



LIBRARY OF CONGRESS

TEACHING with PRIMARY SOURCES



TPS-UCF Newsletter

May 2016

IN THIS ISSUE

TPS-UCF News	1
Today in History	1
News from LOC	2
Jewish Heritage Month	3
This Month in History	4
Going "Over There" for World War I	5
Call for Articles	6
Updates & Reminders	7

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

The lovers of romance can go elsewhere for satisfaction but where can the lovers of truth turn if not to history? ~Katharine Anthony

Happy May!

For many educators, summer is within reach! What a great time to dig through new and old newsletters and jump into a refreshing pool of innovative resources via the Library of Congress! Please share with your colleagues. Should you ever be seeking specific resources, please do not hesitate to contact us at tps@ucf.edu.



In the Merry Month of May /Ehrhart

Enjoy the newsletter!

- TPS-UCF Staff

Today in History: May 22nd

On This Day in 1843: Great Emigration departs for Oregon

A massive wagon train, made up of 1,000 settlers and 1,000 head of cattle, sets off down the Oregon Trail from Independence, Missouri. Known as the "Great Emigration," the expedition came two years after the first modest party of settlers made the long, overland journey to Oregon.



On the Oregon Trail / W.H. Jackson.

After leaving Independence, the giant wagon train followed the Sante Fe Trail for some 40 miles and then turned northwest to the Platte River, which it followed along its northern route to Fort Laramie, Wyoming. From there, it traveled on to the Rocky Mountains, which it passed through by way of the broad, level South Pass that led to the basin of the Colorado River. The travelers then went southwest to Fort Bridger, northwest across a divide to Fort Hall on the Snake River, and on to Fort Boise, where they gained supplies for the difficult journey over the Blue Mountains and into Oregon. The Great Emigration finally arrived in October, completing the 2,000-mile journey from Independence in five months. [Read More Here. Courtesy of history.com](#)

New from Library of Congress:

Library of Congress Upcoming Opportunities

The Digital Reference Section offers interactive online programs using webinar technology. Topics reflect the depth and breadth of the resources available in the Library's collections, while the webinar format allows participants from around the country and the world to learn from and interact with Library of Congress staff. Specialists from across the Library of Congress regularly join the Digital Reference Section in offering a varied slate of presentations.

Upcoming Web Discussion Programs

- **Finding a Home: Researching Jewish Americans at loc.gov**

Tuesday, May 24, 2:00- 3:00 pm EDT

Sometimes called "a nation of immigrants," the United States has been home to millions of Jews from around the globe who came to its shores seeking freedom and opportunity. Since the first arrival of thirteen Iberian Jews to New Amsterdam in 1654, Jewish immigrants and their descendants have established a richly diverse Jewish American cultural and historical legacy—one that bridges not only race, class, gender, and geography, but a broad array of occupational, political, social, and religious roles. A dozen years after the Library of Congress hosted a landmark exhibit, [From Haven to Home: 350 Years of Jewish Life in America](#), its themes of accommodation, assertion, adaptation, and acculturation still resonate. Building on the motif of Jewish Americans finding and making their collective home, this webinar explores the wealth of primary sources on the Library of Congress website related to Jewish Americans. Resources range from the papers of such prominent Jewish Americans as Leonard Bernstein and Hannah Arendt to a wealth of multimedia resources documenting the lives of everyday Jewish Americans: photographs, newspapers, narratives, sheet music, maps, play scripts, and more. Please join research and reference specialists Susan Garfinkel and Sharon Horowitz for an overview and online tour of these resources, in honor of Jewish American Heritage Month. Please use the [registration form](#) to join.

- **American Flags, Patriotism, and Patriotic Celebrations: Resources at loc.gov**

Wednesday, June 15, 2:00 pm - 3:00 pm EDT

Please join research specialist Elizabeth Brown for an overview and online tour timed for Flag Day and the upcoming Fourth of July. Please use the [registration form](#) to join.

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

A Portal for Jewish American Heritage Month

By Danna Bell

Engage your students with stories and resources to help them understand the history and contributions of Jewish Americans. The Library of Congress, National Archives and Records Association, National Endowment for the Humanities, National Gallery of Art, National Park Service and US Holocaust Memorial Museum have joined together to create a [portal](#) providing links to resources.

