

# SOURCES

Annual Conference

January 27, 2018  
University of Central Florida  
Orlando, Florida



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To access the UCF Wi-Fi, you can connect to "UCF\_Guest" for wireless service. Guest network access is limited to publicly accessible University resources and the Internet. It does NOT use encryption, so guests should NOT use it for web browsing that involves submitting personal information to a website, such as online banking or making online purchases.



Greetings Colleagues and SOURCES Attendees,

Welcome to the fourth Annual SOURCES Conference. I am excited to be able to host this conference here in Orlando on the lovely campus of the University of Central Florida. I hope that you take advantage of the great restaurants and attractions that the area has to offer, if you are in town for the weekend. You and approximately 175 other educators, interested in effective practices related to teaching with primary sources, will be in attendance. I am thoroughly excited that so many will be here to share ideas, engage in discussions, and learn about new, effective, and engaging ways to integrate primary sources into K-12 education.

We have a great day planned, with sessions packed full of wonderful information and pedagogical practices. Presenters will provide strategies for using primary sources to help K-12 students engage in learning, develop critical thinking skills, and build content knowledge, specifically in one or more of the following ways:

- Justifying conclusions about whether a source is primary or secondary depending upon the time or topic under study;
- Describing examples of the benefits of teaching with primary sources;
- Analyzing a primary source using Library of Congress tools;
- Accessing teaching tools and primary sources from [www.loc.gov/teachers](http://www.loc.gov/teachers);
- Identifying key considerations for selecting primary sources for instructional use (for example, student needs and interests, teaching goals, etc.);
- Accessing primary sources and teaching resources from [www.loc.gov](http://www.loc.gov);
- Analyzing primary sources in different formats;
- Analyzing a set of related primary sources in order to identify multiple perspectives;
- Demonstrating how primary sources can support at least one teaching strategy (for example, literacy, inquiry-based learning, historical thinking, etc.); and
- Presenting a primary source-based activity that helps students engage in learning, develop critical thinking skills and construct knowledge.

In closing, I would like to thank each of you for attending the fourth Annual SOURCES Conference and for bringing your expertise, related to teaching with primary sources, to this professional gathering. I hope to see you here again next year, in January of 2019.

Keep on teaching with primary sources!

Scott M. Waring, Ph.D.

Professor and Program Coordinator of Social Science Education

Director of the Teaching with Primary Sources Program at UCF

Editor of *Social Studies and the Young Learner*

Interdisciplinary Feature Editor of *Social Studies Research and Practice*

Co-Editor of *Contemporary Issues in Technology and Teacher Education - Social Studies*

University of Central Florida



<b>8:00 am - 9:00 am</b>		<b><i>Registration and Light Breakfast</i></b> <i>(In Teaching Academy Lobby)</i>
<b>9:00 am - 9:50 am</b>		<b><i>General Session &amp; Welcome</i></b>
K-12	TA117	<p><b>To Relish the Story: Reading and Writing with Primary Sources</b>  <i>Tina Heafner</i>  <i>University of North Carolina, Charlotte</i>  <i>Vice-President of the National Council for the Social Studies</i></p> <p><i>Stories are cognitively privileged, more likely to be remembered, and invite students into the content of primary sources. Stories generate a natural curiosity for reading and can be leveraged as a framework for writing. Teach students to relish the story to enhance learning with primary sources.</i></p>
<b>10:00 am - 10:50 am</b>		<b><i>Session I Presentations</i></b>
Elementary	TA110	<p><b>Patriotism Through the American Flag as a Primary Source</b>  <i>Tammara Purdin</i>  <i>Lamarque Elementary School</i>  <i>Director of the Florida Council for History Education</i></p> <p><i>Participants will examine primary sources and gain an understanding of the complexity and perspectives of history. The presenter will convey how to use these documents to develop historical thinking skills.</i></p>
Middle/ High	TA116	<p><b>Eagle Eye Citizen: Exploring Civics, History, and Primary Sources</b>  <i>Sara Collini</i>  <i>George Mason University</i></p> <p><i>Solve and create online challenges using Library of Congress sources, promote historical thinking skills and civic understanding, and integrate digital resources into the classroom with Eagle Eye Citizen.</i></p>
High	TA201	<p><b>Using Local Crime and Delinquency as a Teaching Tool</b>  <i>Jeremiah Blaha</i>  <i>Colorado State University, Pueblo</i></p> <p><i>In an interactive and engaging session, the presenter will address how a series of graffiti "tags" has led to an opportunity to engage students using newspaper cartoons and crime reports.</i></p>



