TEACHER TRAINING OPPORTUNITIES

Workshops
- Teacher Workshop Series - spring, fall
- Southpointe workshops – Saturdays

Summer Institute – annually
- On-site as requested - customized

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

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

THEME: PROJECT BASED LEARNING

Project-based learning, an approach that presents students with a task or challenge with real world applications, is both authentic and relevant. These words also describe primary sources—original documents, photographs, music, film, clothing, and other artifacts which were created at the time under study. When integrated into project-based learning, primary sources prompt students to engage in inquiry, think critically, and construct new knowledge about long-standing questions. National History Day and Oral History projects are excellent PBL projects that appeal to both students and teachers.

UPCOMING EVENTS

September Teacher Workshop series
- Cal U, Noss Hall 216
- September 7, 14, 21, 28
- 5:30pm – 8:00pm
- Fee: None

Southpointe Saturday Workshop series
- Sept 18, 25, Oct 2, Oct 9, Oct 16
- 9:00am – 12:00pm
- Fee: $35.00

October Teacher Workshop series
- Cal U, Noss Hall 216
- October 4, 11, 18, 25
- 5:30pm – 8:00pm
- Fee: None

Register: berdar@calu.edu

“DIRECTOR’S” PICK OF THE MONTH

http://lcweb2.loc.gov/diglib/ihas/html/gottlieb/gottlieb-home.html

TPS PARTNER SHOWCASE – TEACHER RESOURCES

This month’s partner showcase features the University of Northern Colorado. The Library of Congress Teaching with Primary Sources program at the University of Northern Colorado (TPS-UNC) began in 2007 with the goal of reaching K-12 educators across the state. During the 2008-09 school year, TPS-UNC began offering content-specific workshops focusing on topics such as folklife and Abraham Lincoln, as well as workshops highlighting instructional approaches and tools for exploring primary sources, including inquiry and webquests. This past spring, TPS-UNC and two other TPS Consortium members participated in a panel presentation showcasing the national TPS program at the Library of Congress forum on K-12 education entitled, "American Education in the Digital Age and Beyond: A Discussion for the 21st Century". A high school teacher representing the TPS-UNC program on the panel described how she teaches with the Library’s digitized primary sources.

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http://www.calu.edu/business-community/teaching-primary-sources/
Reservation Controversies Then and Now covers historic issues dealing with American Indian Reservations in the 1870s and also in the present. It is divided into two sections with separate "scenarios" for students to use and learn with. This two part learning experience uses Problem Based Learning (PBL), where students are confronted or faced with two different, but related real world problems which have no obviously right or wrong answers. Using various teaching/learning strategies, which include brainstorming, role playing, and oral presentations, students use primary sources and other background sources to arrive at a recommendation, based on the information.

Paul McCartney Interview: Gershwin Prize. Upon his receipt of the Library of Congress Gershwin Prize for Popular Song, Paul McCartney discusses his life, career and music. Sir Paul McCartney is an English singer, songwriter, composer, multi-instrumentalist, businessman, record and film producer, poet, painter, and animal rights activist. Formerly of the Beatles and Wings, according to Guinness World Records, McCartney is the most successful songwriter in the history of popular music. He is the third recipient of the Library of Congress Gershwin Prize for Popular Song.

ORAL HISTORY IN THE CLASSROOM

Exploring Community Through Local History: Oral Stories, Landmarks and Traditions
Students explore the local history of the community in which they live: through stories, written and spoken; through landmarks such as buildings, parks, restaurants, or businesses; and through traditions such as food, festivals, and other events of the community or of individual families. Students learn the value of local culture and traditions through primary sources. They relate stories, landmarks, and traditions of their community to history, place and environment.

Using Oral History: Lesson Overview
This lesson presents social history content and topics through the voices of ordinary people. It draws on primary sources from the American Memory Collection, American Life Histories, 1936-1940. Using excerpts from the collection, students study social history topics through interviews that recount the lives of ordinary Americans. Based on these excerpts and further research in the collections, students develop their own research questions. They then plan and conduct oral history interviews with members of their communities.

Select Oral History Projects and Lesson Plan Resources
"Telling Their Stories" - Oral History Archive Project of the Urban School
Visit "Telling Their Stories" and read, watch, and listen to perhaps the best student-created oral history project in the country.
SOcial media in the classroom

A mission of the Library of Congress (LOC) is “to make its resources available and useful to the...American people.” Since 1995, the LOC has been instrumental in bringing millions of primary sources that were long relegated to the archives into the digital domain. The Digital Collections on the LOC web site are examples of the public access granted to rare and important historic content. But these online Collections have proven difficult to navigate, and often require training to effectively do so. As a result, the LOC has pioneered the merger between historic primary sources and easily accessible social media technologies. Following are links to popular social media initiatives taking place at the LOC in regard to primary sources:

Twitter: http://twitter.com/librarycongress

TEACHER RESOURCES

|| Classroom Materials ||

Ready-to-use materials that bring the Library’s primary sources into the classroom.

Primary Source Sets  See all Primary Source Sets »
Themed Resources  See all Themed Resources »
Lesson Plans  See all Lesson Plans »
Collection Connections  See all Collection Connections »
Presentations and Activities  See all Presentations and Activities
Classroom Materials  More Classroom Materials »

|| Using Primary Sources ||

A quick-start guide to bringing primary sources into the classroom, with guides, tools, and information on citation and copyright. More about using primary sources »

OTHER NEWS

National History Day (NHD) Preparation

Teachers interested in preparing students for NHD competitions can receive one-on-one, in-classroom, Act 48 professional development through Teaching with Primary Sources. Instructional Specialist, Mr. Nik Roberts, works collaboratively with teachers to develop the skills and competencies necessary for preparing students for entry into NHD competitions.

National History Day (NHD) is a highly regarded academic program for middle and secondary school students. Each year, more than half a million students, encouraged by thousands of teachers nationwide participate in the NHD contest. Students choose historical topics related to a theme and conduct extensive primary and secondary research through libraries, archives, museums, oral history interviews, and historic sites. After analyzing and interpreting their sources and drawing conclusions about their topics’ significance in history, students present their work in original papers, websites, exhibits, performances, and documentaries. These products are entered into competitions in the spring at local, state, and national levels where they are evaluated by professional historians and educators. The program culminates in the Kenneth E. Behring National Contest each June held at the University of Maryland at College Park.

NHD helps students develop the following attributes that are critical for future success: critical thinking and problem-solving skills; research and reading skills; oral and written communication and presentation skills; self esteem and confidence; and a sense of responsibility for an involvement in the democratic process. Contact Roberts_n@calu.edu