In addition to learning about the various events that will be taking place during this month, students can listen to oral histories of select Jewish-American [soldiers](#) who fought during World War II. They can view online exhibitions, watch presentations, and study images that document Jewish-American experiences. [Teachers](#) will find links to lesson plans and other teaching resources that can be used to enhance classroom activities.

Compare one of the oral histories from the [Jewish Veterans of World War II](#) to an oral history from another group from the same time period. In addition to identifying similarities and differences between the war experiences of the soldiers, students might also consider whether they had the same experiences after they completed their military service.

Ask students to [analyze](#) an image of a [Jewish family](#) taken by Lewis Hine. Then ask them to compare this image to their own family lives today. What are the differences and similarities? Would they want to live in the time depicted in the picture or in the current day?

How will and your students commemorate Jewish American Heritage Month



[Family Making Garters. Lewis Hine, 1912](#)

May in History with the Library of Congress

by Danna Bell

This post comes courtesy of Uhuru Flemming of the Library of Congress.

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) 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.

May highlights include Minnesota becoming the 32nd state in the Union ([introductory](#); [advanced](#)), and the origins of the Montana Territory ([introductory](#); [advanced](#)), as well as milestones related to:



[Some Overland Friends.](#)
[Illustration in The Harriman Alaska Expedition: Chronicles and Souvenirs.](#)
[May 1899.](#)



[Arlington National Cemetery.](#)

U.S. Holidays

- May 4, 1894: Bird Day was first observed ([introductory](#); [advanced](#)),
- May 9, 1914: Mother’s Day was first observed ([introductory](#); [advanced](#)),
- May 30, 1868: Memorial Day was first observed ([introductory](#); [advanced](#));

Military History

- May 10, 1865: Jefferson Davis was captured by Union troops ([introductory](#); [advanced](#)),
- May 13, 1864: The first soldier was buried in Arlington National Cemetery ([introductory](#); [advanced](#)),
- May 19, 1863: General Ulysses S. Grant attempted to take Vicksburg, Mississippi ([introductory](#); [advanced](#));

U.S. Statesmen

- May 12, 1850: American Senator and noted historian Henry Cabot Lodge was born ([introductory](#); [advanced](#)),
- May 21, 1796: American Senator and Attorney General Reverdy Johnson was born ([introductory](#); [advanced](#)),
- May 29, 1736: Orator and Virginia Governor Patrick Henry was born ([introductory](#); [advanced](#)).

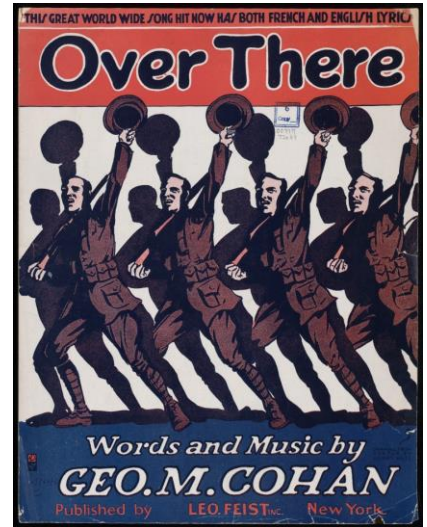
To engage your students immediately, distribute or display one primary source from an entry and invite them to jot down a single detail they notice and then share. To draw your students deeper into analyzing the primary sources, ask them to record observations, reflections and questions on the Library’s primary source analysis tool. Anne Savage offers tips in the Blog Round-Up: Using the Primary Source Analysis Tool. Some of our favorite ideas for using these resources came in the comments reacting to [Primary Sources Every Day from the Library of Congress](#). Let us know how you use them!

Going “Over There” for World War I

By: Danna Bell

Throughout history, music has been used for celebrations and for memorial events; to sway opinion or highlight a specific point of view; or to encourage people to vote for a particular political candidate. George M. Cohan used music to rally the country behind a war effort. In the article I wrote for the March 2016 issue of *Music Educators Journal*, I focused on one of Cohan’s most famous compositions and one of the most popular songs of the World War I era, “Over There.”

