TPS-UCF Newsletter
December 2015

The lovers of romance can go elsewhere for satisfaction but where can the lovers of truth turn if not to history? ~Katharine Anthony
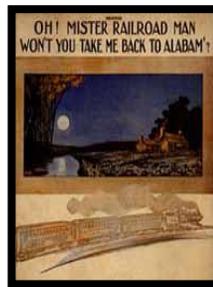
Hello TPS-UCF Family,

Happy Holidays! A few more weeks until a much deserved rest/break for everyone!

We wish everyone a safe and wonderful break and a Happy New Year!

We have lots to share from Library of Congress, so please read the newsletter for further information.

Enjoy the newsletter!

If you want to understand today, you have to search yesterday.
~ Pearl Buck

Today in History: December 24th

Time for a Visit from St. Nicholas

'Twas the night before Christmas, when all through the house
Not a creature was stirring, not even a mouse;
The stockings were hung by the chimney with care,
In hopes that St. Nicholas soon would be there….

Clement C. Moore, "A Visit from St. Nicholas"

Moore is thought to have composed the tale, now popularly known as "The Night Before Christmas," on December 24, 1822, while traveling home from Greenwich Village, where he had bought a turkey to fill the last of several baskets that his family was accustomed to donating to the poor during the holiday season.

Perhaps inspired by the plump, bearded Dutchman who took him by sleigh on his errand through the snow-covered streets of New York City, Moore penned *A Visit from St. Nicholas* for the amusement of his six children, with whom he shared the poem that evening. His vision of St. Nicholas draws upon Dutch-American and Norwegian traditions of a magical, gift-giving figure who appears at Christmas time, and was likely influenced by descriptions of St. Nicholas appearing in several publications from recent years, including Washington Irving's A History of New York (1809).

New from Library of Congress:

Teacher Webinar Thursday, December 10th: Searching LOC.gov

The Library of Congress site for teachers, loc.gov/teachers, provides a variety of easy ways to locate primary sources for classroom use including lesson plans, primary sources sets, this blog, and more.

But what if you want to find even more Library of Congress primary sources? What search strategies does a power user need to know?

Join us for a webinar on Thursday, December 10 at 4pm EST, to learn time-saving tips for navigating the Library of Congress website. During this webinar, Library education experts will provide shortcuts to finding primary sources, suggestions on how to plan effective searches, and how to ask for help.

For those unable to participate in the webinar, a recording will be available within a week of the session. Recordings of past events, including our recent online conference, and information about joining the webinar are available here.

Have suggestions on effective ways to search loc.gov? Please share them in the comments!

by Danna Bell
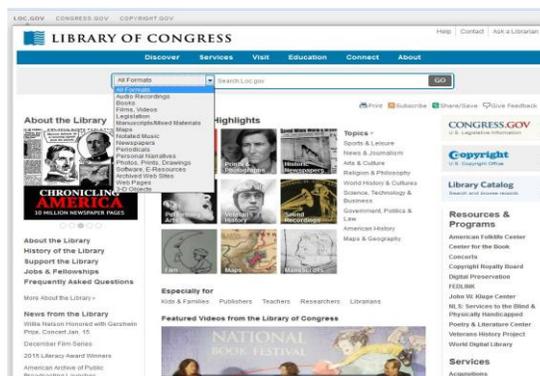
The Power of Primary Sources is Unlocked: Online Conference Recordings Now Available

You may have heard that the Library hosted its first ever online conference on October 27-28 called, "The Library of Congress and Teachers: Unlocking the Power of Primary Sources." Education experts and subject matter specialists presented 15 different sessions discussing resources and teaching strategies for using primary sources in the classroom.
The event was a huge success! We served more than 1500 educators through the live event and we expect that number to grow now that the recordings are available. You can still earn a certificate for each presentation you view. Registration is required.

by Cheryl Lederle

TWEET! TWEET!

Teaching with the LC Twitter Account

@TeachingLC

Teaching with the Library of Congress. Primary sources, inspiration, ideas and opportunities for teachers from the world's greatest library.

Don't miss any updates…

Sign-up for Twitter

What's In A Picture?

Helping Students Read Between the Lines: Identifying Bias and Attitude in Newspapers for the Presidential Election of 1912

In the November/December 2015 issue of *Social Education*, the journal of the National Council for the Social Studies, our "Sources and Strategies" article focused on analyzing newspapers from the presidential election of 1912, an unusual contest at an unusual time. In the United States, changes in society, economics and global interests were strongly reflected in the nation's political landscape and particularly the 1912 election. Using historical newspapers as primary sources, students can be encouraged to evaluate how the press presented candidates and how that may have influenced voters.

