TEACHER TRAINING OPPORTUNITIES

**Act 48 Workshops**
Teacher Workshop Series - spring, fall
On-site customized – upon request

**Act 48 In your classroom**
Lesson plan field testing/assessment
Oral History projects
Primary source student research
Primary source pedagogy

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

TEACHING WITH THE LIBRARY OF CONGRESS BLOG

Selecting Primary Sources, Part IV: Considering Quality
August 25th, 2011 by Sara Suiter

This is the final post in a series discussing characteristics to consider when selecting primary sources to use with your students.

Subscribe to the blog via e-mail or RSS.

“DIRECTOR’S” PICK OF THE MONTH


TEACHER RESOURCES – DIRECTOR’S PICK

The Burning of San Francisco

People have always tried to understand the natural world in which they live. In early times, they created myths to explain their experiences with fire, flood and other violent forces. Over the centuries, new scientific discoveries added to their knowledge.

Examine accounts by Americans from the late nineteenth and early twentieth centuries of their life changing experiences with fire. Witness their experiments with the new technologies of motion pictures and panoramic photography to record the immensity of events with which they struggled. Read their moving personal accounts. Study the poignant lyrics of songs they wrote to memorialize each event. Use your research skills to search the American Memory collections to broaden your understanding of how people have dealt with disaster. Then share your learning by creating a presentation for others in which you assume the role of a witness to such an event and create your own personal account.
**LIBRARY OF CONGRESS – NEWS**

**March is Women’s History Month**

The Library of Congress, National Archives and Records Administration, National Endowment for the Humanities, National Gallery of Art, National Park Service, Smithsonian Institution and United States Holocaust Memorial Museum join in paying tribute to the generations of women whose commitment to nature and the planet have proved invaluable to society.

**About Women’s History Month**

Women’s History Month had its origins as a national celebration in 1981 when Congress passed Pub. L. 97-28 which authorized and requested the President to proclaim the week beginning March 7, 1982 as “Women’s History Week.” Throughout the next five years, Congress continued to pass joint resolutions designating a week in March as “Women’s History Week.” In 1987 after being petitioned by the National Women’s History Project, Congress passed Pub. L. 100-9 which designated the month of March 1987 as “Women’s History Month.” Between 1988 and 1994, Congress passed additional resolutions requesting and authorizing the President to proclaim March of each year as Women’s History Month. Since 1995, Presidents Clinton, Bush and Obama have issued a series of annual proclamations designating the month of March as “Women’s History Month.”

**Access Women’s History Collections**

**TPS QUARTERLY – TEACHER RESOURCES**

**This Issue's Theme:**
**Supporting English Language Learners**
Vol. 3, No. 3, Summer 2010

This issue explores how teachers can use primary sources to support English language learners. English language learners (ELLs) are a diverse group of students, including those who are just beginning to learn English and others who have already achieved considerable proficiency. Teaching with primary sources can help English language learners of all backgrounds develop language skills and connect to academic content through inquiry. Primary sources, which come in a variety of formats such as images, manuscripts and audio recordings, offer multiple entry points for students to engage in critical thinking and construct new knowledge. The feature article in this TPS Quarterly issue provides strategies for teachers to support English language learners using primary sources.
**Selecting Primary Sources, Part IV: Considering Quality**

August 25th, 2011 by Sara Suiter

This is the final post in a series discussing characteristics to consider when selecting primary sources to use with your students.

At the beginning of each Library of Congress Summer Teacher Institute, the participants introduce themselves and explain their goals for the week. In every group of teachers there are a few that explain that they just received an interactive white board or a class set of iPods, iPads, or laptops and are interested in finding digitized primary source content they can use with the new technology.

With the push for technology in schools and stories of districts going “one-to-one,” it’s easy to forget that there are still many teachers and students with very little access to technology.

The good news is that the Library of Congress is working to make its digitized resources accessible and useful to all teachers, no matter what classroom technology they have available. And with millions of digitized items, it is important to select primary sources that are high quality.

A great place to begin your search is the Library of Congress Teachers Page where you’ll find sets of 15-20 primary sources, organized by topic, that include some of the most engaging and highest quality items from the Library’s collections.