Cohan was inspired to write “Over There” after reading the headlines of April 6, 1917, indicating that the United States was going to enter World War I. The immensely popular song was performed at live events and recorded by many notable singers of the time, including [Nora Bayes](#) and [Enrico Caruso](#). “Over There” continued to be so popular after the end of the war that in 1936 Cohan received the Congressional Gold Medal for “Over There” and another famous composition, “[You’re a Grand Old Flag](#).”



Use music as a way to engage students in the study of events in history.



Students can compare different covers of sheet music for “[Over There](#).” They might wonder: Why did they issue different sheet music covers for the same song? Encourage them to analyze the message and impact of each cover and form answers.

Share this essay on [music from World War I](#) with your students. They can compare music from the start of the war prior to the entry of the United States, music from the time of the United States’ entry into the war, and then afterward.

- What similarities and differences do students see in the lyrics and sheet music covers?
- How did the music change as the United States became more involved in the war?
- What events might account for the changes in music?

Encourage students to listen to recordings of “[Over There](#)” and other music from the World War I era on the [National Jukebox](#) from the Library of Congress. Based on hearing the recordings and looking at other sheet music why do they think that “Over There” became more popular than other songs created to support the war effort?

Students can also explore the [World War I Sheet Music collection](#) and the exhibition on [art from World War I](#). How does the art connect with the music of the time? Does the artwork convey the emotions of the time in a different way than the music?

How will you incorporate music into the study of World War I, especially during the centennial year?

Calling All Writers:



Be featured in the next TPS-UCF Newsletter!

The TPS-UCF Newsletter is proud to announce that we are putting the pen in our reader's hands! We are seeking contributions from education based professionals in the form of short articles (approximately 500 words). How often do you here about the wonderful ways in which colleagues are implementing the use of primary sources or simply their innovative ideas? Now

The primary aims of the TPS-UCF Newsletter is to, 1) provide a forum for a diverse set of voices to share their expertise, experiences and ideas regarding the use of primary sources, 2) to create a valuable outlet for dissemination of knowledge on teaching with primary sources, and 3) to build a vibrant educational community of professionals and educational thought leaders from various fields.

We will consider various types of articles for publication in our monthly newsletter. The different article types are *academic*, *practice based*, *opinion* and *theory based*. The author of the article agrees that the work he/she is submitting is fitting to the aims of the TPS-UCF newsletter and does not infringe upon any copyright or intellectual property laws.

If you are interested in submitting an article to be reviewed and possibly featured in our upcoming newsletter, please e-mail tps@ucf.edu with the following:

1. the article itself (with appropriate citations and references),
2. a brief bio on yourself, the writer,
3. the article type you are aiming to publish (academic, practice based, opinion, or theory)

Guidelines

The article should be prepared according to the following guidelines:

- (1) The length of the article is normally greater than 400 words but should not exceed 800 words.
- (2) All citations should be in end notes and not in the text.
- (3) Font should be 11- point Arial, whether in normal, bold or italic, including endnotes. Please do not insert line breaks in the text or special spacing for formatting.
- (4) Include contact information (full name, number, and e-mail) in the body of the e-mail to tps@ucf.edu
- (5) Word files are preferred for submissions

Updates & Reminders

- Upcoming Library of Congress Webinar Registration
 - **Finding a Home: Researching Jewish Americans at loc.gov**
Tuesday, May 24th , 2:00- 3:00 pm EDT
 - Please use the [registration form](#) to join.
 - **American Flags, Patriotism, and Patriotic Celebrations: Resources at loc.gov**
Wednesday, June 15th , 2:00 pm - 3:00 pm EDT
 - Please use the [registration form](#) to join.



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

Published by TPS-UCF

4000 Central Florida Boulevard
Education Complex 206 J
Orlando, Florida 32816

Email: TPS@UCF.edu
Phone: 407.823.1766

Find us on the web at:
<http://www.tps.ucf.edu>

Program Staff

Dr. Scott M. Waring

*Director of the Teaching with Primary Sources
Program at the University of Central Florida*

Ashley M. Furgione

*Program Coordinator of the Teaching with Primary
Sources Program at the University of Central Florida*



UNIVERSITY OF CENTRAL FLORIDA