With three major candidates, rather than the traditional two, the 1912 election became a varied debate between special interests, government oversight, and the value of individuals in society.

- William H. Taft, the conservative incumbent representing the Republican Party, was seen as protecting corporate interests and the status quo;
- Theodore Roosevelt, former President, charismatic adventurer and larger-than-life personality representing the splinter Republican-based Progressives (known as the "Bull Moose Party"), advocated strong government controls and reforms; and
- Woodrow Wilson, a scholarly professor turned politician representing the Democratic Party, supported workers' rights and government for the good of the people.

While each candidate spoke out for himself in speeches and public statements, newspapers and their editors played a significant role in shaping public attitude toward each candidate, often through political cartoons, descriptive language, and even page layout. The articles and cartoons pictured each contain bias, positive and negative, towards candidates. Challenge students to identify the elements of bias and determine the perspective of the particular newspaper and how it might influence voters.

If you've used these sources or others to discuss how bias and perspective are represented by the press in politics, to what extent did they help students evaluate information sources and understand editorial influence?

All of the primary sources featured in the article, and more, can be found in the Library of Congress's Chronicling America: Historic American Newspapers *database (http://chroniclingamerica.loc.gov/). Free and open,* Chronicling America *now provides access to more than 10 million pages of historic newspapers published from 1836-1922 and continues to grow. These newspapers are made available as part of the ongoing National Digital Newspaper Program (http://www.loc.gov/ndnp/), a joint activity of the National Endowment for the Humanities and the Library of Congress.*

by Stephen Wesson

This guest post is by Deborah Thomas, program manager for the National Digital Newspaper Program at the Library of Congress.

◆◆◆SOURCES Annual Conference◆◆◆

University of Central Florida

Orlando, Florida

January 16, 2016

The Teaching with Primary Sources Program at the University of Central Florida (TPS-UCF) will be hosting the second annual SOURCES Annual Conference at the University of Central Florida on January 16, 2016. The SOURCES Annual Conference is a free opportunity available to any educators interested in the utilization and integration of primary sources into K-12 teaching. Presenters will focus on providing strategies for using primary sources to help K-12 students engage in learning, develop critical thinking skills, and build content knowledge, specifically in one or more of the following ways:

- Justifying conclusions about whether a source is primary or secondary depending upon the time or topic under study;
- Describing examples of the benefits of teaching with primary sources;
- Analyzing a primary source using Library of Congress tools;
- Accessing teaching tools and primary sources from www.loc.gov/teachers;
- Identifying key considerations for selecting primary sources for instructional use (for example, student needs and interests, teaching goals, etc.);
- Accessing primary sources and teaching resources from www.loc.gov for instructional use;
- Analyzing primary sources in different formats;
- Analyzing a set of related primary sources in order to identify multiple perspectives;
- Demonstrating how primary sources can support at least one teaching strategy (for example, literacy, inquiry-based learning, historical thinking, etc.); and
- Presenting a primary source-based activity that helps students engage in learning, develop critical thinking skills and construct knowledge.

Registration is free and is now open for the SOURCES Annual Conference. Please complete the information on the following linked page to register for the SOURCES Conference: http://ucf.qualtrics.com/jfe/form/SV_02M6I0hSrdTDGPb

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Registration Now Open

December in History with the Library of Congress
by Danna Bell

Many teachers like to include mini-lessons or bell-ringers about "this day in history." The Library of Congress offers two resources that recount what happened on a particular day using the Library's collections of digitized primary sources: Jump Back in Time (introductory) and Today in History (advanced). Choose the one that best matches your students' reading levels to build both content knowledge and research skills with primary sources in context.

December highlights include the life of American diplomat Ralph Bunche (introductory; advanced) and the signing of the Gadsden Purchase (introductory; advanced), as well as milestones related to:

Founding Fathers

~ December 12, 1745: John Jay, one of the nation's founding fathers, was born (introductory; advanced);

The Union

~ December 18, 1787: New Jersey became the third state to enter the Union (introductory; advanced);

The Arts

~ December 21, 1946: Louis Jordan's hit single, "Let the Good Times Roll" enters the rhythm and blues chart (introductory; advanced),

~ December 27, 1932: Radio City Music Hall in Rockefeller Center opened to the public (introductory; advanced).