High	TA203	<p><b>Life Matters: A View of Child Labor in Mississippi</b> Paul Binford, Nicole Miller, and Kenneth Anthony Mississippi State University</p> <p><i>Attendees will participate in a (TCI) Visual Discovery lesson and learn the steps that invite students into the lives and hardships experienced by children over 100 years ago.</i></p>
K-12	TA222	<p><b>Teaching English Learners Using Primary Sources</b> Rich Cairn Collaborative for Educational Services Massachusetts</p> <p><i>Social studies vocabulary and complex documents can be a challenge for English Learners. See ways that educators have used primary sources to help English Learners gain the literacy skills for success.</i></p>

<b>11:00 am - 11:50 am</b>		<b><u>Session II Presentations</u></b>
Elementary	TA110	<p><b>Hollywood or History? An Inquiry-Based Strategy for Using Film to Teach about Primary Sources at the Elementary Level</b> Scott Roberts and Charles Elfer Central Michigan University and Clayton State University</p> <p><i>This session will focus on structured instructional strategies for K-5 teachers that incorporate the C3 Framework through an analysis of media (film) and primary source documents. Films, such as Pocahontas, Paul Bunyan, and Iron Jawed Angles, will be discussed.</i></p>
High	TA201	<p><b>DBQuest 2.0: iCivics' Hot New DBQ Tool</b> Emma Humphries iCivics</p> <p><i>Check out iCivics' newly-upgraded DBQuest tool, including its newest module, "Founding Preambles" and get a sneak peek at future modules.</i></p>



<b>11:00 am - 11:50 am</b>		<b>Session II Presentations (Continued)</b>
K-12	TA203	<p><b>Teaching African American History and the Ongoing Struggle for Civil Rights</b>  <i>Daniella Cook and Karen Gavigan</i>  <i>University of South Carolina</i></p> <p><i>In this session, we use primary sources available through the Library of Congress to teach K-12 students in South Carolina about the historical contributions of African Americans and the ongoing struggle for Civil Rights as one way to combat bigotry and racism.</i></p>
K-12	TA222	<p><b>Benjamin Franklin: Sourcing the Legacy</b>  <i>Kacie Nadeau</i>  <i>University of South Florida</i></p> <p><i>Benjamin Franklin's legacy is memorialized through documents and monuments. How were these perceptions shaped over the centuries? An examination of this history helps contextualize the man and the myth.</i></p>
<b>11:50 am - 1:10 pm</b>		<b>LUNCH - On Your Own</b>
<b>1:10 pm - 2:00 pm</b>		<b>Session III Presentations</b>
Elementary	TA110	<p><b>Using Photographs in Elementary Social Studies: Strategies that Promote Perspective Recognition</b>  <i>Lisa Buchanan</i>  <i>University of North Carolina, Wilmington</i></p> <p><i>This session explores the potential for using photographs to facilitate perspective recognition with young learners. Source topics include: cultural universals, human and civil rights, and immigration.</i></p>
High	TA116	<p><b>Using LOC Classroom-Ready Lesson Plans to Develop AP Readiness</b>  <i>Ron Perkins</i>  <i>Calvary Christian High School</i></p> <p><i>Improve student readiness for advanced coursework in history using Library of Congress' classroom-ready lessons. Session includes sample lessons, demonstrations, and a lesson alignment index for the latest AP United States and AP World curriculum framework.</i></p>



