TEACHING WITH PRIMARY SOURCES
AT CALIFORNIA UNIVERSITY OF PENNSYLVANIA

COLLEGE OF EDUCATION AND HUMAN SERVICES

NEWSLETTER: SEPTEMBER 2013

TPS Basic Online Course
Free Act 48 Hours

Section One
September 10 - October 1, 2013
Registration Closed

Section Two
October 22 – November 12, 2013
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

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

TEACHING WITH PRIMARY SOURCES


Part of the power of teaching with primary sources comes from their immediacy—eyewitness accounts of historic events can have an emotional impact that secondary sources might lack. This is especially true of primary sources relating to the terrorist attacks of September 11, 2001.


Sharing ideas is a critical part of all great teaching, and now the Library of Congress has a new tool for exchanging ideas with the nation's K-12 teachers: @TeachingLC, its new Twitter feed for educators. The Library’s Director of Educational Outreach, Lee Ann Potter, hailed the launch. “Teachers and librarians use Twitter to discover new ideas and inspiration, and we at the Library are happy to be joining the conversation. @TeachingLC will be a great venue for educators to learn from each other and to explore the primary sources and teaching resources offered by the Library of Congress.”

https://twitter.com/

TPS Teachers Network
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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 # 1 – What Caused the War

This first lesson centers on one of the most significant and contested issues in the study of the Civil War – the cause of the war itself. Slavery was the cause of the Civil War, because it underpinned all other causes. Sectional differences in geography, climate and economy between the North and South also contributed to the division, as did the unsettled constitutional question of states’ rights. The South’s desire to extend slavery into the western territories against the desires of the Northern majority reinforced sectional differences and fueled the argument for states’ rights. This lesson will provide opportunities for students to develop their chronological thinking skills and expand their understanding of cause and effect reasoning.

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

Nearly all high school students in the United States need substantially stronger reading and writing skills to be ready for adult success. All of us – teachers, policy officials, parents and students themselves – must take seriously the growing evidence that extraordinary steps will be necessary to change the outcomes for students.

The Common Core State Standards (CCSS) provide an important starting point for addressing this challenge. They give literacy a sharp, new focus. Commonly held literacy demands across classrooms, districts and now even state lines offer incredible possibilities for collegial work. Check them out at [http://www.corestandards.org/](http://www.corestandards.org/).

The CCSS outline literacy “anchor standards” for students to be college-and-career-ready and then work back to specify skills students will need to attain at each grade in order to finish high school at the readiness level. These skills are not pie-in-the-sky intellectual exercises. They are real literacy demands that today’s students will find in tomorrow’s campus classrooms and the workplace.

The CCSS call for dramatic classroom changes, particularly at the secondary level. They make it clear that new expectations for student literacy cannot be met if they only are taught in ELA classrooms. At rock bottom, the work to change student performance must occur in at least the core subjects of ELA, social studies and science, no matter what grade level.

Right now in most secondary classrooms, literacy is used, but it is not taught in a systematic way. Teachers often are asked to apply the strategy of “reading and writing across the curriculum,” but that works haphazardly at best, as teachers first lay out their course content and then fit literacy strategies on top – if at all. The LDC strategy flips this approach on its head: it lays out the literacy design first and then allows teachers to add their content on top of a solid literacy foundation. Using the LDC framework, teachers can merge CCSS literacy standards with important subject area standards – fostering coherence in teaching both. And, it acknowledges distinctive literacy work in each discipline. For example, reading, writing and thinking about science requires strategies and competencies that are different from those needed for history – which are different from the ones required for studying literature and ELA.

Source: Chapter 1: The LDC System