

## TPS at DePaul University

### June 2013 Newsletter: New Mexican American Primary Source Set, Resources for D-Day, Flag Day and the latest Library of Congress Magazine

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Greetings Educators!

We have a number of new resources to share this month. First, the Library has added a new Primary Source Set on Mexican Americans which we encourage you to explore with your students. In addition, the May-June edition of *Library of Congress Magazine* (LCM) is now available online. Some dates of note this month include the anniversary of D-Day on the 6<sup>th</sup> and Flag Day on the 14<sup>th</sup>. We collected a number of library resources including activity ideas for both events which are provided below. A lesser known, but significant event also celebrates an anniversary this month. On June 3, 1880 Alexander Graham Bell transmitted the first wireless telephone message. A number of Bell resources, including a math activity idea, are also provided below. Finally, TPS at DePaul would like to wish you a happy and restful summer vacation. We hope you will join us for one of our upcoming Level I or Level II sessions this summer!

#### IMPORTANT DATES IN JUNE

Level I Summer session – June 1

D-Day – June 6

Flag Day – June 14

Father's Day – June 16

Summer Solstice – June 21

#### RESERVE YOUR SPOT! UPCOMING FREE TPS LEVEL I AND LEVEL II WORKSHOP SERIES

Spend some time with TPS this summer learning about using primary sources to support student inquiry. Consider attending our upcoming Level I professional development session. 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

All sessions take place from 9 a.m. – 1 p.m. on scheduled dates. 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](mailto:dbates2@depaul.edu)

#### NEW LCM

[http://www.loc.gov/lcm/pdf/LCM\\_2013\\_0506.pdf](http://www.loc.gov/lcm/pdf/LCM_2013_0506.pdf)

This issue of LCM takes a closer look at the Library's new exhibit, "The Gibson Girl's America: Drawings by Charles Dana Gibson." The "Gibson Girl" set the archetype for young women at the start of the last century and was the epitome of illustration style for two decades. Also in this issue, the struggles for women's suffrage, celebrating Danny Kaye and Sylvia Fine and the high-tech cloning of a Stradivari violin.

## **NEW PRIMARY SOURCE SET: MEXICAN AMERICAN MIGRATIONS AND COMMUNITIES**

According to the 2010 U.S. Census, nearly 32 million people of Mexican origin are living in the United States. This group of Americans has experienced many changes over the past two hundred years. Use the sources selected for this set to help students learn more about the Mexican American experience. For example, students can examine the shifting borders on the maps collected in this set and wonder about what happened to the people who lived there when the U.S. annexed land.

<http://www.loc.gov/teachers/classroommaterials/primarysourceets/mexican-americans/>

## **RESOURCES**

### **ALEXANDER GRAHAM BELL**

*Today in History:* June 3

<http://memory.loc.gov/ammem/today/jun03.html>

On June 3, 1880, Alexander Graham Bell transmitted the first wireless telephone message on his newly invented photophone from the top of the Franklin School in Washington, D.C. Wireless technology has been around since the 1880s! Bell believed the photophone was his most important invention and it's recognized as the progenitor of modern fiber optics. What other Bell inventions effect our lives today? Browse Bell's papers to track the development of Bell's inventions over time.

*Alexander Graham Bell Family Papers at the Library of Congress, 1862-1939* (Collection Connection)

<http://www.loc.gov/teachers/classroommaterials/connections/alexander-graham-bell/>

Use this resource for the development of valuable historical thinking skills. By reading the papers in the collection with a critical eye, students can discern the point of view of the variety of authors of these papers.

*Alexander Graham Bell, Educator* (Teaching with the Library of Congress blog)

<http://blogs.loc.gov/teachers/2013/05/alexander-graham-bell-educator/>

Before he was an inventor, Alexander Graham Bell was and educator. Use Bell's letters and allow students to explore his wide range of interests.

*From Flight to Discovery with Alexander Graham Bell's Papers* (Teaching with the Library of Congress blog)

<http://blogs.loc.gov/teachers/2013/04/from-flight-to-discovery-with-alexander-graham-bells-papers/>

Strengthen your students' knowledge and skills in geometrical fundamentals with the Alexander Graham Bell papers at the Library of Congress!

### **D-DAY & WORLD WAR II**

*Today in History:* June 6

<http://memory.loc.gov/ammem/today/jun06.html>

On this day the Allied forces (American, British, and Canadian troops) led a force of over 5,300 ships and 13,000 aircraft across the English Channel and landed on the beaches of Normandy, France. This marked the beginning of the Allied march across Europe and the eventual defeat of Hitler. Read more about the invasion at the above link, and review the Library's collection of World War II materials.

*Experiencing War: D-Day 65<sup>th</sup> Anniversary June 6, 1944 – 2009*

<http://www.loc.gov/vets/stories/ex-war-dday65.html>

Read about the soldier's perspective via this *Stories from the Veterans History Project* collection of interviews with World War II veterans. Be sure to check out, On the Beach <<http://www.loc.gov/vets/stories/onthebeach.html>>; Beyond the Beach <<http://www.loc.gov/vets/stories/beyondthebeach.html>>; and Plus 1, Plus 2 <<http://www.loc.gov/vets/stories/ddayplus1.html>>, for soldier's accounts of their experiences on D-Day, actions on the night of June 5, and the days following, respectively.