K-12	TA201	<p><b>Primary Sources for All Learners: TPS Inquiry Kits</b>  <i>Karla Thompson</i>  <i>Maryland Humanities</i></p> <p><i>The presentation will highlight the Thinkport – Teaching with Primary Sources website (<a href="http://www.thinkport.org/tps">www.thinkport.org/tps</a>), which seeks to involve students of all interests and abilities, including special education students and English Language Learners, in primary source research.</i></p>
K-12	TA203	<p><b>Contextualizing Equality: Founding Fathers and Founding Principles</b>  <i>Jennifer Jaso</i>  <i>Sarasota Middle School</i>  <i>Florida Council for History Education</i></p> <p><i>The ideal of equality expressed in the Declaration of Independence established the unwillingness of the American colonists to settle for tyranny and oppression, as well as a petition for natural rights. While these truths appear to be self-evident, questions surface regarding whether the founders' views of slavery support or contradict our founding principle that all men are created equal.</i></p>
K-12	TA222	<p><b>Visual Literacy: Analyzing Images</b>  <i>Melinda Staubs</i>  <i>Jacksonville State University</i></p> <p><i>This presentation focuses on using different strategies to enhance visual literacy. Participants will take part in various strategies designed to enhance visual literacy of primary sources. Strategies discussed can be adapted for use in elementary grades through high school.</i></p>

**2:10 pm - 3:00 pm**

**Session IV Presentations**

Elementary	TA110	<p><b>Back to the Future: Investigating the Impact of Military Attacks on American Soil and the Reaction of American Citizens</b>  <i>Karon LeCompte, Brooke Blevins, and Kevin Magill</i>  <i>Baylor University</i></p> <p><i>World War II is a topic of investigation in upper elementary classrooms. Participants will use historical documents to explore the attack on Pearl Harbor and America's changing role in global interactions.</i></p>
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<b>2:10 pm - 3:00 pm</b>		<b>Session IV Presentations (Continued)</b>
Middle	TA116	<p><b>Perspective Comparison Study Lesson on Slave Narratives in the North and South</b>  <i>Tammara Purdin</i>  <i>Lamarque Elementary School</i>  <i>Director of the Florida Council for History Education</i></p> <p><i>This presentation will exemplify how to analyze a set of related primary sources to identify multiple perspectives and to engage students in learning and developing critical thinking skills.</i></p>
High	TA201	<p><b>Teaching the Arab-Israeli Conflict and Peace Process</b>  <i>Dori Gerber</i>  <i>Institute for Curriculum Services</i></p> <p><i>Connect the history and background of the Arab-Israeli conflict and peace process to the present through primary sources, teaching strategies, and classroom technology that support close, analytic reading, and evidence-based responses.</i></p>
High	TA203	<p><b>Information Literacy</b>  <i>Rachel Smith and Andre Olejack</i>  <i>Edgewater High School</i></p> <p><i>The controversies over "fake news" have been dominating the real news, but how can we teach our students to be savvy consumers of information? Learn how your students can practice vital skills such as corroboration and identifying bias by analyzing primary sources on the Library of Congress website.</i></p>
High	TA222	<p><b>The Loyal Japanese-Americans at Manzanar: Using Dorothea Lange's and Ansel Adams's Photography to Teach About Intolerance</b>  <i>Jay Shuttleworth- Long Island University, Brooklyn</i></p> <p><i>What can Dorothea Lange and Ansel Adams's photographs tell us about racial intolerance? Learn analytical approaches for incorporating their primary source images and media literacy. Lesson plans will be provided.</i></p>
<b>3:00 pm - 3:20 pm</b>		<b>Refreshment Break- TA 130</b>



