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

Learning Activity – Elementary Level.
Students work in pairs to analyze an 1863 map for the Battle of Nashville, created by the Union Army, for clues about its purpose. They form a hypothesis, support it with detailed observations, and develop their own questions about the map. Each student writes a paragraph demonstrating how a soldier might have used a map like this one before or during the battle.

Learning Activity – Secondary Level.
Students work in small groups to analyze sets of Civil War-era primary sources, including photographs, manuscripts and sheet music. They make inferences about the short-term and long-term consequences of the Civil War for those on the home-front based on primary source evidence. Students synthesize and express their learning by writing a letter from the perspective of a civilian during the war.

TPS Basic Online Course
Free Act 48 Hours
Section One
September 17 – October 22, 2012
Registration Closed
Section Two
September 19 – October 24, 2012
Register Here
Contact Lynne Berdar
berdar@calu.edu
724-938-6025

Ways to earn Act 48 hours in your classroom
Lesson Plan Field Testing
Oral History Projects
National History Day Preparation
Co-teaching with Primary Sources
Teacher Professional Development

LOCAL TEACHER LESSON PLAN OF THE MONTH
Christina Gabonay teaches Spanish grades 1-8 in the Southmoreland Area School District. Her Lesson Plan addresses both PA Academic Standards and Common Core Standards at the 8th grade level. It is also based on an Inquiry-Based model with the following five components: Ask, Investigate, Create, Discuss and Reflect. The Lesson Plan’s duration for learning is two weeks.

Juanita’s Dream – An Exploration of Mayan Culture
A Lesson Plan developed by educator Christina Gabonay

How has life changed for the Mayans since the arrival of Western Europeans in 1492?

Learning Objectives:
1. To provide insight into the way of life in Mayan villages in Guatemala
2. To examine the differing roles of men and women in Mayan life
3. To explain the nature and importance of agriculture in the Mayan economy
4. To understand the importance of tourism to the Guatemalan economy
5. To appreciate the nature and variety of Mayan handicrafts and their role in the Guatemalan economy
6. To begin to formulate personal beliefs pertaining to Justice
7. To begin to understand the role of equality, opportunity and access in the US
8. To be able to explain the difference between empathy and pity
9. To begin to form an understanding of applications of empathy

Phone: 724-938-6025 E-mail: berdar@calu.edu
http://www.calu.edu/business-community/teaching-primary-sources/
Tell us about the first time you tried using primary sources in the classroom.

When I began teaching, I often tried to incorporate primary sources into my lessons. However, I was always disappointed with the results. The students seemed bored and I ended up doing all the talking. Using the inquiry method with primary sources really transformed the experience. I have learned that in the beginning of the school year, I need to directly teach students how to break down the analysis of primary sources and consider each aspect of the source. Once they grasp the basics of analysis, they literally use the primary sources to teach themselves. No matter how much I study the sources while preparing the lesson, my students consistently notice some detail or make some connection that I have not seen myself. Those are actually my favorite moments when the barrier between teacher and student falls away and we are just a room full of people excited about history.

What advice do you have for teachers who have never tried teaching with primary sources, especially in subjects other than social studies?

Because the Civil War touched every facet of American life, teachers of any subject can find ways to engage their students in a study of the Civil War using materials from the Library of Congress. A Language Arts teacher can use a recruitment poster from the collection An American Time Capsule: Three Centuries of Broadsides and Other Printed Ephemera to analyze persuasive writing techniques. A math teacher might use the same poster and have students calculate what a Civil War bounty would be worth in today’s dollars. Science teachers could explore the chemistry of developing a daguerreotype or the changes in technology that made photographing Civil War battlefields possible.

See full article at http://www.loc.gov/teachers/tps/journal/civilwar/spotlight.html

TPS JOURNAL FEATURE ARTICLE

Teaching About the Civil War with Primary Sources Across Disciplines

By Carroll Van West

Introduction

The Civil War was a transformative event in American History, costing hundreds of thousands of lives, leaving cities, towns, and the countryside in ruin, and abruptly changing the meaning of citizenship and freedom in the United States. The war led to the Constitution’s 13th, 14th, and 15th amendments, which further shaped the relationships between citizens and their government, and abolished forever the inhumane practice of slavery in our nation. This bloodbath of almost unfathomable proportion fundamentally changed nearly every facet of American life.

For many years, the Civil War story was told as an authoritative narrative of battles, troop movements and generals who won or lost. But in the last 50 years, our understanding of the Civil War has changed dramatically. No doubt the battles and generals still matter. But today’s K-12 curriculum standards, and more importantly our students, demand a more inclusive story.

Using primary sources available from the Civil War era, students can delve into this topic from several different angles, from social studies to language arts; from geography to STEM (Science, Technology, Engineering, and Mathematics). For example, how did geographic location affect the food, clothing, media, and other goods and services available to civilians? What new technologies developed for military use during this conflict had widespread applications later? How did artists depict wartime experience in popular music and print publications? What educational and employment opportunities did former slaves create for themselves following Emancipation?

See full article at http://www.loc.gov/teachers/tps/journal/civilwar/article.html