TEACHING WITH PRIMARY SOURCES
AT CALIFORNIA UNIVERSITY OF PENNSYLVANIA

COLLEGE OF EDUCATION AND HUMAN SERVICES

NEWSLETTER: OCTOBER 2013

SOLDIERS & SAILORS MEMORIAL HALL & MUSEUM

Soldiers & Sailors houses a vast collection of primary and secondary military documents and artifacts. It is our mission to promote the use of these educational items and create an understanding for all groups who visit the museum. We provide a rich learning experience for all people by exploring the deeds and sacrifices of ordinary citizens during extraordinary circumstances. Education programs include Guided Tours, VIP Tours, Footlocker Outreach Programs, Summer Camps and Scouting Programs.

The VIP Tour is our most interactive and engaging museum experience. Students tour the museum in squadrons (10-15 students). Each student is assigned a role to play (commander, musician, photographer, etc.). Students participate in letter and diary writing activities and other hands-on experiences. The VIP Tour last 2.5 hours. Teachers can choose from 4 VIP tour topics: Civil War, WWI, WWII, or Cold War Conflicts - Korea & Vietnam. The cost of the tour is $6 per student and chaperones are free. Each student on the VIP tour receives a personal dog tag, a digital picture of their squadron and an educational packet containing a list of causes and effects, a timeline, a map and a bio of a commanding officer.

For more information please contact Director of Education Tim Neff (412) 621-4253 x219 or visit our website: http://www.soldiersandsailorshall.org/education.html

TPS Basic Online Course
Free Act 48 Hours

Section Two
October 22 – November 12, 2013

Register Here
Contact Lynne Berdar berdar@calu.edu
724-938-6025

Soldiers & Sailors Hall & Museum

TPS TEACHERS NETWORK
ONLINE COMMUNITY

The TPS Teachers Network is an exciting online community designed to facilitate peer-to-peer support and learning focused on classroom use of digitized primary sources from the Library of Congress. It is open to all teachers. Participants have access to teachers and resources nationwide. To join the Network, click on TPS Teachers Network

NATIONAL HISTORY DAY

PRIMARY SOURCE HISTORY DAY COMPETITION @ CAL U

National History Day makes history come alive for America’s youth by engaging them in the discovery of the historic, cultural and social experiences of the past. Through hands-on experiences and presentations, today’s youth are better able to inform the present and shape the future. NHD inspires children through exciting competitions and transforms teaching through project-based curriculum and instruction. Source: National History Day website

Teachers wanting to introduce NHD into their curriculums or enhance their involvement in NHD can request assistance from TPS staff. TPS staff works with teachers to help them and students prepare for success in NHD competitions. For the past six years, TPS @ Cal U has sponsored a Primary Source History Day competition, which is held each February. Modeled after NHD, the Primary Source History Day competition helps students prepare for the regional competition and gives them the opportunity to be recognized for their efforts. For more information, contact Lynne Berdar at berdar@calu.edu.

Phone: 724-938-6025 E-mail: berdar@calu.edu
http://www.calu.edu/business-community/teaching-primary-sources/
The California History-Social Science project at UC Davis

The California History-Social Science Project (CHSSP) is a collaborative, statewide network of classroom teachers and university scholars dedicated to improving classroom instruction, student learning, and literacy. Through its programs, leaders provide teachers with a research-based and classroom-tested approach to improve students’ understanding of the past, critical thinking, reading, and writing.

This portion of the TPS newsletter highlights lessons from the History Blueprint project at UC Davis. The History Blueprint is a dynamic program of curriculum, innovative assessment tools, student literacy support, and teacher professional development, aligned with Common Core State Standards, designed to revolutionize history instruction, and increase student learning and literacy. Although the lessons align with CA Common Core Standards, they easily adapt to PA Common Core standards.

Civil War Lesson #2 – Secession of the South

This lesson asks students to consider a fundamental question of the Civil War – did the South have the right to secede from the Union? More specifically, students will have the opportunity to compare the arguments presented for secession with the ideals outlined in our foundational documents, the Declaration of Independence and the Constitution.

To support student understanding of these documents, this lesson also provides step-by-step instructions to help students comprehend and analyze the ideas presented. Students will make an interpretation to answer the lesson focus question and support it with evidence from the documents.

For an Introduction to the History Blueprint Civil War Unit, click on the following webinars:

Webinar: Introduction to History Blueprint and Civil War Unit
Webinar: Common Core Skills, Academic Literacy, Historical Thinking, and the California History-Social Science Standards in the Civil War unit
Webinar: How to Use Blueprint Assessments

COMMON CORE AND LITERACY DESIGN COLLABORATIVE

LDC TASKS

Each LDC task is a reading and writing prompt, asking middle or high school students to take on an important issue in science, history, ELA or another subject. The LDC system starts with “template tasks” that have the CCSS literacy standards “hardwired” in. Teachers then put in their own content. Each template includes a “fill-in-the-blank” prompt and a scoring rubric. When teachers add their reading/writing assignments, they will have created a teaching task, which typically takes two to four weeks of classroom time. Teachers also can use the template tasks to create shorter “classroom assessment tasks” that students address in one or two sittings to be used as either pre- or posttests. Chapter 2 includes sample template tasks and teaching tasks. A separate document, the LDC Template Task Collection, includes the current complete prototype set of template tasks. In the future, LDC partners may build other template task banks to support a wider array of purpose-specific task sets.

The LDC system starts with the premise that it is the “task” or assignment – what students are asked to do – that sets the framework for their learning and the skills they will develop. Think of the power of a set of key questions for teachers: What are students being asked to do? Is it meaningful? Why or why not? How are we measuring their work? In LDC short-hand, we call this set of questions “What Task?” LDC begins with a focus on providing tools for teachers to use for designing meaningful tasks for students – tasks that connect the CCSS in reading and writing with the content, texts and issues teachers seek to teach. Teachers who have used the LDC tools to design tasks are reporting over and over that students, even those who have been reluctant readers and writers, now not only read and write more fluently they also master the content at higher levels than before. While these reports will be explored in greater depth, early feedback is quite positive.

Chapter 2 explores LDC tasks up close: The chapter covers: Template Tasks; LDC Prototype Template Task Collection; LDC Teaching Tasks; and, Scoring Student Work