Learning Objectives

Participants will:

• Identify key considerations for selecting primary sources

• Practice the selection process by applying considerations to a set of primary sources
Considerations for Selecting

What factors do you consider when you select primary sources for use in your classroom?
Some Considerations

• How will the source fit into my instruction?
  o What topic am I teaching?
  o When will I be using the source?
    (e.g. opening motivation, core instruction, assessment, etc.)
  o What skills do I want my students to practice?
    (e.g. developing questions, identifying perspective, etc.)
Some Considerations

• How will the source fit into my instruction?

• Is the source appropriate for my students?
  o Is the source engaging?
  o Is the source age or learning-level appropriate? (e.g. reading level, document length, content etc.)
  o Are there difficult topics that I need to consider?
Some Considerations

• How will the source fit into my instruction?
• Is the source appropriate for my students?
• Have I considered logistics?
  o Can the source be easily read? Will students be able to identify details?
  o Are there any rights issues with how I plan to use the source?
Title
[African American children on way to PS204, 82nd Street and 15th Avenue, pass mothers protesting the busing of children to achieve integration]

Contributor Names
DeMarsico, Dick, photographer

Created / Published
1965 September 13.

Subject Headings
- Busing (School integration)--New York (State)--New York--1960-1970

Headings

Notes
- Title devised by Library staff.
- NYWT&S staff photograph.
- Caption handwritten on verso.
- Date stamped on verso: Sep 13 1965.
When might you use this resource? Why?
What skills could students practice?
What skills could students practice?
What characteristics does this resource have?
NAACP ATTACKS N. Y. SCHOOL BIAS PATTERNS

NEW YORK - In two sharply worded statements the NAACP has severely criticized the gap between policy and practice in the New York schools - in the city and in the state.

At a meeting of the New York Ethical Culture Society on May 20 in observance of the 1954 Supreme Court decision Miss June Shagaloff, NAACP special assistant for education, charged discriminatory practices still exist in this city’s educational system despite an official policy supporting integration.

“Top school officials and the Board itself have simply failed to implement their own policy with a sense of urgency or clearly defined commitment... The efforts that have been made to desegregate and to raise educational standards have fallen disastrously short of the goals that were set forth by the Board of Education in 1954,” Miss Shagaloff said.

At a meeting of the Staten Island NAACP branch on May 21, Miss Shagaloff called on New York Commissioner of Education James E. Allen, Jr., to take steps to implement the Board of Regents’ 1961 policy by directing local school boards to eliminate de facto segregation.
I had been pushed around for all my life and felt at this moment that I couldn't take it anymore. When I asked the policeman why we had to be pushed around? He said he didn't know. "The law is the law. You are under arrest." I acted as I went with I didn't resist.

From Rosa Parks papers:

[Reflections on her arrest for refusing to surrender her bus seat to a white passenger, December 1, 1955]
Thirty Years of Lynching in the United States, 1889–1918.
When would you use and why?

- Characteristics?
- Students?
- Skills?

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Arizona tribune. May 31, 1963

When might you use this resource? Why?
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THIRTY YEARS OF LYNCHING 1889-1918

When might you use this resource? Why?
Practice the selection process

• Think about your students:
  o What are their abilities?
  o When will you use the primary source?
  o How will you use it?
  o What are other classroom/student considerations?

• Select one item from one of the Primary Source Sets:
  o Jim Crow and Segregation
  o The NAACP: A Century in the Fight for Freedom

• Share in the chat:
  o Title and hyperlink of one item you would use.
  o How you would use it.
  o Why you would use it.
Jim Crow and Segregation PSS
Jim Crow and Segregation PSS
The NAACP: A Century in the Fight for Freedom
Identify Key Considerations

As you considered each source for classroom use, what key considerations emerged?
Before You Go

Please take our survey
https://www.surveymonkey.com/r/2020_LOC_Webinar

Certificates for Live Participation Only
In the next 48 hours:
Send your first and last name to mapf@loc.gov

Please note: Certificates are not automated. You must email a request.
Questions?

• Library of Congress: http://www.loc.gov
• Ask a Librarian: http://www.loc.gov/rr/askalib/
• Teacher resources: http://www.loc.gov/teachers/
• Teacher blog: http://blogs.loc.gov/teachers/
  ➢ Selecting: https://blogs.loc.gov/teachers/?s=selecting

• Cheryl Lederle: cled@loc.gov
• Mike Apfeldorf: mapf@loc.gov
Before You Go

Please take our survey
https://www.surveymonkey.com/r/2020_LOC_Webinar

Certificates for Live Participation Only
In the next 48 hours:
Send your first and last name to mapf@loc.gov

Please note: Certificates are not automated. You must email a request.