

TPS at DePaul University

May 2013 Newsletter: National Military Appreciation Month, Golden Spike Day, Kindergarten Historians and More!

Greetings Educators.

Hurray, it's almost summer! Before you leave for break we want to remind you of the exciting professional development opportunities we are offering this summer for those interested in our Level I and Level II programs. We'd also like to call your attention to the scheduling change for the fall Level II session. Please see below for details.

This month we're highlighting collections focused on the contributions of our nation's military in recognition of National Military Appreciation Month and Memorial Day on May 27. We also searched the Library for resources about Golden Spike Day, an exciting anniversary on May 10. We know that it can be challenging to integrate primary sources in the elementary school level; thankfully the librarians at the Library of Congress Blog have some great ideas to share. Finally, the new *Teaching with Primary Sources Journal* is available online now. This edition of the journal focuses on the use of primary sources to assess historical thinking skills.

IMPORTANT DATES IN MAY

Law Day and May Day – May 1

Kentucky Derby – May 4

Cinco de Mayo – May 5

Golden Spike (Day) – May 10

Mother's Day – May 12

Bike to Work Week – May 13 – 17

Memorial Day – May 27

MONTH-LONG EVENTS: Asian Pacific American Heritage Month, Jewish American Heritage Month, National Military Appreciation Month, National Bike Month, Older Americans Month

CORRECTION: UPCOMING FREE TPS LEVEL I AND LEVEL II WORKSHOP SERIES

If you are interested in learning more about using primary sources to support student inquiry, consider attending one of our Level I professional development sessions. All successful Level I participants are invited to register for our Level II program.

Level I: Primary Sources & the Common Core State Standards

- Summer Session: Saturday, June 1, 15, and 22

Level II: Content Analysis, Lesson Planning, and Curriculum Alignment with Primary Sources

- Summer Session: Monday, July 22; Wednesday, July 24; and Friday, July 26
- Fall Session: Saturday, September 21, 28, and October 5

Participants will earn 12 CPDUs for the entire workshop. We provide a broad array of materials (including USB drives and handouts), as well as refreshments, for all participants. To register please contact David Bates at dbates2@depaul.edu

NATIONAL MILITARY APPRECIATION MONTH & MEMORIAL DAY

During the month of May Americans are called to recognize and honor U.S. service men and women with appropriate ceremonies and activities. This month culminates with the celebration of Memorial Day on the last Monday of the month when we honor all those service members who have given their lives in service to our country. Therefore we encourage you to include lessons and activities on military history, U.S. service members, and veterans.

THE GOLDEN SPIKE

On May 10, 1868, Governor Leland Stanford drove the golden spike, which joined the Union Pacific and Central Pacific railroads at Promontory Point, Utah. This was a very significant accomplishment because it marked man's conquest of not only distance, but of landscape. Americans could now make travel from New York to California in several days as opposed to long and perilous journeys via other modes of transportation. This was also a live mass media event as the last spikes were wired to transcontinental telegraph lines so the nation could "hear" the blows. When the spikes were in, the word DONE was telegraphed to each coast. The Library's *Chronicling America* has links to several newspaper articles covering this event: <http://www.loc.gov/rr/news/topics/goldenspike.html> Have students look at a map of the United States and discuss why the overland route was needed. Perhaps after viewing photos and reading accounts students can discuss and compare how different groups would have reacted to the event; railway owners, travelers, immigrant workers, Native Americans, etc.

KINDERGARTEN HISTORIANS

Library of Congress Teacher in Residence, Earnestine Sweeting and a Library of Congress 2011 Summer Teacher Institute participant, Teresa St. Angelo co-authored a great post in the Library's March Teacher's blog about using primary sources in kindergarten for discovery learning.

