

LIBRARY OF CONGRESS TEACHING WITH PRIMARY SOURCES NEWSLETTER

This issue of the newsletter is produced by TPS educational consortium member

California University of Pennsylvania

Included in this issue:

- **Partner's Message**
- **Spotlight on California University of PA**
- **Primary Sources: Multicultural Diversity**
- **Consortium News**
- **Upcoming Events**



Left to right: Byron Holdiman, Cal U; George Daves, LC; Geraldine Jones, Cal U; Elizabeth Ridgway, LC; Dr. Michael J Brna, Cal U

Partner's Message

from Cal U AAM/TPS Director, Dr. Michael J. Brna

Since February 2004, Adventure of the American Mind at California University of Pennsylvania has been based within the College of Education and Human Services. The AAM project has evolved into a diverse, multifaceted professional development initiative for education majors, history students, in-service teachers, university faculty, staff, students and local community members. The success of AAM is directly attributable to supportive people and a collaborative, inclusive philosophy based on the university's core values of integrity, civility, and responsibility. AAM's overarching goal is to inform a broad audience about the Library of Congress' online resources in order to facilitate long term Library patronage in rural areas with limited access to urban centers of knowledge. Currently, AAM is evolving into the Library of Congress Teaching with Primary Sources program (TPS).

AAM/TPS at California University of PA:
<http://www.cup.edu/education/aam/index.jsp>

Included in this issue:

- Partner's Message
- **Spotlight on California
University of PA**
- Primary Sources:
Multicultural Diversity
- Consortium News
- Upcoming Events

Spotlight on: California University of Pennsylvania

California University of Pennsylvania, which began as an academy more than 150 years ago, is a comprehensive regional institution of higher education and a member of the Pennsylvania State System of Higher Education. This diverse, scholarly learning community, dedicated to excellence in the liberal arts, science and technology, as well as professional studies, is devoted to building character and careers, broadly defined. Professional development at Cal U is offered both internally and externally. As a public institution, California University engages with community partners of all types, as service learning and community service are hallmarks of public higher education in Pennsylvania.

Internally, the Faculty Professional Development Center oversees faculty professional development. The FPDC mission is to promote and support teaching, scholarship, service, appropriate use of technology, and the university's core values of civility, responsibility, and integrity. The underlying philosophy is that professional development is a process whereby faculty members seek to improve teaching and learning, add to their discipline's body of knowledge, and enhance the quality of life through community outreach.

External professional development occurs through various programs that meet public needs in alignment with university goals. Adventure of the American Mind is an example of agency sponsored professional development. The high standards and philosophy that apply to faculty professional development also apply to externally-oriented initiatives, and all professional development is approved by the Pennsylvania Department of Education.

The principal goal of the College of Education and Human Services is to maintain a diversity of contemporary curricula appropriate for the preparation of new teachers and the improvement of teachers already in the field. Through Adventure of the American Mind, teacher education majors, student teachers, Honors students, and History and Political Science majors learn

about Library of Congress online resources through classroom presentations by AAM staff members. AAM staff members collaborate with university faculty to ensure that presentations are consistent with current lessons. Library of Congress resources that align with classroom activities are compiled by AAM staff and provided to students.

Cal U faculty has been highly supportive of AAM and instrumental to the program's success and widespread reach. Twenty faculty members from various disciplines regularly invite AAM staff into classrooms to inform and engage students in Library of Congress related learning activities. Faculty members participate in the Summer Institute, identify collaborative opportunities for AAM staff, and facilitate working relationships with individuals from organizations important to AAM's mission.

In-service teachers from surrounding school districts participate in professional development workshops on site and at Cal U's campus. This year, 18 K-12 teachers attended Cal U's inaugural, week-long Teaching with Primary Sources Summer Institute. To date, 558 teachers representing 27 schools from 7 school districts have attended AAM workshops and 98 teachers have achieved AAM Basic Skills certification.

Through AAM, California University has become an official collecting partner for the Library of Congress Veterans History Project. The purpose of the project is to collect, archive and submit to the Library of Congress oral histories from local war veterans. The University has leveraged the partnership to engage people from the university and local communities and to demonstrate to teachers the value of preserving local history through oral accounts. To date, 89 local veterans have been interviewed by K-12 and university students and persons working at California University. Teachers, students, and community members' participation all help to extend Library of Congress reach and benefit to a broad constituency.

Mrs. Connie Trelka, who has been teaching for 31 years, currently teaches A.P. U.S. History. After attending AAM workshops, she focused on oral history skills to engage her students in the Veterans Oral Histories Project at California University, which is recognized by the Library of Congress as

Included in this issue:

- Partner's Message
- Spotlight on California University of PA
- Primary Sources: Multicultural Diversity
- Consortium News
- Upcoming Events

an official Veterans History Project (VHP) collecting partner. Her students conducted and submitted 55 oral histories over the course of two school years, making local history come alive for her students. One student reflected that "I really enjoyed this assignment. At first, I was dreading it, constantly looking for a way to delay it as long as I could, but when I sat down and thought about it, I realized how much it actually affected me. It all came down to my veteran....He just had so much information that was far from boring."