In these primary source sets, the digitized primary sources, which are perfect for teachers with access to technology, are accompanied by printable PDF versions, for those without a projector or class set of laptops.

In addition to the Teachers Page, we encourage you to explore the rest of the Library of Congress Web site.

When you select high quality primary sources to use with your students, consider the following factors:

- **Clarity, resolution:** Are you using the highest quality image or film available on the Library’s Web site? Is the image or film clear enough for students to find important details and make reflections about what’s happening?

  Hint: Images on the Library of Congress Web site often have several downloadable versions, including various JPEG and TIFF file sizes. Consider using a larger file type when projecting an image or enlarging an image for printable handouts.

- **Legibility of text/handwriting:** Is the text clearly printed and legible? Can your students read and understand cursive handwriting?

  Hint: Some digitized manuscripts from the Library’s collections are accompanied by transcripts. Although the transcripts are generally considered secondary sources, they are a tool that can accompany a primary source and make it easier to use with students.

- **Audibility, background noises:** Is the voice in the sound recording or film loud and clear enough for students to understand the message? Are there background noises that make the message inaudible?

  Hint: The Library of Congress’ National Jukebox includes more than 10,000 recordings made by the Victor Talking Machine Company between 1901 and 1925. You can browse the recordings and create playlists to stream in class.

- **Ability to zoom in on details:** Do the digitized images or maps have the ability to zoom in on details? Can the same zoom ability be recreated in print form, or is the primary source best used in its digital format?
TPS TRAINING CORNER

Historical texts are very often difficult for English-language learners [ELLs] to understand due to their complex content, structure, and use of archaic language. Teachers, who must differentiate instruction for ELLs, are even more challenged by the task of how to decipher historical texts for these students. However, there are a couple of strategies that teachers can use to help ELLs develop historical meaning from text.

- Help students identify language patterns in historical texts.
- Have students plot a timeline to better understand chronology.
- Use essential questions to facilitate discussions on cause/effect, change/continuity, point of view, bias, etc.
- Ask students to use graphic organizers to identify key words/phrases that are used to build a historical argument or narrative in order to improve comprehension of historical texts.
- Chunk information into manageable segments.
- Structure opportunities for students to deconstruct sentences to better understand the conventions of English-language.

Click out the following link to learn more about supporting ELLs in the classroom: 
http://www.loc.gov/teachers/tps/quarterly/english_language/research.html

TEACHER RESOURCES

The Teaching with Primary Sources department has recently created fourteen resource books that will be useful for teachers or others who want to easily review all of the links associated with each of the Topics rather than trying to click back and forth through the Topics listed on the LOC website.

This will enable educators to choose a Topic of interest and delve deeper into the topic by viewing the Table of Contents and collection links in each of the resource books.

The Teaching with Primary Sources department will feature one of these books each month in our Newsletter. If you would like more information on the others before the next newsletter is published, please contact Lynne Berdar at Berdar@calu.edu.

March Feature: American History by Time Period and by Subject

OTHER NEWS

California University of Pennsylvania held its fifth annual Primary Source History Day Competition on February 13, 2012, at the Cal U Convocation Center.

On March 3rd & 4th, 2012 several students that participated in the Cal U competition went onto the regional competition at the Senator John Heinz History Center. The following is the list of students who are advancing to the National History Day in Pennsylvania (State Competition) on May 4th & 5th, Cumberland Valley High School, Mechanicsburg, PA.

Trinity School District: 1st Place, Individual Documentary-Emily Palefsky; 3rd Place, Group Website-Joshua Coatsworth, Joshua Easterday, Jonathan Florian, Matthew Richmond; 3rd Place, Group Exhibit-Toby Cullings, Jorryn Goudy, Brandon Wolfe.

Bellmar Middle School: 2nd Place, Individual Documentary-Joe Carter; 2nd Place, Individual Performance-Lincoln Mimidis; 1st Place, Research Paper-Aubrey Cintron; 2nd Place, Group Website-Larissa Fordyce, Paige Krempasky; 2nd Place, Group Exhibit-Sarah Callaway, Hannah Juba; 2nd Place, Group Documentary-Kerri Shondelmyer, Amber Kutcy.

Monessen School District: 2nd Place, Individual Website-Luke Farmer