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

UPCOMING EVENTS

October Teacher Workshop series
Cal U, Noss Hall 216
October 10, 17, 24, 31
5:30pm – 8:00pm
Fee: None

Register: berdar@calu.edu

Civil War Presentation
Brownsville Historical Society
Bowman Castle
October 26, 2011
6:30pm

TEACHING WITH THE LIBRARY OF CONGRESS BLOG

**Blog Topic: Selecting Primary Sources, Part I: Knowing your Students**
July 12th, 2011 by Sara Suiter

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.

Go to the blog to view all postings.

"DIRECTOR’S" PICK OF THE MONTH

Railway Train – Italy – 1894
http://www.loc.gov/teachers/classroommaterials/connections/transport-comm/

TEACHER RESOURCES – DIRECTORS PICK

**World’s Transportation Commission Photograph Collection**
The U. S. was in the midst of an economic depression when Pangborn’s grand tour began. Besides Pangborn, the Commission included a railroad engineer, a graphic artist, and photographer William Henry Jackson (1842-1943), who had extensive experience photographing for American railroads and geological survey expeditions.

The Commission began its tour in Tunis in late 1894 and at first traveled so rapidly that Jackson had time for only a few photographs of his chief subjects—traditional and modern transportation methods and popular tourist sites. The pace slowed in Ceylon, and as the group toured India, Oceania, China, and Siberia, Jackson produced more images illustrating native life, influences of modern civilization, and picturesque scenery. Many of the photographs appeared in an "Around the World" travel series in Harper's Weekly.

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

New Teacher Blog: Teaching with the Library of Congress

The Library of Congress has launched a new blog to help teachers bring the power of the Library’s online collections into the classroom: Teaching with the Library of Congress.

The Teaching with the Library of Congress blog will provide a new place for educators to discover and discuss the most effective tools for using the Library’s primary sources in their teaching. The Library will provide new teaching strategies, collection highlights, and the latest on new programs and teaching resources. At the same time, the blog will be a forum where teachers can share experiences, exchange ideas, provide feedback on what the Library has to offer, and take the conversation on teaching with primary sources into new territory.

The Teacher’s Blog has 45 postings that are archived monthly from June to October. The postings are categorized as follows: Primary Source Highlights (17); Teaching Strategies (11); Primary Source Starters (7); News & Events (7); Uncategorized (6); and, Teaching Tools (2).

Whether you’re an expert at working with the Library’s primary sources or you’re just discovering the Library for the first time, your voice is needed here. So please join in and add your comments to the discussion.

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**TPS QUARTERLY – TEACHER RESOURCES**

This Issue's Theme — Making Primary Sources More Accessible to All Students - Vol. 2, No. 4, Fall 2009

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 instructional strategies and other supports to facilitate the primary source-based learning of students with disabilities.

The Library of Congress Web site now offers more than 16 million digitized items, many of which are primary sources. Primary sources are the raw materials of history—original documents and objects created at the time under study, such as photographs, maps, prints, manuscripts, sound recordings, and motion pictures. Many primary sources are relevant to the learning objectives of curricula across a range of subject areas and grade levels as well as local and state standards. More importantly, primary sources offer unique learning opportunities for students of all levels, interests and learning styles to connect with content and develop new understandings.

While the use of primary sources can enhance the learning of all students, manifestations of learning, behavioral and/or physical disabilities can limit some students’ ability to benefit from the study of primary sources. In this issue’s feature article, the authors present an instructional strategy designed to support students with disabilities and others in their learning with text-based primary sources. Additional ideas, strategies and resources for teaching with primary sources in inclusive classrooms are presented throughout the issue.
**Selecting Primary Sources, Part I: Knowing your Students**

*July 12th, 2011 by Sara Suiter*

This blog post is the first of a series of four consecutive posts that will deal with the characteristics of selecting primary sources for multiple perspectives, historical context, and age appropriateness.

When searching the Library of Congress’ millions of digitized primary sources, it’s easy to get overwhelmed and even off-track. We’ve all experienced it. You come to [www.loc.gov](http://www.loc.gov) with a specific lesson or unit in mind, find a cool photograph, and pretty soon you’re clicking through an entire collection that may or may not be on the topic you were initially looking for!

This summer, we’ve incorporated a new activity into our teacher institutes whereby participants discuss the characteristics they consider when selecting primary sources to use with their students. Because we host teachers and librarians with varying levels of experience using primary sources in the classroom, we feel the discussions of how to select appropriate, effective primary sources are important.