3:20 pm - 4:10 pm		Session V Presentations
Elementary	TA110	<p><b>Cherry Picking the Truth About George Washington: Good Manners, Bad Teeth, &amp; A Powdered Ponytail</b> Eric Groce Appalachian State University</p> <p><i>Persistent myths about the Father of Our Country (wooden teeth, chopping the cherry tree, wearing a wig) continue to exist in the public consciousness. Come and participate in this elementary grades lesson that explores multiple sources to dispel the misconceptions.</i></p>
High	TA116	<p><b>Interrogating Immigration: Using the Past to Investigate the Present</b> Brooke Blevins, Kevin Magill, and Karon LeCompte Baylor University</p> <p><i>Immigration is a persistent historical issue that continues to create controversy, exclusion, and confusion. In this presentation, participants will utilize historical documents to explore immigration issues in both the past and present.</i></p>
High	TA201	<p><b>The Experiment Called The Constitution</b> Carol LaVallee Pine View School</p> <p><i>Learn about the creation of the new nation through personal notes of Hamilton, Washington, Jefferson, and more. Participants will read, analyze, and discover the personal side of Constitutional experiment through maps, diaries, newspapers, and governmental documents.</i></p>
K-12	TA203	<p><b>Teaching Folk &amp; Popular Culture: Enriching World Cultural &amp; AP Human Geography Courses with Classroom-Ready Lessons</b> Ron Perkins Calvary Christian School</p> <p><i>High-interest classroom-ready LOC units on Culture &amp; Folklife; build cultural, historical, and geographic literacy. Session includes sample lesson, handouts, and demonstrations of LOC teacher resources.</i></p>
K-12	TA222	<p><b>Teaching World History with Primary Sources</b> Danielle Kendrick Seminole Science Charter School</p> <p><i>The purpose of this presentation is to discuss historians' role in the development of K-12 curriculum and the use of primary sources from a historian and first year teacher.</i></p>



## **Primary Source Interactive**

**KidCitizen (<https://www.kidcitizen.net>)**



KidCitizen introduces a new way for young students (K-5) to engage with history through primary sources. In KidCitizen episodes, children interactively explore Congress and civic engagement through historical primary resources, and connect what they find with their daily lives.

KidCitizen episodes capitalize on the active and social nature of young children's learning. They use primary sources for rich demonstrations, interactions, and models of literacy in the course of innovative hands-on activities that make academic content meaningful, build on prior experiences, and foster visual literacy and historical inquiry.

KidCitizen also includes cloud software tools that let educators create their own episodes and share them with students. Using KidCitizen tools, educators can create activities using primary source photographs that are especially relevant to their students and community. The KidCitizen tools runs on the Muzzy Lane Author platform.

KidCitizen episodes run on PCs, Macs, and iOS and Android mobile devices. The episodes can be accessed from the KidCitizen website [www.kidcitizen.net](http://www.kidcitizen.net). All are free to play, and a teacher's guide accompanies each episode. KidCitizen is part of the Congress, Civic Participation, and Primary Sources Project, and is supported by a grant from the Library of Congress.

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## Primary Source Interactive

iCivics Upgrades DBQuest (<https://www.icivics.org/products/dbquest>)

*New platform, new modules, new and deeper learning with documents!*

DBQuest introduces students to major questions in civics and history. They are given a Big Question as a guiding light to shine on the three selected primary resources. Each document challenges the student to dig into the text itself and find the relevant information through document-based supporting questions. Students and their teachers will be able to select between two modes – guided and freeform. The guided experience provides scaffolding throughout the tool, while free form gives the student the tools without the additional assistance. Both allow students to produce a thoughtful analysis of the resources provided. The tool takes students through the same 4-steps for each source:

1. Rate the document for usefulness and determine perspective
  2. Identify and analyze the text and visual elements that assist with answering the questions
  3. Address the supporting questions in their own words
  4. Summarize their findings into a response to the Big Question
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## Primary Source Interactive

