally analyze the document verbally together before writing about it. This cooperative, informal learning puts EL students more at ease and is very effective. I also preview vocabulary that I know EL students will not recognize.

See the full article at: [http://www.loc.gov/teachers/tps/quarterly/english_language/spotlight.html](http://www.loc.gov/teachers/tps/quarterly/english_language/spotlight.html)

Get resources from the Teacher’s Page at the Library of Congress

[http://www.loc.gov/teachers/](http://www.loc.gov/teachers/)

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**Primary Sources and English Language Learners**

by Tuyen Tran

“If you give real artifacts, real documents, and real language to your students,” Kate Bowen says emphatically, “then you can empower them to love history.” She would know. Currently a fifth grade teacher at Patwin Elementary School in Davis, California, Bowen and her teaching partner, Sarbjit Nahal, have forty-eight years of teaching experience combined. The pair has had 20 percent English learner (EL), also known as English language learner (ELL), classroom enrollment annually. On any given day in their heterogeneous classroom, their instruction includes a variety of EL strategies and academic literacy support. This includes grammar support, vocabulary and writing exercise, oral language practice, role plays, sequencing activities, primary source analysis, and the use of discipline-specific graphic organizers such as cause and effect charts.

Particularly effective are the students’ WOW portfolios, a collection of their word of the week assignments. After selecting a key concept, event, or character that will be the focus of the week’s history lesson, Bowen has the students write a definition, use it in a sentence, and identify its part of speech or grammatical function. Bowen’s students incorporate new vocabulary into a visual representation of the term, such as the Mayflower Compact (see photo below).

**Students written text**

**Part of speech:** proper noun  
**Definition:** the first document of self-government in North America  
**Sentence:** The Mayflower Compact was signed by 42 men.

See full article at: [http://www.loc.gov/teachers/tps/quarterly/english_language/article.html](http://www.loc.gov/teachers/tps/quarterly/english_language/article.html)