During our second institute, Raul Almada, a fourth grade teacher from Whittier, California shared how primary sources have impacted student learning in his classroom, “My students are enthusiastic about using primary sources because they give them something tangible to work with that is not just reading in a textbook. In fact, they help level the playing field because any student can use them and give ideas and information because many of these primary sources do not involve reading.”

Raul’s experience highlights just how important it is for teachers to think about their students when selecting primary sources. Primary sources that engage but are also accessible to students will ensure a positive impact on student learning.

Here are some criteria that can help narrow your search before you begin and keep you focused on what will be the most effective primary sources to use with your students.

- **Content**: Will your students want to look closely, ask questions, and learn more about this particular primary source?
- **Age-appropriateness**: Is the content suitable for your students? Is it too complex?
- **Length**: Will the length of the letter, diary entry, or newspaper article affect student comprehension? Is an excerpt more appropriate?
- **Readability of text or handwriting**: Is text clearly printed and legible? Will cursive handwriting impact your students’ understanding?
- **Reading level of students**: Will your students be able to decode the text of the primary source?
- **Prior knowledge needed (historical; vocabulary)**: Do outdated terms need to be defined? Will your students understand the content of the primary source?

Teacher Quote: *Lorissa Boxer July 13, 2011 at 7:04 pm*  “I teach third grade in California. The comparative map of free and slave states is particularly useful for my class because we study about the lives of those who took risks to secure our freedoms. The students read about Biddy Mason, a slave who was brought to Los Angeles. The map illustrates how and why she was able to legally gain her freedom.”
Mayan Treasure proves to be a natural fit for primary source inquiry!

Recently, I found an interesting primary source from the Library of Congress’ World Digital Library collection. This Mayan treasure is called the Tortuguero Box and can be used to introduce students to Mayan culture. This wonderful artifact is available in an online interactive format that allows teachers and students to manipulate and view all of the intricate details contained on the box. Teachers can use the online interactive to initiate the inquiry process based on the following guiding historical question, “what was the significance of this artifact in Mayan culture?”

Using any inquiry process, students can begin by identifying and describing the box. Then students can experience the interactive to help them contextualize the box as it relates to the guiding historical question. Using a graphic organizer, students can draft questions about the box that will guide them through the research process and, finally, students can form hypotheses that address the guiding historical question.

Experience the Tortuguero Box interactive @ http://goo.gl/wd7HM

BROWNSVILLE HISTORICAL SOCIETY – NEMACOLIN CASTLE – HALLOWEEN GHOST TOURS

The Brownsville Historical Society operates historic Nemacolin Castle at 136 Front St. in Brownsville, Pa. Come visit us! Take a tour. Shop the gift shop. Step back in time to America's frontier period. Located just off U.S. Route 40 (locally called Market St.) in Brownsville, PA, Nemacolin Castle is also a registered Pennsylvania historic landmark. Tours of the castle interior and its spacious grounds are provided by enthusiastic groups of volunteers throughout the year (see schedule page).

Halloween Ghost Tours run Saturday, Oct. 1st, with tours every Sat. & Sun. evening from 6:00 PM through 10:00 PM, ending on Halloween evening, Monday Oct. 31st, from 6-10 PM. Standard history tours will also be conducted from to 2-5 PM every weekend, just before the start of Ghost Tours. Tour rates for both history and ghost tours (separately) are $8.00 for adults/$4.00 for children 12 and under.

The castle is always looking for volunteers (both young and old) interested in preserving Brownsville's living history. If you would like to join this elite group who are the caretakers of your past, become a member of the Brownsville Historical Society. Fill out an application today.

SENATOR JOHN HEINZ HISTORY CENTER

BENJAMIN FRANKLIN: IN SEARCH OF A BETTER WORLD

Discover Benjamin Franklin - Founding Father, statesman, inventor, and humorist - as part of the Senator John Heinz History Center’s newest exhibition, Benjamin Franklin: In Search of a Better World, presented by the Katherine Mabis McKenna Foundation, MSA, and UPMC Health Plan.

The 8,000 square-foot exhibit, which features more than 150 artifacts and nearly 30 hands-on interactive activities, will immerse visitors in Franklin's world and provide new insights on many previously unknown aspects of his amazing life, including his connections to Western Pennsylvania.

A special section of the exhibit is dedicated to Franklin's ties to Western Pennsylvania. In 1755, Franklin obtained nearly 150 wagons from farmers throughout Pennsylvania that were used during General Edward Braddock's failed attempt to capture Fort Duquesne from the French. The incident was later referred to by Franklin in his autobiography as "the wagon affair."