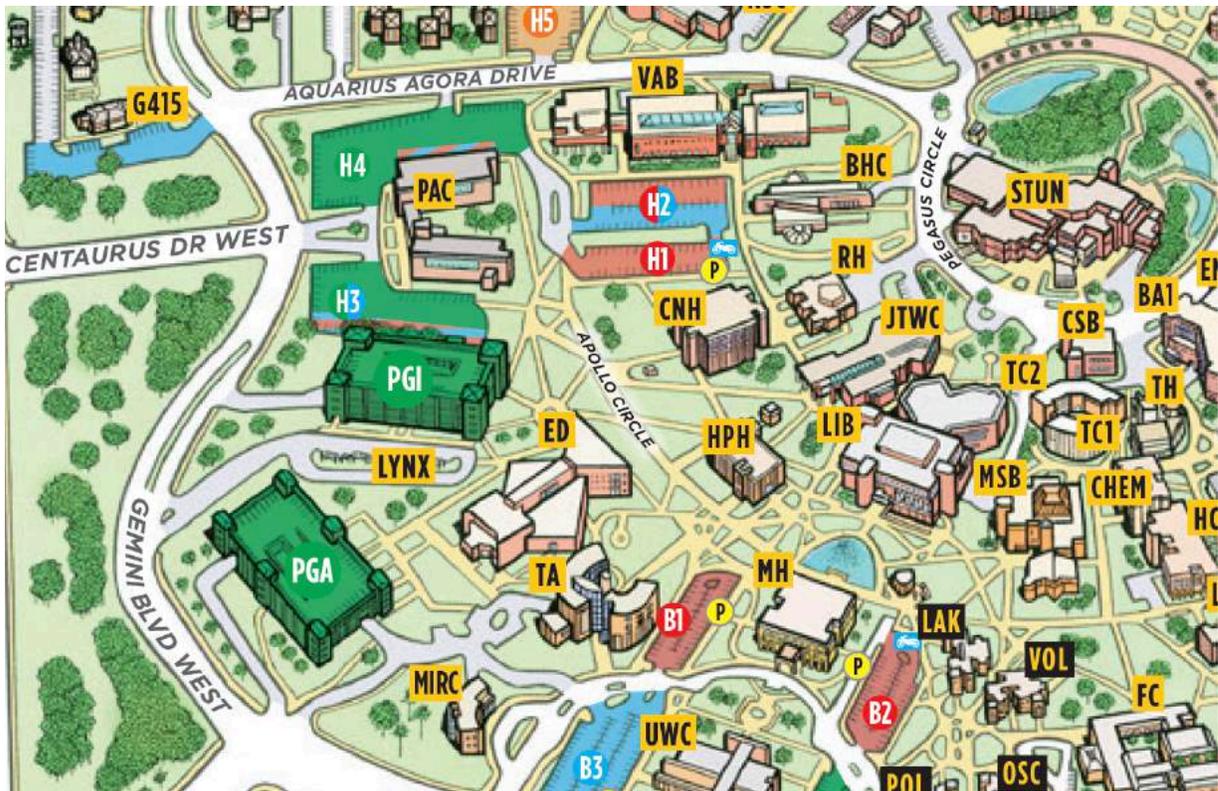
Eagle Eye Citizen (<https://eagleeyecitizen.org>)



Eagle Eye Citizen engages middle and high school students in solving and creating interactive challenges about Congress, American history, civics, and government with Library of Congress primary sources in order to develop students' civic understanding and historical thinking skills. Created by the Roy Rosenzweig Center for History and New Media at George Mason University, Eagle Eye Citizen is a Congress, Civic Participation, and Primary Sources Project and is supported by a grant from the Library of Congress.