Check out their entry here: <http://blogs.loc.gov/teachers/2013/03/kindergarten-historians-primary-sources-in-an-early-elementary-classroom/>

NEW: TEACHING WITH PRIMARY SOURCES JOURNAL

The newest edition of the *TPS Journal* is out and this issue's theme is Assessing Historical Thinking Using Library of Congress Primary Sources. Be sure to check out the journal to learn more about assessing historical thinking, the current research on historical thinking, and review two new learning activities! http://www.loc.gov/teachers/tps/journal/assessing_historical_thinking/pdf/assessing_historical_thinking.pdf

PREVIOUS TPS @ DEPAUL MAY NEWSLETTERS

- *Month-long celebrations of Asian-Pacific American and Jewish American heritage and special holidays including Cinco de Mayo and Mother's Day, May 2011:* http://condor.depaul.edu/tps/Newsletters_May_2011.htm
- *Asian Pacific American and Jewish American Heritage, May 2010:* http://condor.depaul.edu/tps/Newsletters_May_2010.htm
- *The Homestead Act, May 2008:* http://condor.depaul.edu/tps/Newsletters_May_2008.htm

RESOURCES

NATIONAL MILITARY APPRECIATION MONTH & MEMORIAL DAY

Today in History

- *Today in History, May 13, Arlington National Cemetery:*
<http://memory.loc.gov/ammem/today/may13.html>
- *Today in History, May 30, Memorial Day:* <http://memory.loc.gov/ammem/today/may30.html>

Personal Stories and Primary Sources: Conversations with Elders (Lesson Plan):

<http://www.loc.gov/teachers/classroommaterials/lessons/elder/>

We learn more about history when it is personal and this lesson works to help students learn more about our history by reviewing primary sources and interviewing our elders. This lesson can be modified into a project focusing on interviewing service people.

Veteran's History Project: <http://www.loc.gov/vets/>

The Veterans History Project of the American Folklife Center collects, preserves, and makes accessible the personal accounts of American war veterans so that future generations may hear directly from veterans and better understand the realities of war. First-hand accounts for the following wars are collected: World War I, World War II, Korean War, Vietnam War, Persian Gulf War, Afghanistan and Iraq conflicts.

Veterans' History Project Primary Source Set:

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/veterans/>

If you are interested in using the Veteran's History project in your classroom, consult this Primary Source Set and Teacher's Guide for related primary sources and background information on the topic.

- *Veteran's History Project Teacher's Guide:*
http://www.loc.gov/teachers/classroommaterials/primarysourcesets/veterans/pdf/teacher_guide.pdf

Veteran's Stories: Struggles for Participation Primary Source Set:

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/veterans/struggles.html>

This Primary Source Set pulls stories of the obstacles people faced to enter the military and the struggles they faced because of their race, ethnicity, or gender. Be sure to consult the Teacher's Guide for additional background information on this topic.

- *Veteran's Stories: Struggles for Participation Teacher's Guide:*
http://www.loc.gov/teachers/classroommaterials/primarysourcesets/veterans/pdf/teacher_guide_struggles.pdf

Wars and the Home Front (Themed Resource):

<http://www.loc.gov/teachers/classroommaterials/themes/warpeace/>

This resource provides links to a variety of sources, lesson plans, Primary Source Sets, Exhibitions and Presentation, and Collection Connections, all focused on wars and the home front. Some of the resources included in the themed set are included above.

GOLDEN SPIKE RESOURCES

Images available at the Library of Congress:

- *A meeting of the engines at the Golden Spike National Historic Site, Utah:* <http://www.loc.gov/pictures/item/2011631570/>
- *A meeting of the engines at the Golden Spike National Historic Site, Utah:* <http://www.loc.gov/pictures/item/2011631569/>
- *Train with Indians in the Background:* <http://hdl.loc.gov/loc.afc/afc96ran.46050>
- *The Final Spike:* <http://blogs.loc.gov/loc/2007/05/today-in-history-choo-choo-edition/final-spikejpg/> (Bibliographic information for “The Final Spike: <http://www.loc.gov/pictures/item/2005677807/>”)

Today in History- May 10 “Wedding of the Rails”: <http://memory.loc.gov/ammem/today/may10.html>
Look to this resource of a summary of the events of May 10 and links to various Library collections related to joining the rail lines including maps, photos, and additional information on railways in the U.S.