To engage your students immediately, distribute or display one primary source from an entry and invite them to jot down a single detail they notice and then share. To draw your students deeper into analyzing the primary sources, ask them to record observations, reflections and questions on the Library's primary source analysis tool. Anne Savage offers tips in the Blog Round-Up: Using the Primary Source Analysis Tool.
Students can also:
~Compare a secondary source account, such as a textbook explanation, to a primary source account. What can be learned from each? What cannot be learned from each? What questions do students have?
~Consider how a series of primary sources support or challenge information and understanding on a particular topic. Ask students to refine or revise conclusions based on their study of each subsequent primary source.
Use the list of additional resources at the end of each Today in History entry to search for additional primary sources.

Uhru Flemming, of the Library of Congress, wrote this post.

A Clean Sweep for the New Year: Exploring a Cartoon from the Turn of the Twentieth Century
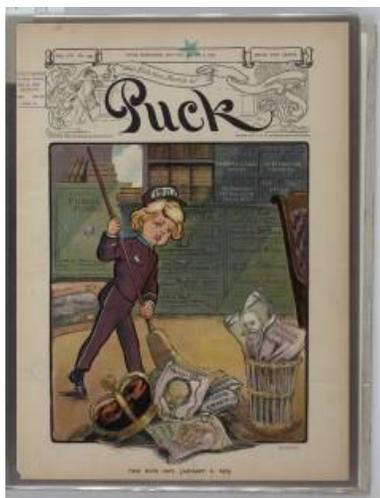
A new year traditionally brings the promise of new opportunity, with many people making resolutions to change for the better. People also often reflect on the past year as they await the new one.

This cartoon, published as the front cover of the magazine *Puck*, draws on the many metaphors about the New Year offering a clean start. A young boy in uniform and cap is sweeping an office clean of papers. Although many of the specific images in the cartoon may be unfamiliar to students, the labels on most of them offer a clear starting point for researching the context and the details the artist included.

Students might begin with a careful study of the drawing, noting as many details as possible, including the caption and other labels as well as the visual components. One approach is to divide the cartoon into quadrants and examine each section separately, recording details in the "Observe" column of the primary source analysis tool. Students might work with a partner or compare notes to ensure a thorough examination of the cartoon. Guide students to careful observations by asking questions selected from the Teacher's Guide Analyzing Political Cartoons.

During the observation, students might automatically begin reflecting on what they see and interpreting the cartoon. Direct them to record those ideas in the "Reflect" column of the primary source analysis tool. Again, select questions from the Teacher's Guide Analyzing Political Cartoons to encourage students to generate and test hypotheses about the cartoon. They may record questions as they arise in the "Question" column on the primary source analysis tool.

Teaching Ideas
To extend the learning, teachers may have students:

- Complete one of the follow-up activities from the Teacher's Guide Analyzing Political Cartoons.
- Research historic newspapers in Chronicling America to see what information is available about the people or events named in the cartoon.
- Extend the research by browsing all front pages from January 1, 1905 in Chronicling America.
- Consider the past year. If students were to plan a cartoon with the caption "The New Boy, January 1, 2012," what would they include in the image? Why?

Additional Resources

Visit the Library of Congress Teachers page to find a primary source set containing more political cartoons.
Primary Source Set: Political Cartoons in U.S. History
Search this blog for more ideas about teaching with political cartoons, including Political Cartoons: Seriously Funny and
Theodore Roosevelt's Thanksgiving Truce: A Political Cartoon.

by Cheryl Lederle

ARCHIVES

Using Emerging Technology, Primary Sources, & Effective Pedagogy to Promote Historical Inquiry: Webinar Series Dates Refresh

WEBINAR ARCHIVES
http://loc-twp-ucf-webinar-archives.weebly.com/

Updates & Reminders

DATE: January 16, 2016

We have created a website for the SOURCES Conference. This will give you access to program, times, presenters and summaries, maps, directions, parking permits, accommodations, and lunch options. We will update with important information on the upcoming conference as we get closer to the conference.

www.SOURCESConference.com

~ If you have completed any TPS-related activities, please do not forget to fill out a Qualitative Report.

https://jfe.qualtrics.com/form/SV_0DqHZhWLeOqlHEN

We greatly appreciate you taking the time to do this!!!

The challenge of history is to recover the past and introduce it to the present.

~David Thelen

If one could make alive again for the other people some cobwebbed skein of old dead intrigues and breathe breath and character into dead names and stiff portraits. That is history to me! ~George Macaulay Trevelyn

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