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### UCF Campus Map



PGA – Parking Garage A

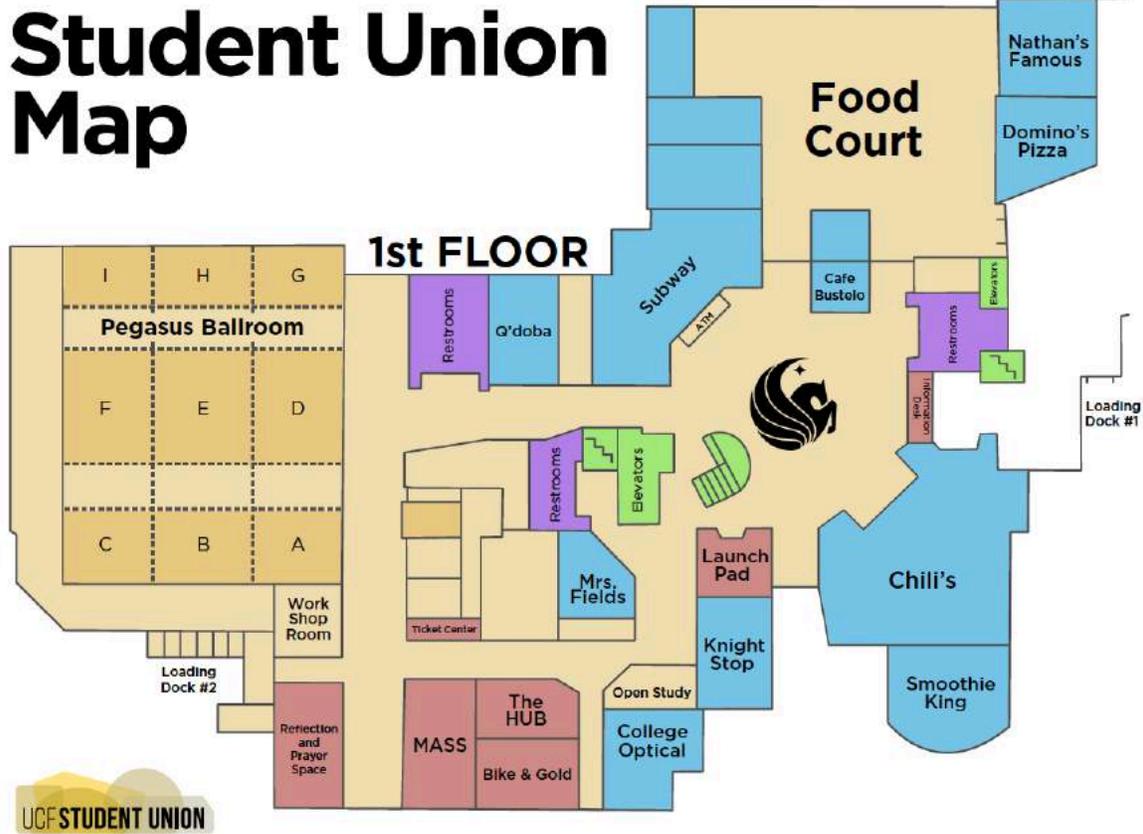
TA – Teaching Academy

JTWC – John T. Washington Center

STUN – Student Union

## Lunch Options

There are many options available off campus, especially on University Boulevard. However, some of the dining options on the UCF campus, that are listed on their website as being open this Saturday and are easily accessible from the Teaching Academy, can be found in or around the Student Union (STUN on the campus map):



### Open in the Student Union

Boar's Head (In location listed as Subway)  
Café Bustelo  
Chili's

Knightstop & Sushi  
Qdoba  
Smoothie King

Also, there is a Chick-fil-A just outside of the Student Union in the John T. Washington Center Breezeway (JTWB on the campus map). Event Open Services Study Group Study Elevators Elevators



## Save the Date

We are thrilled to announce that the  
5<sup>th</sup> SOURCES Annual Conference  
will be held in **January of 2019** at  
the University of Central Florida.

Thank you to our Sponsors!



UNIVERSITY OF CENTRAL FLORIDA



**TEACHING**  
*with* PRIMARY  
**SOURCES**

