Upcoming Events

Using Primary Source Informational Text – Literally! – Professional Development Session with Holly Diehl and Linda Muller
January 16, 2013

Bellmar Middle School Primary Source Day Competition
January 25, 2013

California University of PA Primary Source Day Competition
February 4, 2013

Ways to earn Act 48 hours in your classroom
Lesson Plan Field Testing
Oral History Projects
National History Day Preparation
Co-teaching with Primary Sources
Teacher Professional Development

Lesson of the Month from Loyola University Chicago

Loyola University Chicago – Teaching with Primary Sources Partner

Learning Activity – Elementary Level
Taking a Closer Look at Slavery: Historical Print Advertisement Analysis – Students take a close analytical look at an historical print advertisement for a slave market, and discover what it can tell them about slavery during this era. Students will perform a basic analysis, interpret the story told by the advertisement’s text and illustrations and write a reflective essay, poem or story.

Learning Activity – Secondary Level
Jackie Robinson: "This I Believe" – Students work in groups to analyze and assemble unidentified phrases from a speech by Jackie Robinson to make predictions and inferences about he complete text. Students write and compare predictions and inferences before reading and analyzing the entire speech. Student will continue building their reading skills and develop a richer understanding of the Civil Rights Movement.

History of Segregated Schools
A Lesson Plan developed by Merrick M. Murray

The activities in this lesson will give students the necessary background information that led to the groundbreaking Supreme Court’s ruling on Brown v Board of Education of Topeka in 1954.

Schools in the U.S. were segregated until the Supreme Court ruled that segregated schools were unconstitutional. The 1896 Supreme Court case of Plessy v Ferguson stated that as long as facilities were "equal," facilities that separated white and blacks were lawful. The NAACP began challenging the "separate but equal" doctrine in the 1930’s. It wasn’t until 1954 that the Supreme Court ruled racially segregated schools are "inherently unequal". A year later the Court outlines a plan for implementing desegregation in the schools "with all deliberate speed”.

Grades 6-8, Social Studies; Literacy; Reading Language Arts; English Language Arts

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http://www.calu.edu/business-community/teaching-primary-sources/
Using Primary Sources for the First Time

Emily remembers feeling “a little uneasy” the first time she brought primary sources into her classroom. She had created a “Life in a Box” activity on Eleanor Roosevelt using documents and photographs from the Library of Congress website. To her surprise, “My students were enthralled because the activity was something different. It was one of the first times in my class the whole year I felt like the students were engaged in academic talk that wasn’t forced.”

Collaborating to Integrate Literacy and Primary Sources Across the Curriculum

In Emily’s experience, primary sources are most effective in supporting literacy instruction when integrated across the curriculum. She describes coordinating lessons with a colleague so that while students read Out of the Dust in English class, they studies Dorothea Lange’s 1930s photographs on the same topic in Emily’s history class.

Now in her fourth year of teaching, Emily says she teaches with primary sources every day. Her colleagues at Irving Middle School share her enthusiasm for primary sources.

Emily’s advice for teachers still uncertain about teaching with primary sources is “just to try it” but suggests taking a TPS workshop if possible. She adds, “The Library’s website is an invaluable resource.”

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

http://www.loc.gov/teachers/tps/quarterly/literacy_integration/spotlight.html

TPS JOURNAL FEATURE ARTICLE

Primary Sources and Literacy
By Mark Newman and Rachel Warach
National College of Education, National-Louis University

Are primary source-based activities, by their very nature, exercises in literacy?

Consider a middle school teacher who is nearing the end of a unit on immigration. This teacher knows that literacy has three main aspects: reading, thinking, and communicating. Looking at her assignment prep step by step we see that this class read the film using a series of questions to identify important information. Next they processed and thought about the information as they organized their information using the graphic organizer and possibly outlines in preparation for writing the stories. Lastly, they communicated their thoughts by writing a story from the perspective of “being there” as a newspaper journalist. And voila! Literacy taught by using a primary source.

By using a primary source, the teacher made the topic interesting. As the students “became” journalists, they got a street-level view of immigration that they wouldn’t have gotten in a more traditional, textbook-oriented lesson. Without literacy instruction, however, the activity would not have succeeded. The students would not have known how to read the film, nor would they have been able to make sense of it or write their accounts. Literacy is the key to primary source-based instruction. Together, literacy and primary sources help teachers to personalize learning, placing students among the people and events they are studying.

See full article at http://www.loc.gov/teachers/tps/quarterly/literacy_integration/article.html