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

Learning Activity – Elementary Level
Students analyze Paul Revere’s famous engraving of the Boston Massacre to consider his purpose and intent. Students use evidence from this primary source to examine Revere’s point of view. They use information from a secondary source to discuss the value of using more than one source to gain insight into an event in history.

Learning Activity – Secondary Level
Students practice speaking and listening skills while exploring General Winfield Scott’s “Orders No. 25” for the general removal of the Cherokee from their eastern lands.

LOCAL TEACHER LESSON PLAN OF THE MONTH
Carina Honeygosky teaches Secondary Math in the Bethlehem Center School District. Her Lesson Plan addresses both PA Academic Standards and Common Core Standards at the 8th grade level. The Lesson Plan’s duration for learning is 8 – 9 days using the Cross-curricular unit (8th grade science).

The Geo-Scientific Success of the Wright Brothers
A Lesson Plan developed by educator Carina Honeygosky

Learning Objectives:
1. Identify the Wright Brothers and tell of their inspiration for flight.
2. Discuss primary sources through observation, reflection, and questioning methods.
3. Solve ratio, distance/time, and angle problems utilizing appropriate math skills.
4. Create flying machine that demonstrates a direct relationship between distance and time.

Essential Questions: Guiding Investigative Questions
1. Where did they find their inspiration?
2. How did their ideas and designs for the flying machine change after each attempt/trial and error?
3. How did the Wright Brothers bring together the ideas of math, problem solving, and science to invent the first recognized flying machine? How did their experiments follow the scientific method?

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http://www.calu.edu/business-community/teaching-primary-sources/
Tell us about the first time you tried using primary sources in the classroom.
As a library media specialist, I collaborate with teachers to enrich lessons. An example is a lesson developed for Jack London’s *To Build a Fire*, which featured images to aid students in understanding the environment and challenges that the character in this short story faced. To introduce the story, students analyzed images from The Library of Congress’s Prints and Photographs Online Catalog that depicted the Yukon, gold miners, packers hiking the mountains, clothing and campsites. These images helped spur discussion about survival skills, knowledge versus instinct, a theme in the story, and connected a fictional story to actual history.

What is your favorite resource available on the Library of Congress Web site?
My favorite feature is “Today in History”. It works as a bell ringer, discussion starter, comparison to current events, or writing prompt. Teachers look for activity ideas and this is a resource I always suggest.

What advice do you have for teachers who have never tried teaching with primary sources?
Begin browsing resources especially for teachers to locate classroom materials and links on how to use primary sources. I also recommend the Teaching with the Library of Congress blog, which highlights many unique materials and strategies.

See full article at [http://www.loc.gov/teachers/tps/journal/common_core/spotlight.html](http://www.loc.gov/teachers/tps/journal/common_core/spotlight.html)

**Primary Sources: At the Heart of the Common Core State Standards**

*By Rich Cairn*

**What are the Common Core State Standards?**
The Common Core State Standards (CCSS) outline grade-by-grade goals for all K-12 students—goals that are attuned to the advanced literacy skills needed for college, career and citizenship. The CCSS communicate a common understanding of what students should know and be able to do by their high school graduation. The standards are the result of a state-led initiative overseen by organizations of the nation’s governors and state education commissioners. Nearly all states and the District of Columbia have adopted the CCSS.

**What role do primary sources play in meeting the standards?**
Primary sources are integral to helping students achieve the CCSS. The standards require students to digest and apply information using discipline-specific skills, such as analysis, comparing sources, persuasive writing, and research. Students generate questions, take and organize notes, find, analyze, and cite sources. Additionally, learning new content vocabulary is essential, as is the ability to compare historical interpretations and form hypotheses. Note that literacy skills embedded in the CCSS include oral communication. Presentations provide vital opportunities for students to listen and speak.

Under the English Language Arts standards, students beginning in the earliest grades must substantiate written arguments with evidence. Students also learn to “gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as media”.

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