*Veteran's History Project Search Results for D-Day*

<http://lcweb2.loc.gov/diglib/vhp/search?query=D+Day&field=note>

Read accounts of soldiers who participated in the D-Day invasion.

*After the Day of Infamy: "Man-on-the-Street" Interviews Following the Attack on Pearl Harbor*  
(Collection Connection)

<http://www.loc.gov/teachers/classroommaterials/connections/pearl-harbor/>

This is a collection of interviews of people from throughout the United States on their feelings after the bombing of Pearl Harbor. These interviews also include opinions on other events of the day including racial discrimination, labor disputes and the decision to go to war.

*America from the Great Depression to World War II Photograph Collections:*

- *Black and White Photographs from the FSA and OWI, ca. 1935-1945* (Collection Connection)

<http://www.loc.gov/teachers/classroommaterials/connections/depression-bw/file.html>

[FSA-OWI Photographs, 1935-1945,](#)

This collection includes black and white photographs of rural and small-town America and scenes of the World War II mobilization effort. Have students create a timeline of major events and experiences of the Depression and New Deal. They can use these timelines to formulate search words and find photographs to illustrate their timelines.

- *Color Photographs from the FSA and OWI, ca. 1939-1945* (Collection Connection)

<http://www.loc.gov/teachers/classroommaterials/connections/depression-color/>

[FSA-OWI Photographs, 1935-1945,](#)

This collection includes color photographs of rural and small-town America and scenes of the World War II mobilization effort. Have students select a topic and choose photographs to show the order of the processes or events related to the topic. For example, students might select the topic military aircraft. They can arrange photographs to show military planes being built, being loaded with bombs, and flying in the air.

*Japanese American Internment* (Lesson Plan)

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

What was the World War II experience like for the thousands of Japanese Americans living on the West Coast? The activities in this lesson are designed to provide a window into the war years. Using primary sources, students will explore a period in United States history when 120,000 Japanese Americans were evacuated from the West Coast and held in internment camps. See also, *Japanese American Internment* (Primary Source Set): <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/internment/>  
And *Japanese American Internment Teacher's Guide*:

[http://www.loc.gov/teachers/classroommaterials/primarysourcesets/internment/pdf/teacher\\_guide.pdf](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/internment/pdf/teacher_guide.pdf)  
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*Women Came to the Front: Journalists, Photographers, and Broadcasters During World War II* (Exhibit)  
<http://www.loc.gov/exhibits/wcf/wcf0001.html>

The women featured in this exhibit were chosen because of the strength and variety of their collections in the Library of Congress. Like their colleagues, the women followed various paths to their wartime assignments.

*World War II Military Situation Maps* (Collection Connection)

<http://www.loc.gov/teachers/classroommaterials/connections/worldwarII-maps/>

This collection provides over 400 maps and 115 reports that document troop positions in the European theater of battle between the years of 1944-1945. These materials document the plans of the American military leadership as they marched toward Germany and the situations they faced on the battlefield.

### **Flag Day**

*Today in History:* June 14

<http://memory.loc.gov/ammem/today/jun14.html>

Read about the history of Flag Day, access primary sources related to the U.S. flag, and learn about one little boy who in 1935 refused to salute the flag because he felt it was against his religion to do so. Does the government have the authority to compel citizens to salute the flag?

*Flag Day Celebrated via America's Library*

[http://www.americaslibrary.gov/jb/modern/jb\\_modern\\_birth\\_1.html](http://www.americaslibrary.gov/jb/modern/jb_modern_birth_1.html)

A brief summary of the origin of Flag Day for elementary school students.

*You're a Grand Old Flag via The loc.gov Wise Guide*

<http://www.loc.gov/wiseguide/jun07/flag.html>

Did you know that the current American flag design was the result of a B minus school project?

*Flag Day and the Flag Code* (In Custodia Legis: Lax Librarians of Congress blog post)

[http://blogs.loc.gov/law/2012/06/flag-day-and-the-flag-code/?doing\\_wp\\_cron=1367067486.5027079582214355468750](http://blogs.loc.gov/law/2012/06/flag-day-and-the-flag-code/?doing_wp_cron=1367067486.5027079582214355468750)

Do you know how to properly display the flag of the United States? Check out this blog post for links to flag codes.

*Stars, Stripes and Symbols of America: Comparing Our Flag, Past and Present* (Lesson Plan)

[http://www.loc.gov/teachers/tps/quarterly/critical\\_thinking/pdf/elementary\\_activity.pdf](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.

*Symbols of the United States* (Primary Source Set)

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/symbols-us/>

Six U.S. symbols are depicted in this primary source set: the Liberty Bell, the U.S. flag, the bald eagle, the national anthem, Uncle Sam, and the Statue of Liberty. Have students examine the symbols, discuss how they represent the United States and how the symbols may have changed over time.

*Symbols of the United States Teacher's Guide:*

[http://www.loc.gov/teachers/classroommaterials/primarysourcesets/symbols-us/pdf/teacher\\_guide.pdf](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/symbols-us/pdf/teacher_guide.pdf)