Golden Spike National Historic Site: <http://www.nps.gov/gosp/index.htm>
National Park Service official site for the historic site featuring history, culture, photos and reenactment scripts for grades 4-6, and 7-9. See also *History of Golden Spike via the National Park Service:* <http://www.nps.gov/gosp/historyculture/upload/Spikes.pdf>

Topics in Chronicling America- Golden Spike, 1869: <http://www.loc.gov/rr/news/topics/goldenspike.html>
Information and sample article links from historic newspapers that can be found in the Chronicling America: American Historic Newspapers digital collection. Suggested Search Terms and Dates to explore are also provided.

Treasure of Congress, NARA (presentation):
http://www.archives.gov/exhibits/treasures_of_congress/page_15.html#
Images and documents related to the completion of the transcontinental railroad.

Photograph of the Golden Spike ceremony via NARA:
<http://www.flickr.com/photos/usnationalarchives/5669347753/>

KINDERGARTEN HISTORIANS: ACTIVITIES FOR GRADES K-3

Supplemental information for mail service lesson:

In the comments section of Earnestine Sweeting and Teresa St. Angel’s blog entry, commenter “Bitsy” mentioned Owney, the Mail Dog and the book, “Owney: The Mail-Pouch Pooch” by Mona Kerby. If you are interested in more information about Owney, including pictures and a short film that you can share with your students check out the following links:

- *Owney information and short video at the National Postal Museum:* http://www.postalmuseum.si.edu/exhibits/2c1f_owney.html
- *Topics in Chronicling America- Owney the Railway Mail Dog:* <http://www.loc.gov/rr/news/topics/owney.html>
- *Owney the Mail Dog article and resources at Smithsonian Magazine:* <http://www.smithsonianmag.com/arts-culture/Owney-the-Mail-Dog.html>

Is it a Chicken or a Boy?

http://www.loc.gov/teachers/tps/quarterly/accessibility/pdf/elementary_activity.pdf

In this activity, students perform a basic primary source analysis of a 1941 sound recording of a six-year-old mimic imitating different sounds. Intended for use in an inclusive environment, students consider all of the boy's sound impressions to guess when and where he lived and discuss what his life might have been like. Lastly, the class develops a list of familiar sounds and performs a "soundtrack" to their own lives.

Stars, Stripes and Symbols of America: Comparing Our Flag, Past and Present:

http://www.loc.gov/teachers/tps/quarterly/critical_thinking/pdf/elementary_activity.pdf

In this activity, students will learn about an important national symbol: the American flag. Students will analyze an image of an American flag from the post-Civil War era (1865-7) and compare its details (i.e., the stars and stripes) to those of our nation's flag today. This activity may be extended so that students analyze other national symbols to consider their importance to Americans.

30-second look: Classrooms then and Now:

http://www.loc.gov/teachers/tps/quarterly/elementary/pdf/elementary_activityK-2.pdf

Students practice their observation skills by participating in a timed 30-second look at a historic photograph of a classroom. Students may then work together as a class to record and compare their observations, ideas and questions about the photograph, or they may record their observations individually and pair and share with a partner first. Students conclude by re-examining the photograph to identify similarities and differences between this classroom from the past and their classroom today.

Communicating through Music: "Scott Joplin's New Rag":

http://www.loc.gov/teachers/tps/quarterly/ps_formats/pdf/elementary_activity.pdf

In this activity, students investigate "How do musicians communicate?" using the ragtime music of African American composer Scott Joplin as an example. They look closely at sheet music for "Scott Joplin's New Rag," and consider what this song would sound like if played. After listening to a historic sound recording of Joplin playing this song, students compare their understandings from observing sheet music and a sound recording.

Transportation Now and in the Past:

http://www.loc.gov/teachers/tps/quarterly/english_language/pdf/elementary_activity.pdf

Students work in groups to analyze photographs of different transportation methods from the early 1900s and then compare and contrast transportation in the past with transportation today. As students construct conceptual understanding, they also develop academic language and vocabulary through structured support. The activity offers techniques to support English Language Learners (ELLs).