Mrs. Trelka has been a stellar ambassador for teaching with primary sources and the oral histories produced by her students are concrete evidence of student achievement. For more information on her oral history lesson plan and the oral histories collected, click on the AAM Teachers Hall of Fame at California University's AAM/TPS Web site at www.cup.edu/education/aam.

Adventure of the American Mind is evolving into the Teaching with Primary Sources program, which will build on AAM's successes. The change is subtle and began informally with the inaugural 2006 Summer Institute, which was purposely titled Teaching with Primary Sources. Cal U faculty have been informed of the change and act as early ambassadors for the transformation by mentioning Teaching with Primary Sources whenever they refer to Adventure of the American Mind. AAM staff will foster the name change by utilizing other mediums such as email, newsletters, program web site, university publications and presentations. Eventually, the program will become the Library of Congress Teaching with Primary Sources program, formerly known as Adventure of the American Mind.

California University of Pennsylvania Web site:

<http://www.cup.edu/index.jsp>



Mrs. Trelka (center) in an AAM course

Included in this issue:

- Partner's Message
- Spotlight on California
University of PA
- Primary Sources:
Multicultural Diversity
- Consortium News
- Upcoming Events

Highlighted Primary Sources and Related Materials from TPS Partners

Annotated links to teaching resources related to Multicultural Diversity:

Barat Education Foundation

Florida Folklife from the WPA Collections

<http://memory.loc.gov/ammem/flwpahtml/flwpahtml.html>

This resource is a multiformat ethnographic field collection documenting African-American, Arabic, Bahamian, British-American, Cuban, Greek, Italian, Minorcan, Seminole, and Slavic cultures throughout Florida.

Mexicans and Americans: Cracking the Cultural Code

http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=3318

In this webcast, international business executive and cultural analyst Ned Crouch discusses how Mexicans and Americans live and work together, and how this will be the big cultural story in North America in the 21st century.

The Cultures and History of the Americas

<http://www.loc.gov/exhibits/kislak/>

This exhibition focuses on the early Americas from the time of the indigenous people of Mexico, Central America, and the Caribbean through the period of European contact, exploration, and settlement.

California University of Pennsylvania

Douglass, Frederick. "To My Master."

<http://memory.loc.gov/cgi-bin/ampage?collId=mfd&fileName=21/21024/21024page.db&recNum=0>

The manuscript of a 12 page public letter for publication in the abolitionist newspaper, The North Star (Sept. 8, 1848), that Frederick Douglass wrote to his master, Thomas Auld.

Kelly, Lorraine. Washington Park Middle School, Washington, PA. Native Americans, How did They Live?

<http://www.cup.edu/education/aam/index.jsp?pageId=1580830010421154116716079>

Using Edward S. Curtis's The North American Indian Collection, students can analyze Native American culture and construct presentations using the photos and research information.

Interview with Today's Immigrants

<http://memory.loc.gov/learn/features/immig/interv/toc.php>

Oral History interviews that illustrate the American immigration experience during the second half of the 20th century and the early years of the 21st century.

Included in this issue:

- Partner's Message
- Spotlight on California University of PA
- **Primary Sources: Multicultural Diversity**
- Consortium News
- Upcoming Events

Highlighted Primary Sources and Related Materials from TPS Partners

Governor's State University

Egnatz, Linda. Lincoln-Way High School, Frankfurt, IL. ¿Quién Llegó Primero? - Who arrived first? Early Spanish Explorers in the United States
<http://aam.govst.edu/projects/legnatz/>

This lesson plan has Spanish high school students exploring the historical timeline of exploration and discovery of what is now the continental United States. Opportunities are provided to search for and use early primary resources that document the travels of early Spanish explorers. The lesson can be taught in either English or Spanish.

Illinois State University

America Is A Melting Pot

In these lessons, students use primary sources to compare and contrast people from other parts of the world who came to live in the United States.

Chinese Immigration in America

In these lessons, students are introduced to immigration in the West through Angel Island.

Cultural Diversity Pioneers

In these lessons, students study and learn about various pioneers in minority rights/cultural diversity using primary sources.

The Metropolitan State College of Denver

WPA Posters

Indian Court 1 Indian Court 3
Indian Court 2 Indian Court 4

A set of WPA posters about Native American culture.

Chinese Culture Primary Sources

Chinese 1 Chinese 3
Chinese 2 Chinese 4

These primary resources were used to support a lesson on the Chinese culture and their immigration experience.

Included in this issue:

- Partner's Message
- Spotlight on California University of PA
- **Primary Sources: Multicultural Diversity**
- Consortium News
- Upcoming Events

Highlighted Primary Sources and Related Materials from TPS Partners

Southern Illinois University – Edwardsville

Edward S. Curtis's The North American Indian: Photographic Images Collection

<http://memory.loc.gov/ammem/award98/ienhtml/curthome.html>

“The North American Indian by Edward S. Curtis is one of the most significant and controversial representations of traditional American Indian culture ever produced. Issued in a limited edition from 1907-1930, the publication continues to exert a major influence on the image of Indians in popular culture.”

Local Legacies: Celebrating Community Roots

<http://www.loc.gov/folklife/roots/>

“The Local Legacies project provides a “snapshot” of American Culture as it was expressed in spring of 2000, in communities from every state in the nation.”

American Memory resources:

<http://memory.loc.gov/ammem/index.html>

Included in this issue:

- Partner's Message
- Spotlight on California University of PA
- Primary Sources: Multicultural Diversity
- **Consortium News**
- Upcoming Events

Consortium News

Federation of Independent Illinois Colleges and Universities

Thirty-two social studies educators from Alaska to Mexico attended a National Council for the Social Studies Annual Conference clinic at the Library of Congress. Mark Newman and Rhonda Clevenson, along with Elizabeth Ridgway, provided leadership.

Illinois State University

Illinois State University's transition to the Teaching with Primary Sources program is going smoothly and will be completed by October 1, 2007.

Southern Illinois University - Carbondale

Southern Illinois University AAM is concluding the semester-long EDUC 550: An Adventure of the American Mind course. Fourteen in-service teachers are completing training in the identification and application of digital primary sources from the Library of Congress and American Memory.

The Center on Congress at Indiana University

The Center on Congress and Northern Virginia Partnership are collaborating to conduct field tests of its TPS Web resources with teachers and students in Indiana, Virginia, Colorado, and Arkansas. NVA teachers will be testing the new online resources in their classrooms in early 2007.

Metropolitan State College of Denver

Preparations are underway to transition from AAM to TPS. Plans include adding a unique online workshop environment that will help facilitate the program's evolution and growth throughout Colorado.

University of Northern Colorado

During UNC's start-up phase, staff is introducing the TSP project and assessing resources and needs. Response has been enthusiastic. Current practices and needs are varied.

Waynesburg College

WC's Fall Institute, WebQuesting at the LC, provided the option of working on campus or online. The new teacher-created webpages can be viewed at: <http://aam.waynesburg.edu/spotlight.html>.

Complete TPS Consortium Member List:
<http://www.loc.gov/teachers/tps/consortium/>

Included in this issue:

- Partner's Message
- Spotlight on California University of PA
- Primary Sources: Multicultural Diversity
- Consortium News
- **Upcoming Events**

Upcoming Events

California University of PA

January 19, February 16, 2007 – Workshops 3 and 4 of a series of six workshops at Ave Maria Catholic School.

February 13, 2007 – TPS presentation to 40 California University student teachers.

Illinois State University

January 1, 2007 to May 1, 2007 - Teaching with Primary Sources professional development. Participants will produce a standards-based learning experience using Internet based resources. The workshop can be taken for 25 CPDUs or 2 ISU graduate credits. The workshop course requires two face-to-face meetings on campus as well as work online.

March 1, 2007 - Teaching with Primary Sources staff at Illinois State University will be presenting "Teaching with Primary Sources" at the Illinois Computing Educators Conference.

Metropolitan State College of Denver

January 23, February 13, February 27, 2007 - Rocky Mountain PBS (Denver) – Five hour collaborative sessions to introduce participants to the Library of Congress' American Memory website, and offer ideas for using media in the classroom. Participants can earn up to 3 graduate credits by completing related online coursework.

February 23 & 24, 2007 - Librarian Days – Librarians from around the state invited to attend a professional development day with an accompanying teacher. This year's topic is Educating the Digital Learner – 21st Century Learning, Literacies, and Thinking.

Southern Illinois University - Edwardsville

January 10, 23, 25, & 31, 2007 – Twelve hour basic workshop series at Madison County Regional Office of Education in Edwardsville, IL.

January 29, 2007 - Presentation to pre-service teachers at Lewis & Clark Community College in Godfrey, IL.

February 12, 14, 26, & 28, 2007 – Twelve hour basic workshop series at Illini Middle School in Jerseyville, IL.

The Teaching with Primary Sources program (TPS) helps teachers to embed digitized primary source materials from the Library of Congress into challenging, high-quality instruction. TPS is managed and implemented by an educational consortium comprised of universities, libraries and K-12 school districts.

For more information about the Teaching with Primary Sources Program, please visit: www.loc.gov/teachers/tps